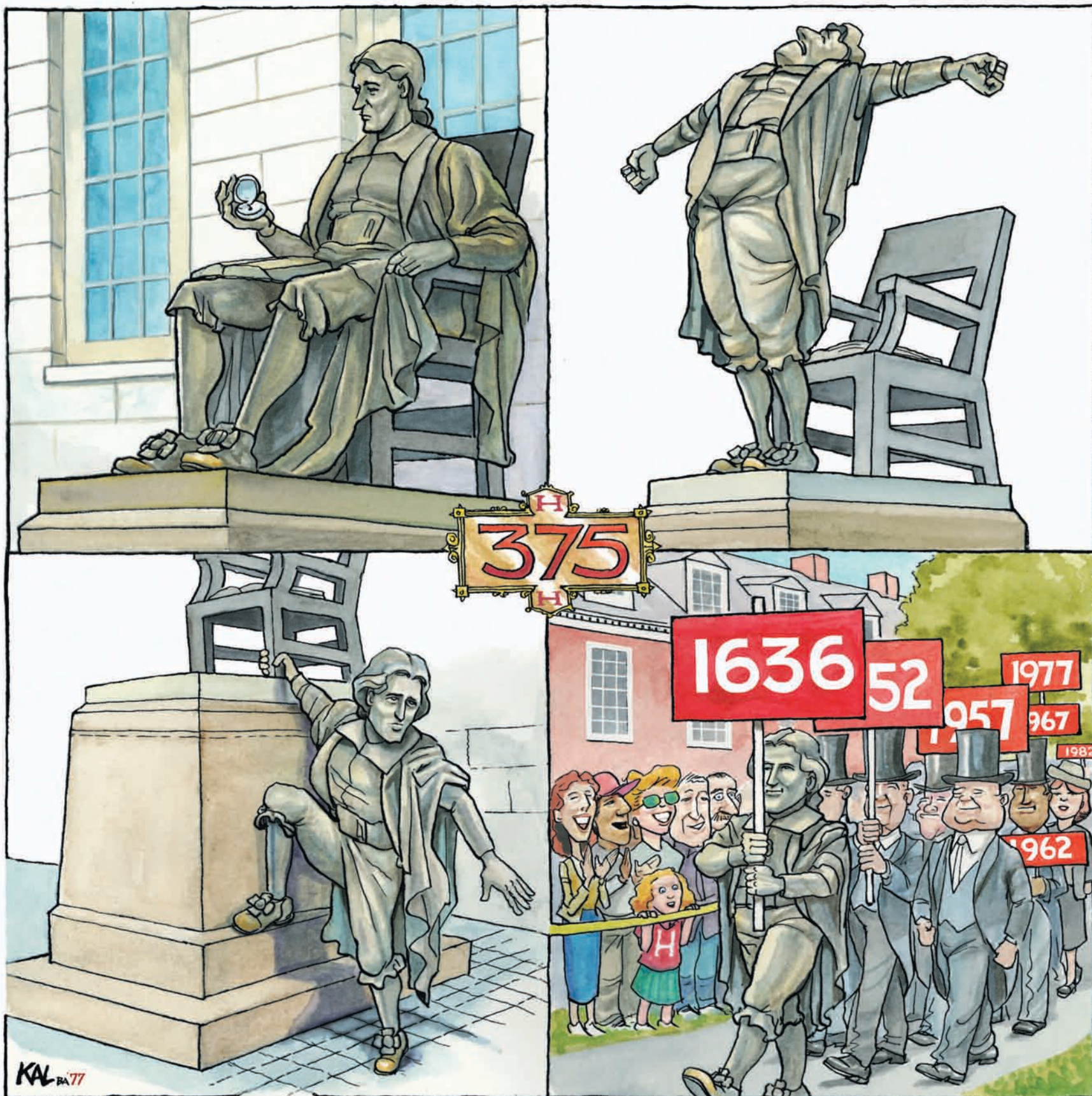


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Celebrate Harvard at 375

'Explore Harvard' with keepsake photo book

To mark the 375th anniversary of the founding of Harvard College, the University has created a new photo book, "Explore Harvard: The Yard and Beyond." This collection of photographs brings to life the myriad intellectual exchanges that make Harvard one of the world's leading institutions of higher education.

Presenting contemporary images never before published as well as archival prints, this large-format portrait of the University captures an early spirit of exploration that continues to thrive around the Yard, in the College's historic lecture halls, in cutting-edge science facilities, and in research outposts around the world. From "move-in" day to Commencement, seasonal shifts across the iconic New England landscape form a contemplative backdrop to learning and growth for each new class.

For alumni who remember life in the Houses along the Charles, or thrilled to the achievements of athletes and artists, "Explore Harvard" will not disappoint. Prospective students who have seen the University only from a distance will get an inside view of one of the most beautiful campuses in the world, while those intimately familiar with the school will discover a side of Harvard they never knew.





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We asked several Harvard authors to talk about something different, not what's in their books but where and how they write them. Here's what they said.

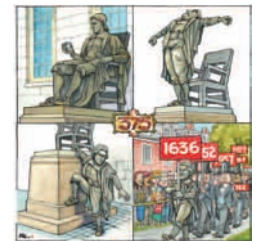
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COVER ILLUSTRATION BY HARVARD ALUM

The Gazette's cover illustration is by Kevin Kallaugher (KAL), an international award-winning editorial cartoonist for The Economist magazine of London and The Baltimore Sun.

In a distinguished career that spans over 34 years, Kallaugher '77 has created more than 8,000 cartoons and 140 magazine covers. His résumé includes five collections of his published work, one-man exhibitions in six countries, and international honors and awards in seven countries. Kallaugher is the artist-in-residence at the University of Maryland, Baltimore County (UMBC). He has created acclaimed animations and calendars, toured the U.S. with Second City, and addressed audiences around the world.

In 1999, The World Encyclopedia of Cartoons said of Kallaugher, "Commanding a masterful style, Kallaugher stands among the premier caricaturists of the [20th] century."



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For all that has changed over Harvard's 375 years, one thing has remained roughly the same: It's still a place where many of the brightest students come to learn from some of the best teachers.

But if anniversaries are a good time to reflect on what has gone well, they're also a time to set challenges — to imagine what could become even better. If anything, 2011-12 was the year when Harvard began to focus more heavily on how students learn and teachers teach.

Evidence of a renewed commitment to teaching and learning could be found across the University. Rita E. and Gustave M. Hauser's \$40 million gift, announced in October, led to the launch of the Harvard Initiative for Learning and Teaching. In November, the Harvard Innovation Lab opened its doors to the public, drawing students, faculty, and researchers across the Charles River to collaborate across disciplines.

And this month, Harvard and the Massachusetts Institute of Technology unveiled their joint education venture, edX, which promises a future in which online learning both opens Harvard's doors to the world and provides valuable data and insights to make traditional classrooms even more effective.

"The vast technological and societal changes of recent years require us to rethink our role in educating our own students, to reconfigure higher education for a global century," said President Drew Faust. "Harvard has a responsibility not just to educate our students, but to determine how young people learn best, and why the best teachers are so effective."

As the 375th anniversary draws to a close, the Gazette asked 11 professors to answer the question: "What's the one big idea that will transform teaching and learning before Harvard celebrates its 400th?"

Their answers varied as widely as their disciplines, but they share an excitement for new technologies and insights, a willingness to experiment, and a desire to position Harvard at the forefront of the educational future.

— Katie Koch | Harvard Staff Writer

Photo by Jon Chase | Harvard Staff Photographer



Ahead of the LEARNING CURVE

Harvard faculty members envision the next big ideas in teaching and learning.

A SMARTER NETWORK

Jonathan Zittrain is Harvard Law School professor of law, School of Engineering and Applied Sciences (SEAS) professor of computer science, and co-founder and faculty co-director of the Berkman Center for Internet & Society.

Imagine a world where students learn not from pricey textbooks, but from a priceless community. We will transform teaching by making course texts digital and networked, among professors as well as students.

Professors will be able to browse syllabi from around the world, and then drag and drop the most fitting elements for their own classes. They'll contribute their own changes back to the commons, making for rapid microevolution of the texts and criticisms that spark student reaction and discussion. And, thanks to the networked system, a teacher can be alerted when an assigned text is being read and digested elsewhere, creating opportunities for well-defined debate and criticism from students in Harvard Yard to those in Singapore or Saudi Arabia. Machine translation is becoming good enough to allow communication not just across culture but across language, too.

Universities were central to building the Internet. They can build networked teaching, too, in the public interest, free and open to all who want to learn.

Jonathan Zittrain: Professors will be able to browse syllabi from around the world ...

BRINGING THE WORLD TO HARVARD

Maya Jasanoff is a professor of history in the Faculty of Arts and Sciences (FAS).

Digital initiatives like edX, the new Harvard-MIT online learning platform, let Harvard open its classrooms to the world. I use digital technology to confront another challenge: How can I bring the world into the classroom?

My course “Societies of the World 14: The British Empire” covers 200 years in the history of an entity that once dominated a quarter of the earth. I have to show students the great diversity of this empire



Maya Jasanoff: While millions may enter virtual Harvard classrooms by 2036, I believe students on campus will enjoy an enriched classroom experience ...

while also conveying broad, overarching themes.

Google Earth offers a great way to do both. I can “fly” students to different locales, and animate these with embedded video, images, and music. To understand the imperial dimensions of World War I, for instance, we “visited” war memorials from Flanders and Gallipoli to Basra, Dar es Salaam, New Delhi, and Ottawa. To appreciate the sweep of decolonization, we “traveled” to Kingston, Accra, and Kuala Lumpur and watched period footage of new citizens cheering their independence.

While millions may enter virtual Harvard classrooms by 2036, I believe students on campus will

Photos: (above, center) by Kris Snibbe, (right) by Stephanie Mitchell | Harvard Staff Photographers

enjoy an enriched classroom experience in which digital tools help join multimedia content, interactive learning, and live performance. There’s a reason lecture rooms are called theaters. And, thanks to the digital revolution, Harvard students over the next 25 years are in for a rewarding show.

GETTING OUR HANDS DIRTY

Gu-Yeon Wei is Gordon McKay Professor of Electrical Engineering and associate dean for academic programs at SEAS.

Engineering is about solving real-world problems. More often than not, these problems are messy, ill defined, and fraught with practical constraints. Instead of focusing on the transfer of knowledge from teacher to student, we are shifting our educational paradigm to engage students with the problems they face and to encourage them to get their hands dirty.

During this past January term, a “design thinking” workshop brought students together with industrial designers for a week of creative thinking — an excited flurry of activity by teams with diverse skills, who scurried about an open-seating venue, posting notes on walls to document iterations of the design process. In our junior engineering design practicum, a group of students developed computational tools to tackle the problem of gang violence in collaboration with the Massachusetts State Police. Some courses have experimented with clickers, iPads, and even automated recognition of facial gestures to understand how students learn from one another. Others have used

new classrooms, a simple approach that nonetheless makes it easier to encourage dialogue, teamwork, and active problem solving.

In short, experimentation is what will transform teaching and learning over the next 25 years. At Har-

vard’s School of Engineering and Applied Sciences, we are refining how we learn, think, and do.

PRACTICE, PRACTICE, PRACTICE

Iris Bohnet is academic dean and professor of public policy at Harvard Kennedy School (HKS) and director of its Women and Public Policy Program.

Harvard’s reach has always gone well beyond the walls of the ivory tower. I expect that our engagement with the world of practice will completely transcend these walls before this University turns 400. At Harvard Kennedy School, we are increasingly trying to solve problems rather than problem sets. Under the leadership of Professors Linda



Gu-Yeon Wei: ... experimentation is what will transform teaching and learning over the next 25 years.

Bilmes, Marshall Ganz, Jeff Liebman, Lant Pritchett, and others, our students have worked in, learned from, and advised a number of local, state, and federal governments in this country and abroad on how to improve public service delivery, budgeting and accounting, and general public management.

Activity-based costing, for example, allows cities to understand better how much it costs to plant a tree, fix a pothole, or collect the garbage, and then to allocate money wisely and identify potential savings. Mayor Joseph Curtatone, M.P.A.’11, and his team “are turning little Somerville into one of the most innovative and dynamic places in the country, in terms of its budgeting,” Professor Bilmes said.

(see Future next page)

Iris Bohnet: ... our engagement with the world of practice will completely transcend these walls before this University turns 400.



Future

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And our students love it. They engage with real problems and spend countless hours studying conceptual frameworks, collecting data, interviewing people, crunching numbers, running regressions — applying what they have learned in class to the problems in the world.

But it is not only off campus that new forms of collaboration between academics and practitioners are emerging. A group of behavioral and decision scientists at HKS and Harvard Business School is working on workshops focused on co-developing policies, products, and organizational practices that address the problems the practitioners bring to the table. Ideally, several of these new ideas will then be implemented and evaluated in the laboratory and the field, maximizing the learning for the scientific community, the organization, and the world.

PORTABLE, VISUAL INFORMATION

Peter Manuelian is Philip J. King Professor of Egyptology in FAS.

Traditional instruction sometimes forces a kind of “tethering” onto students: tethering to the classroom, the lecture format, the textbook, and to linear modes of study. Detaching the tether presents the greatest opportunity, and also perhaps the greatest challenge, to education in the years ahead.

Portable devices, 3-D visualization of data, and non-linear modes of knowledge acquisition are all here already. But when will the infrastructure catch up to truly support all students — and teachers — everywhere? When will our devices truly take us from the paragraph to the picture, to the slideshow, to the movie, and then to the interactive exercise and back to the text? In some of my classes, we take students to the Giza pyramids, courtesy of a large screen, 3-D glasses, and a real-time navigation system — not a linear video — that allows for visits to any part of the site. No two classroom sessions are ever the same.

But wallowing in technology for its own sake is never the answer. How do we balance these new approaches while preserving the fundamentals of a given subject? Untethered options will require in-

Peter Manuelian: Untethered options will require instructors to rethink some very basic assumptions about teaching.



Nancy Kane: ... changing the role of the instructor in the classroom from the “expert” delivering knowledge to the “enabler” of learning.

structors to rethink some very basic assumptions about teaching.

WHERE EXPERTS BECOME ENABLERS

Nancy Kane is professor of management and associate dean for educational programs at the Harvard School of Public Health (HSPH).

The ideas I am most excited about involve changing the role of the instructor in the classroom from the “expert” delivering knowledge to the “enabler” of learning. Education is evolving from an individual to a team sport, where the instructor as coach designs a curriculum that guides active student learning through multiple channels. Students learn not only from readings and lectures, online vignettes and videos, but from discussions with each other, and sometimes with a global community of learners. Class time is spent exploring the gray areas of knowledge, the places in every discipline where theories conflict or remain incomplete, or where judgment is required to come to meaningful understanding of a concept.

It is not so much one big idea but a collection of ideas, reflecting significant advances in the science of learning — of how adults learn and think — that are likely to transform education in the 21st century. I don’t have the one big idea that will transform our educational institutions into organizations that embrace this kind of change, but leadership and investment are critical ingredients. The Hauser gift and the Harvard Initiative for Learn-

ing and Teaching together represent a great beginning.

FROM MULTIDISCIPLINARY TO INTERDISCIPLINARY
Robert A. Lue is professor of the practice of molecular and cellular biology and director of life sciences education in FAS.

Long before Harvard celebrates its 400th, we will witness a novel unification of interdisciplinary research with teaching and learning.

As a world-class research institution that grew up around an undergraduate college, Harvard presents

Robert A. Lue: ... we will witness a novel unification of interdisciplinary research with teaching and learning.





Rahul Mehrotra: Different cultural sensibilities and conditions will coexist and collide, and the real world will be intrinsically linked to the virtual world, more than ever before.

boundaries of the classroom. This will enable teachers and learners to engage with multiple conditions across the globe where innovation will arise in unexpected locations.

In this construct, we will be able to access, engage with, be challenged by, and immerse ourselves in multiple realities as part of our educational repertoire in real time, every day. Different cultural sensibilities and conditions will coexist and collide, and the real world will be intrinsically linked to the virtual world, more than ever before. Teaching will then take the form of facilitating open-ended and unpredictable interactions. Equipping learners to slide effortlessly between these worlds — to empathize, speculate, synthesize, and project new realities — will prepare them well for leadership in the future.

PUTTING TEACHING IN THE SPOTLIGHT

Xiao-Li Meng is Whipple V.N. Jones Professor of Statistics and chair of the Department of Statistics in FAS.

For an institution, no pedagogical idea can be truly transformative without the progressive endorsement of the vast majority of its faculty. One way to effectively promote new pedagogical ideas is to encourage and incentivize a culture where the competing

an exceptional opportunity to transform what it means to receive a liberal arts education. We have an academic milieu that is rich with interdisciplinary connections. Our research centers in the sciences, humanities, and social sciences provide abundant evidence of how deeply we have embraced interdisciplinary collaboration with colleagues.

While multidisciplinary has long been at the core of a liberal arts education, in which students learn how different disciplines might separately tackle the same issue, Harvard's burgeoning interest in interdisciplinary research is increasingly expressed in our teaching as well. Interdisciplinarity provides synthesis born of collaboration, as it integrates the perspectives of several fields in the service of solving a problem.

The creation of our foundational life sciences courses was an unparalleled interdisciplinary effort, and their content largely reflects the power of a more synthetic approach when it comes to understanding biology, chemistry, genetics, and evolution. Our General Education offerings include many new courses that similarly express interdisciplinary perspectives, and as we see 100 flowers bloom in this regard, it is a growing reflection of Harvard's research environment. It is this interdisciplinary transformation of the liberal arts in the university context that will be one of Harvard's ongoing contributions to the wider world of higher education.

STRADDLING WORLDS

Rahul Mehrotra is professor and chair of urban design and planning at the Graduate School of Design.

As virtual reality moves from the domain of individual engagement to that of social networks, new forms of interaction will transform teaching and learning in the next 25 years by blurring the physical

demands for time and energy between research and teaching are not perceived as distinct from those of conducting multiple research projects.

In theory, we understand well that both research and teaching are essential to the discovery and dissemination of knowledge. Research engages us in specific-purpose creativity, while teaching inspires general-purpose creativity. In practice, we already integrate the two effectively in our advanced research courses. Online methods of dissemination, such as iTunes U, now make it possible for classroom teaching to be as globally and permanently visible as research articles, permitting broader exchanges of pedagogical ideas and external evaluation of our teaching activities, just as we do with research findings.

The rapid advance of technologies has highlighted the necessity of ensuring the relevance of the university experience for future generations. It is therefore more critical than ever for Harvard to continuously lead the effort of building institutions where faculty are universally known both for their beautiful minds for research and beautiful hearts for teaching.

CONNECTING WITH THE COMMUNITY

Ronald Ferguson is a senior lecturer in education and public policy at the Harvard Graduate School of

(see *Future* next page)

Xiao-Li Meng: It is ... more critical than ever for Harvard to continuously lead the effort of building institutions where faculty are universally known both for their beautiful minds for research and beautiful hearts for teaching.



Future

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Education and Harvard Kennedy School, and faculty director of the Achievement Gap Initiative at Harvard University.

Before Harvard celebrates its 400th anniversary, advanced electronic media will bring the world into our classrooms and our students into the world to a degree that we cannot now imagine. Authentic learning experiences will become increasingly feasible at the same time that simulated experiences will become increasingly realistic. These experiences will teach our students about the challenges awaiting their talents and build their skills to become effective problem-solvers across a range of important domains.

My own work with the Achievement Gap Initiative at Harvard and the Pathways to Prosperity project at the Graduate School of Education is focused on achieving excellence and equity in pre-college education and smoothing transitions from school to career. I hope and expect that the technological and cultural changes I anticipate will increase the involvement of Harvard students from across the University in this important work.

For example, I imagine holograms of Harvard students in virtual visits to their home communities, to help 15-year-olds understand why topics in mathematics, science, art, and literature are interesting and important to understand. More generally, Harvard students from all racial, ethnic, and sociocultural backgrounds will be involved routinely with children and youth in their home and other commu-

nities across the globe. Much more so than today, our students, staff, and faculty will debate ideas, confront challenges, and provide inspiration through these connections. Along with like-minded others, they will serve as models of intellectual engagement in a global community of learners focused on achieving shared ideals.

SOME THINGS NEVER CHANGE

Jules Dienstag is Carl W. Walter Professor of Medicine and dean for medical education at Harvard Medical School.

In 25 years, Harvard will be at once both very recognizable in its adherence to core values and very different in its adoption of new pedagogy that engages students and enhances learning. We can imagine but cannot know what the technology of the future will be, nor do we really know the best way to incorporate current technology into the classroom. Accordingly, while our Schools can provide a physical scaffold of technology-capable classrooms and innovative, multipurpose learning spaces, we will rely on the inventiveness of creative, change-embracing faculty and students to explore and tell us how to use new technologies and learning environments to imagine the classroom of the future.

In the future, universities will rely not so much on an online delivery model publicized by for-profit universities, but instead will incorporate the enhancements of digital technologies to perpetuate an environment that is compellingly interactive, that fosters critical thinking, that allows students to take ownership of — and make a committed investment in — their own learning. Online-only education, which leverages the opportunity for students to work at their own pace and schedule, does not have the same intimate, interactive, very personal ingredient that characterizes an in-person learning experience. Even when technology

allows asynchronous participation in large and small student teams, the physical isolation of students working exclusively “at home,” rather than on campus, is a poor facsimile of the face-to-face university experience in all its richness.

Incredible students of promise and faculty of distinction will continue to be drawn here. And, from the unique cauldron in which they interact, unimaginable approaches to pedagogy will emerge. Although we will embrace, even thrive upon, innovations, one constant that will continue to distinguish an institution like Harvard well into the 21st century and beyond is the environment of scholarly inquiry, discourse, and discovery — a presence between faculty and students that anchors a unique, inspirational teacher-learner partnership. This is the true measure of an education, whether in 2012 or 2036.



Jules Dienstag: In the future, universities will rely not so much on an online delivery model publicized by for-profit universities, but instead will incorporate the enhancements of digital technologies to perpetuate an environment that is compellingly interactive ...



Ronald Ferguson: I imagine holograms of Harvard students in virtual visits to their home communities, to help 15-year-olds understand why topics in mathematics, science, art, and literature are interesting and important to understand.

Photos by Stephanie Mitchell
Harvard Staff Photographer



A poem for Harvard

By Corydon Ireland | Harvard Staff Writer

Poet Seamus Heaney last visited Harvard in October 2008, and gave a reading at Sanders Theatre after an introduction by Harvard's Helen Vendler (left). During his decades of part-time teaching at Harvard, Heaney lived at Adams House, where he paused (below) by one entry in this 1991 photo.

SEAMUS HEANEY, winner of the Nobel Prize in literature, returns to reprise his 1986 “Villanelle for an Anniversary,” composed for the University’s 350th.

Seamus Heaney was awarded the Nobel Prize in literature in 1995. He was teaching at Harvard that year, as he had been, one way or another, since 1979.

Today — bluff and kind and 73 — Heaney will be back at Harvard, on hand from Dublin to read a poem at Morning Exercises. As Harvard celebrates its 375th anniversary, he will reprise his 1986 “Villanelle for an Anniversary,” composed for the University’s 350th.

The villanelle relies on the rhetorical power of repetition, in this case, alternate rhyming refrains lifted from the first stanza. “There’s a kind of bell-ringing quality to the villanelle,” said Heaney in a trans-Atlantic interview, “which

makes it easy on the ear.” The 19-line anniversary poem has two repeated lines. The first is “A spirit moved. John Harvard walked the yard.” The second reads, “The books stood open and the gates unbarred.”

Heaney remembered writing just two poems for Harvard during his years at the University, semesters when he taught, wrote little, and read a lot. “I tended to regard the Harvard stint as a kind of executive moment in life,” he said. “Your public self was on.”

The two poems were the anniversary villanelle and “Alphabets,” composed for the Phi Beta

Kappa Literary Exercises in 1984. “Traditionally the Phi Beta Kappa poem is about learning,” he said. “So mine was [about] making the first letters at primary school.”

An early line starts: “There he draws smoke with chalk the whole first week / Then draws the forked stick that they call a Y. / This is writing.”

“Alphabets” is a tribute to reverie, childhood, longing, and to graduated learning. Over time, letters on a slate become boyhood Latin and then become a poet’s alphabet of the real, a “new calligraphy that felt like home.”

“The letters of this alphabet were trees. / The capitals were orchards in full bloom, / The lines of script like briars coiled in ditches.”

Heaney has read the anniversary poem a few times since 1986, but only once to 20,000 people. The repeating lines make the villanelle handy for reading over loudspeakers, he said. “If you’re going to read a poem in the open air, over large speakers, to large crowds, make sure it’s very clear.”

Heaney began teaching at Harvard as a visiting professor in 1979, was elected Boylston Professor of Rhetoric and Oratory (1984-95), and eased into a final Harvard rhythm as the Ralph Waldo Emerson Poet-in-Residence, a post he held until 2006. During all his part-time residences at Harvard, he lived in Adams House. “The arts and bohemia were represented there,” he said. “It was a desired address.”

Every semester-long visit began the same way, said Heaney: “Go straight to Adams House, set up, and then go straight to the bookshops.” Then he always stopped at One Potato, Two Potato, a modest restaurant on

Massachusetts Avenue that is no longer there.

Then there was Heaney’s fondly recalled, physical Harvard. “I still remember the excitement of driving along Storrow Drive and seeing the outlines of the Houses,” he said, “which was a kind of moment I would remember always.” Some evenings Heaney would slip away to smoke a cigar outside Aphorpe House on Plympton Street. And he enjoyed a few quiet corners at Harvard, the library at Adams House, for one, and the Woodberry Poetry Room. “It was quite easy to sit down,” said Heaney of the Lamont Library hideaway, “and doze off, even.”

Then there was Harvard Yard itself, he said. It was both the inspiration for the villanelle, and — as a former cow yard — a place that evoked his own country boyhood in Northern Ireland. “I don’t know where the gates come from,” he said of inspirations for his anniversary villanelle. “But I definitely know this: that the word ‘yard’ is very characteristic of Harvard as Harvard, but from my point of view goes very far back into infancy, to the farmyard, you know. The word has a complete world and a complete charge and almost a complete anthropology.”

Along the way, Heaney read that founder John Harvard was the son of a butcher (though one with ties to Shakespeare’s Stratford-upon-Avon). “The Yard really was a yard in those days,” said the poet of Harvard’s 17th century. “So I felt at home with John Harvard, in a special way.”

And commencements? Belonging to a university for a span of time gives you “a little history of your own, at a place, at a time, with friends,” said Heaney. “It gives you some kind of latitude and longitude for memory.”



Eight receive honorary degrees

Journalist Fareed Zakaria, who was chosen as the principal speaker for the Afternoon Exercises, is among those to be presented an honorary degree.

By Corydon Ireland, Katie Koch, Alvin Powell, Colleen Walsh | Harvard Staff Writers

Fareed Zakaria

Doctor of Laws

Fareed Zakaria is one of the best-known and well-respected journalists of our time. In a career that has included prominent roles at Newsweek, Time, CNN, and The Washington Post, Zakaria has interviewed world leaders ranging from Barack Obama to the Dalai Lama, from Moammar Gadhafi to former Russian President Dmitry Medvedev. He has tackled issues including globalization, the Middle East, international relations, and America's role in the world.



His work has won many awards, including a 2010 National Magazine Award. Among his most decorated is the October 2001 Newsweek cover story, "Why They Hate Us." His CNN show, "Fareed Zakaria GPS," was nominated for an Emmy Award for an interview with Chinese Premier Wen Jiabao.

Zakaria, who received a doctorate from Harvard in 1993, was born in India and earned his bachelor's degree from Yale University. He was appointed managing editor of Foreign Affairs magazine at age 28 and spent eight years there before moving to Newsweek in 2000. He spent 10 years overseeing all of Newsweek's editions abroad and then became an editor at large of Time.

Today, Zakaria continues at Time and also hosts "Fareed Zakaria GPS," an international affairs program. He is also a Washington Post columnist and a best-selling author. In 1999 Esquire Magazine described him as "the most influential foreign policy adviser of his generation," and in 2010, Foreign Policy magazine named him one of the top 100 global thinkers.

Zakaria's 2003 book, "The Future of Freedom: Illiberal Democracy at Home and Abroad," was a New York Times best-seller and has been translated into more than 20 languages. His most recent book, "The Post-American World," was published in 2008 and was also a New York Times best-seller. His first book, published in 1998, was "From Wealth to Power: The Unusual Origins of America's World Role."

John Adams

Doctor of Music

During the past 25 years the American composer John Adams '69, A.M. '72, has redefined the contemporary musical landscape with his nuanced aesthetic, one rich with expressive forms, minimalist sensibilities, and profoundly humanist themes.

The New York Times has called Adams' music "both lush and austere, grand and precise. To make an analogy to two poets whose work he has set to music, it's Walt Whitman on the one hand and Emily Dickinson on the other."

Adams has composed chamber music, symphonic pieces, and oratorios, but perhaps his best-known works are his trio of opera collaborations with theater director Peter Sellars '81: "Nixon in China," which chronicles Richard Nixon's historic visit to China in 1972; "The Death of Klinghoffer," about the 1985 murder of an American Jew by Palestinian terrorists; and "Doctor Atomic," concerning the creation of the nuclear bomb.

Adams also won acclaim for "On the Transmigration of Souls," a work commissioned by the New York Philharmonic Orchestra to commemorate those killed in the terrorist attacks of 9/11. The piece received the 2003 Pulitzer Prize in music. Adams, who refers to the composition as "a memory space," has said he hoped it would inspire listeners with the feeling of walking into a cathedral where "you feel you are in the presence of many souls, generations upon generations of them, and you sense their collected energy."

Born and raised in New England, Adams learned the clarinet from his father and began composing at the age of 10. While at Harvard, where he received his undergraduate and master's degrees, he filled in as a reserve clarinetist for the Boston Symphony Orchestra, conducted Harvard's Bach Society Orchestra, and studied with distinguished professors including Leon Kirchner.

An accomplished conductor, Adams has appeared with the Chicago Symphony Orchestra, the San Francisco Symphony, and the New York Philharmonic. He has received honorary degrees from the Juilliard School, Northwestern University, the Yale School of Music, and Cambridge University. He is a recipient of the Harvard Graduate School of Arts and Sciences Centennial Medal as well as the 2007 Harvard Arts Medal. A six-time Grammy Award winner, Adams is a member of the American Academy of Arts and Letters and currently holds the title of creative chair of the Los Angeles Philharmonic.

K. Anthony Appiah

Doctor of Laws

It is fair to say that Kwame Anthony Akroma-Ampim Kusi Appiah is a citizen of many worlds, moves easily in all of them, and is famous in more

than a few. Born in London, raised in Ghana, educated at the University of Cambridge, and now a U.S. citizen teaching at Princeton University, he is a philosopher who investigates values, moral practice, and the foundations of liberalism. (His 2010 "The Honor Code," for one, explores this ancient concept as a way to propel a modern-day moral revolution.) Appiah — who has also taught at Harvard, Yale, Duke, and Cornell universities — is a cultural theorist who studies the political dimensions of race, African traditional religions, ethics in what he calls "a world of strangers," global human rights, and the fate and influence of African thought. (In 1997, he co-edited "The Dictionary of Global Culture" with Henry Louis Gates Jr., the Alphonse Fletcher University Professor at Harvard University.) The 58-year-old Appiah is also a novelist whose first of three fictional works, "Avenging Angel" (1991), is a murder mystery set at his posh UK alma mater. And he is even a sheep farmer, a facet of global culture that he practices with his spouse, Henry Finder — editorial director of the New Yorker magazine — at their homestead near Pennington, N.J.



To add to his geographic, cultural, and intellectual credentials as a citizen of the world, Appiah is related to Ghanaian royalty on his father's side and to British nobility on his mother's side. Appiah has also mastered five languages: English, French, German, Latin, and Asante-Twi, a 14-vowel Akan language that is among the three principal dialects of Ghana. A decade ago, he and his novelist mother, the late Peggy Appiah, co-authored "Bu Me Bé: Proverbs of the Akan," a bilingual annotated edition of 7,015 Twi sayings. One proverb might be especially apt for the studious Appiah, who appeared in a 2009 Forbes magazine list of the world's seven most powerful thinkers: "The head is the crown of the human body."

Appiah — who taught at Harvard from 1991 to 2002 — has 10 other honorary degrees, including those from Columbia University, Bard College, and The New School. In February, he was among nine recipients of the National Humanities Medal, presented by President Barack Obama.

Dame Gillian Beer

Doctor of Letters

Celebrated literary critic and author Dame Gillian Beer receives an honorary degree at Harvard today. It's an honor that, in a way, started with an accident when she was just 14.

Attempting to jump down a flight of steps at school, Beer fell and seriously injured her spine. During a long recuperation at home, she took solace in reading. Writers like Henrik Ibsen, Oscar Wilde, and William Shakespeare became her constant companions, and led her to a career in literature. "In some ways it was probably the moment of opportunity for me," she told an interviewer in 2009. "I had no critical appraising capacity at all, I just read."

Beer's lifelong pursuit eventually became a spe-

cialty: exploring scientific writing in its cultural setting. Her seminal work “Darwin’s Plots: Evolutionary Narrative in Darwin, George Eliot and Nineteenth-Century Fiction” (1983) explores the impact that Darwin’s radical new visions had on prominent 19th-century authors, and the wider cultural impacts of Darwinian thinking. Her other works include “Open Fields: Science in Cultural Encounter” (1996) and “Virginia Woolf: the Common Ground” (1996).

Raised by her schoolteacher mother in a village in Somerset, England, Beer completed her undergraduate and graduate studies at St. Anne’s College, Oxford, where she received first class honors in English and the Charles Oldham Shakespeare Prize. Beer was a fellow at Girton College, Cambridge, between 1965 and 1994. In 1994 she became King Edward VII Professor of English Literature and president of Clare Hall at Cambridge. She is a fellow of the British Academy and a Foreign



Honorary Member of the American Academy of Arts and Sciences. In 1998 Beer, was made a dame commander of the Order of the British Empire. She is married to literary critic John Beer and the couple has three sons and three grandchildren, and will celebrate their golden wedding anniversary in July.

Walter Kohn
Doctor of Science

A condensed-matter physicist, Walter Kohn shared the 1998 Nobel Prize in chemistry for his development of the density-functional theory, a method that allowed scientists to study the properties of very large molecules by simplifying the prohibitively complex calculations once required for the task. His theoretical work helped shape the development of quantum chemistry in the latter half of the 20th century and has become an essential tool for electronic materials science.

Kohn was born into a Jewish family in Vienna in 1923. As a teenager, he fled for England shortly after Austria’s annexation by Nazi Germany. Treated as a potential spy, he was interned by the British and then sent to Canada. His parents later died in the Holocaust.



At the University of Toronto, Kohn began serious study of physics and mathematics but

not, ironically, chemistry. “I was not allowed into the chemistry building, where war work was in progress,” he wrote in his Nobel autobiography. “In fact, the last time I attended a chemistry class was in my English school at the age of 17.”

After a year in the Canadian Infantry Corps at the war’s end, Kohn received his bachelor’s degree and a master’s in applied mathematics from the University of Toronto. He was awarded a doctorate in physics by Harvard in 1948. Kohn went on to faculty positions at Carnegie Mellon University and the University of California, San Diego, taking a number

of visiting appointments at leading research institutions around the world. In 1979, he arrived at the University of California, Santa Barbara, to serve as founding director of the National Science Foundation’s Institute of Theoretical Physics; he is now professor of physics and chemistry *emeritus* and research professor. Over the years, he has been active in causes ranging from U.S.-Soviet nuclear disarmament to world population management. He and his wife, Mara, reside in Santa Barbara, Calif.

Wendy Kopp
Doctor of Laws

Wendy Kopp is the founder and chief executive officer of Teach For America, a nonprofit organization that aims to reduce educational inequality by recruiting high-achieving recent college graduates to teach in low-income schools. Founded on the principle that all children deserve access to superior education, the pioneering program set the tone for a national movement that seeks entrepreneurial solutions to the American education system’s pressing problems, from poor achievement to teacher shortages.

Born in Austin, Texas, in 1967, Kopp attended Princeton University, where she wrote a senior thesis proposing a national teaching corps. After graduating in 1989, she began building the foundations for Teach For America, enlisting a charter group of 500 young teachers-in-training by 1990.

Since then, the organization has employed 33,000 recent graduates as teachers; they have taught more than 3 million children in schools across the country. A third of Teach For America’s graduates continue careers in teaching, and many more have gone on to work in school administration or public policy or to start their own educational ventures.

In 2007, Kopp co-founded Teach For All, an international organization that supports education initiatives around the globe. Under her leadership as chief executive officer, Teach For All has partnered with social enterprises in 22 countries to adapt the Teach For America model abroad.

Kopp is the author of “A Chance to Make History: What Works and What Doesn’t in Providing an Excellent Education for All” (2011) and “One Day, All Children: The Unlikely Triumph of Teach For America and What I Learned Along the Way” (2001). She has received numerous honorary degrees and public service awards, including the Presidential Citizens Medal.

She and her husband, Richard Barth, president of the Knowledge Is Power Program, reside in New York with their four children.

Hon. John Lewis
Doctor of Laws

The Hon. John Lewis, the 72-year-old son of Alabama sharecroppers who helped end the Jim Crow era he grew up in, is minority leader of the U.S.



House of Representatives and has served Georgia’s 5th Congressional District for the past quarter century. But long before Congress — when still in his 20s — Lewis cut a national figure in a different arena: the Civil Rights Movement. It was a decade-long tide of protest to gain rights that, in theory, had been conferred on black Americans a hundred years before.

Lewis was still a teenager when news of the Montgomery Bus Boycott (1955-56) — and radio addresses by a young Martin Luther King Jr. — inspired him to participate in the cause. He was a college student in Nashville, Tenn., when he participated in the Freedom Rides in 1961, a protest that took the form of simply occupying interstate bus seats reserved for whites in the segregated South. The buses were routinely waylaid by angry mobs armed with pipes, bats, bicycle chains, and firebombs. That summer, Lewis was arrested and beaten — the first of more than 40 arrests, beatings, imprisonments, and severe injuries that he sustained during the Civil Rights era.

By age 23, Lewis was chairman of the Student Nonviolent Coordinating Committee and a key architect of the historic March on Washington in August 1963. (He was the event’s youngest keynote speaker, and today is the only one still living.) In 1964, he took part in voter registration drives during the Mississippi Freedom Summer.

In March of the next year Lewis led 525 orderly protestors across the infamous Pettus Bridge in Selma, Ala., where they were caught in a violent maelstrom: lunging police dogs, club-wielding onlookers, and lashing fire hoses turned up to full blast. This landmark episode of mob action, eagerly captured by national media, revealed the cruelties of the segregated South and hastened the passage of the Voting Rights Act of 1965.

In 1977, the Jimmy Carter White House called on Lewis to direct ACTION, a federal volunteer agency. In 1981 he entered political life, first as a member of the Atlanta City Council and by 1986 as a congressman representing Atlanta and outlying areas. Today he is senior chief deputy whip for the House Democratic Caucus, a member of key committees, and — to some — the moral center of Congress, its conscience, and its chief reminder of dark days not so long past.

Lewis — a graduate of both Fisk University and the American Baptist Theological Seminary — holds more than 50 honorary degrees, including degrees from Princeton, Columbia, Duke, and Howard universities. The man who as a boy was refused a library card for being black is the author of a memoir, the frequent subject of interviews, and the recipient of numerous awards, including the Lincoln Medal and — in 2011 — the Presidential Medal of Freedom. Lewis and his wife, Lillian Miles, residents of Atlanta, have one son.

(see *Honorands* next page)



Honorands

(continued from previous page)

Mario Molina
Doctor of Science

Mario Molina, Distinguished Professor of Chemistry and Biochemistry at the University of California, San Diego, is a chemical engineer who recognized the dangers of man-made chlorofluorocarbons (CFCs) to the atmosphere's ozone layer.

Molina's work during the 1970s showed that CFCs, which had been thought to be safe for use as propellants in spray cans, as refrigerants, and in other applications because they're inert at ground level, break apart when they reach the upper atmosphere, creating ozone-destroying free chlorine. Subsequent research showed Molina to be right, eventually confirming an ozone hole over the Antarctic and spurring the world to ban the chemicals.



The discovery won Molina the 1995

Nobel Prize in chemistry, with F. Sherwood Rowland, with whom Molina worked, and Paul Crutzen "for their work in atmospheric chemistry, particularly concerning the formation and decomposition of ozone."














Molina grew up in Mexico City and recalls being interested in chemistry very young, setting up a child's chemistry lab in an unused bathroom. He received a bachelor of science degree from the Universidad Nacional Autonoma de Mexico in 1965 and a doctorate in physical chemistry in 1972 from the University of California, Berkeley. He held faculty positions at the University of California, Irvine, and at the Massachusetts Institute of Technology, where he was an Institute Professor until he left for San Diego in 2005.

Molina has received more than 30 honorary degrees and won numerous awards in addition to the Nobel Prize. He serves on the U.S. President's Committee of Advisors in Science and Technology and is a member of the U.S. National Academy of Sciences and the Institute of Medicine, and of the Pontifical Academy of Sciences of the Vatican. His current research involves the chemistry of air pollution in the lower atmosphere and the science and policy of climate change.

Degrees, certificates awarded at 361st Commencement

6,839

Today the University awarded a total of 6,787 degrees and 52 certificates. A breakdown of the degrees and programs follows. Harvard College granted a total of 1,552 degrees.

 881 Harvard Business School 876 Master of Business Administration 5 Doctor of Business Administration	 680 Graduate School of Education 11 Certificate of Advanced Study 635 Master of Education 34 Doctor of Education
 665 Graduate School of Arts & Sciences 237 Master of Arts 57 Master of Science 1 Master of Engineering 370 Doctor of Philosophy	 596 Harvard Kennedy School 160 Master in Public Administration 115 Master in Public Administration (Mid-Career) 76 Master in Public Administration in International Development 233 Master in Public Policy 9 Doctor in Public Policy 3 Doctor in Political Economy & Government
 362 School of Public Health 136 Master of Public Health 193 Master of Science 33 Doctor of Science	 652 Extension School 9 Associate in Arts 149 Bachelor of Liberal Arts in Extension Studies 10 Certificates 484 Master of Liberal Arts in Extension Studies
 85 School of Dental Medicine 31 Specialty Certificates 10 Master of Medical Sciences 40 Doctor of Dental Medicine 4 Doctor of Medical Sciences	 212 Graduate School of Design 77 Master in Architecture 30 Master of Architecture in Urban Design 38 Master in Design Studies 40 Master in Landscape Architecture 3 Master of Landscape Architecture in Urban Design 21 Master in Urban Planning 3 Doctor of Design
 758 Harvard Law School 170 Master of Laws 8 Doctor of Juridical Science 580 Doctor of Law	 65 School of Engineering and Applied Sciences 1 Master in Engineering 12 Master of Science 19 Doctor of Applied Physics 8 Doctor of Electrical Engineering 7 Doctor of Computer Science 7 Doctor of Mechanical Engineering 8 Doctor of Bioengineering 3 Doctor of Environmental Science and Engineering
 1,552 Harvard College 1,524 Bachelor of Arts 28 Bachelor of Science	 137 Divinity School 43 Master of Divinity 3 Master of Theology 86 Master of Theological Studies 5 Doctor of Theology
 194 Medical School 40 Master in Medical Science 154 Doctor of Medicine	

		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	333	266	28	97	38	36
	M	+ 351	197	31	77	27	43
		684	463	59	174	65	79
BACHELOR OF SCIENCE	W	4	6	0	0	0	0
	M	+ 13	5	0	0	0	0
		17	11	0	0	0	0

*All figures include degrees awarded in November 2011 and March and May 2012



Scene builder at Commencement

For 20 years, Commencement Director Grace Scheibner has been responsible for the detailed planning and execution of the Harvard Commencement Morning Exercises.

By Jennifer Doody | Harvard Correspondent

STAFF PROFILE

Imagine spending an entire year coordinating a centuries-old, internationally broadcast event hosting world-renowned leaders, with more than 32,000 people in attendance. Now imagine that there's no dress rehearsal.

For the past 20 years, working under the auspices of four Harvard presidents and two University marshals, Commencement Director Grace Scheibner has been responsible for the detailed planning and execution of the Harvard Commencement Morning Exercises, the largest event held on campus every year.

"I start the day after Commencement," Scheibner said. "When you think of all the groups of people that have to come together — the degree candidates and their families, members of the administration, faculty, alumni, honorands, and special guests — it's al-

most like a big movie set. Except here, there's no rehearsal and no re-take. It has to be perfect, and it has to be flawlessly timed. When it comes to logistics, there can be no ambiguities."

Coordinating a complex event with such scope, detail, and history has seen Scheibner compared to both a military commander and director of a major motion picture. In 2010, the Commencement speaker, retired Supreme Court Justice David Souter, sent a letter to Scheibner after the event, saying he had recently been discussing the D-Day landing in France with a colleague. "I'm convinced you could have staged the invasion of France flawlessly," Souter wrote.

"When you receive feedback like that, you know that you did your job, and that the year of hard work was worth it," Scheibner said.

As Commencement director, Scheibner has been responsible for managing special requests from more than 200 honorands and 20 speakers, a task that has led to some last-minute scrambles.

"In 2004, two weeks before Commencement, I was told that our Commencement speaker required a private jet to fly him to Commencement," Scheibner said, smiling. "How many people do you know who can immediately pick up a phone and hire a private jet? Every-



"Something magical happens to this campus on Commencement morning," says Grace Scheibner, the woman who's been bringing that magic to Harvard for 20 years.

thing else went on hold, and my entire attention became focused on the jet and added United Nations security. We were able to coordinate it, and everything was taken care of."

Another time, just before Commencement began, one honorand realized that she had left her personal cap, which she wore whenever she processed at an academic institution, back in her Boston hotel room. "We were already lined up for the procession," Scheibner said. "We dispatched the driver to the hotel, had the concierge let us into the room with the honorand's permission, retrieved the cap, and raced back to Cambridge. I walked to the rear of the platform just as the procession was coming up and handed the cap to the honorand as she took her seat."

Despite such last-minute challenges, Scheibner says that her passion for the Commencement ceremony is a reflection of her own Commencement experience, when she graduated from the Harvard Extension School with an A.L.B. in psychology in 1990.

"I want to give back to Harvard what Harvard has given me in the way of an education," Scheibner said. "At my Commencement, as people began to show up in their caps and gowns and we began to process, I saw the banners and the stage and was awestruck. I didn't know then that within two years I would return to Harvard and be offered the Commencement director position, one which I have taken very seriously ever since."

Despite the presence of dignitaries, Scheibner said she never loses sight of who Commencement is really for: the degree candidates from the 13 undergraduate Houses and 12 graduate and professional Schools, and their families and loved ones.

"Something magical happens to this campus on Commencement morning. There's an anticipation in the air. We bring the Harvard family together, under a beautiful canopy of trees and foliage, and everywhere you look you see magnificent crimson banners. Graduating students and their families realize that this is the culmination of what they've been working toward for so long.

"I feel a deep commitment in making sure the Commencement ceremony is a lifelong, cherished memory for them," Scheibner said. "After all," she added, "Harvard deserves the very best."

Photos by Rose Lincoln | Harvard Staff Photographer



Commencement day: 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:
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.commencement.harvard.edu;
<http://www.harvard.edu>

DVD RECORDINGS

Broadcast-quality, multiple-camera DVD recordings are available of the Commencement Morning Exercises as well as the afternoon annual meeting of the Harvard Alumni Association. These DVDs are intended to be a permanent record of the day's events held in Tercentenary Theatre. They both include coverage of the processions with commentary leading up to the actual platform proceedings. The undergraduate Class Day Exercises (Wednesday afternoon) are also available on DVD.

For purchase of or information about these DVDs, contact Commencement Video at 617.884.6000 or bobbydm@comcast.net.



In front of a festive Widener Library 70 years ago, alumni from a 19th-century class — two of them doffing their fedoras — file past Harvard President James B. Conant, 1942 Commencement dignitaries, and members of the University's governing boards. "The chain of graduated classes," said Conant in his June 7, 1942 Baccalaureate sermon, "now spans exactly 300 years." A detail from an ornate 1769 Harvard diploma (below right).

Commencements, from 1642 onward

IN ITS EARLIEST YEARS, the struggling College was chronically short of money and sometimes even graduates.

By Corydon Ireland | Harvard Staff Writer

The date most associated with Harvard is 1636. It was on Oct. 28 of that year that the Massachusetts Bay Colony created the first institution of higher learning in the English New World.

The gathering of immigrant Puritans described the school's nearly imaginary creation in "New England's First Fruits," a 1643 publicity tract composed for the colony's London backers. The new College, a "first flower in their wilderness," was intended to prevent "an illiterate ministry," the authors wrote, "when our present ministers shall lie in dust."

But why not call 1639 the most significant date? It was on March 13 of that year that the "Collegd at Newetowne," 8 months old, was renamed Harvard. Just six months before, John Harvard, a Cambridge-educated minister living in Charlestown, had died at age 30. He bequeathed to the college 320 books and the princely sum of 779 pounds, 17 shillings, and two pence. To put that money in perspective: Two decades later, the nearly penniless College gratefully recorded a gift of cotton worth nine shillings, along with a pewter flagon, a fruit dish, and a

sugar spoon.

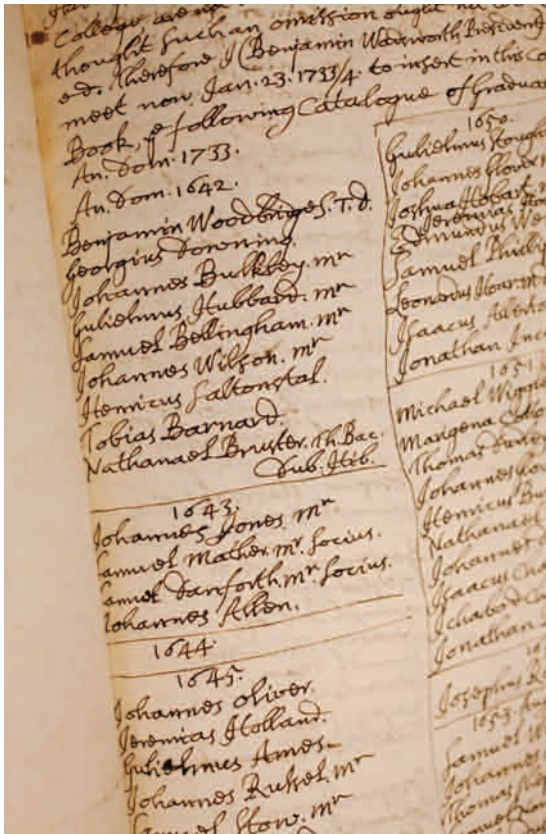
Bear in mind, too, the plebian source of John Harvard's wealth. It came from his father and two stepfathers, who were, respectively, a butcher, a cooper, and a grocer. John Harvard himself had a sort of magical literary provenance. His parents, Robert and Katherine, were introduced by William Shakespeare.

Or why not call 1642 Harvard's primal year? It was then, on the second Tuesday in August, that the College held its first Commencement, graduating nine seniors. At least three soon crossed the Atlantic the other way, one to serve as a diplomat for the rebellious Oliver Cromwell and another to study medicine in Italy.

Reverse migration was a concern; educated young men still felt the tug of Mother Europe. Of Harvard's first 20 graduates, 12 moved to Europe, and only one returned. There was also a shortage of College entrants — teenage boys proficient in Latin and Greek who, once admitted, were also willing to take on Hebrew, Chaldee, and Syriac. During the rest of the 17th century there were no Harvard graduates in five of those years. In two others, 1652 and 1654, there was only a single graduate.



Courtesy of Harvard University Archives;
photos by Stephanie Mitchell | Harvard Staff Photographer



At the Commencement of 1642, there was little that we would recognize today, other than that the ceremony opened with a staff being struck on the floor and was interrupted by copious eating and drinking. Exercises were conducted in Latin, including public “disputations” meant to illustrate a student’s grasp of ancient languages.

Starting in 1642, in imitation of Old World universities, candidates for a bachelor of arts (A.B., or *Artium Baccalaureus*) posted broadsheet academic statements representing the scope of their work: *theses, pro virile defenendae* they were prepared to defend the morning of Commencement. Candidates for a master of arts (A.M., or *Magister Artium*) posted *Quaestiones pro modulo discutiendae*, single questions in logic, mathematics, or other fields that they answered that afternoon in the affirmative or negative.

No one received a diploma, a tradition that started in 1813. If you wanted one, you paid a calligrapher to design and draw it. And class rank? That was set within a few months of your freshman year, based on the social standing of your parents. (After 1772, the names of graduates were listed alphabetically.) No honorary degrees were awarded until 1692, and the first for accomplishments outside of academics was bestowed in 1753. It went to Benjamin Franklin.

At Harvard’s first Commencement, there were other stark differences. In 1642, Massachusetts Bay Colony settlements extended less than 30 miles along the Atlantic coastline and fewer than 20 miles inland. Harvard itself consisted of just two buildings along the southern edge of a cow yard. The “college,” tucked behind Peyntree House, where the first

classes were held, was an E-shaped frame structure of complex jogs and gables. “Very faire and comely within and without,” and “too gorgeous for the wilderness,” observers wrote. It stood approximately where Grays Hall is now. To imagine the first Commencement, stand there. But add to your reverie the fact that nearly everything you hear is in Latin, except at meals; that the prayer hall is next to the buttery; and that Harvard made its own beer. Bring a halfpenny for every quart.

In those days too, wolves still prowled what is present-day Cambridge Common. Beyond what is now Linnaean Street was a howling wilderness, a Grimm Brothers gloom hovering at the edge of fairy-tale Harvard. The barrier of forest and beasts was so daunting that it took the Puritan founders of Cambridge another century to spread their settlement as far north as present-day Rindge Avenue, a mile from Harvard Square.

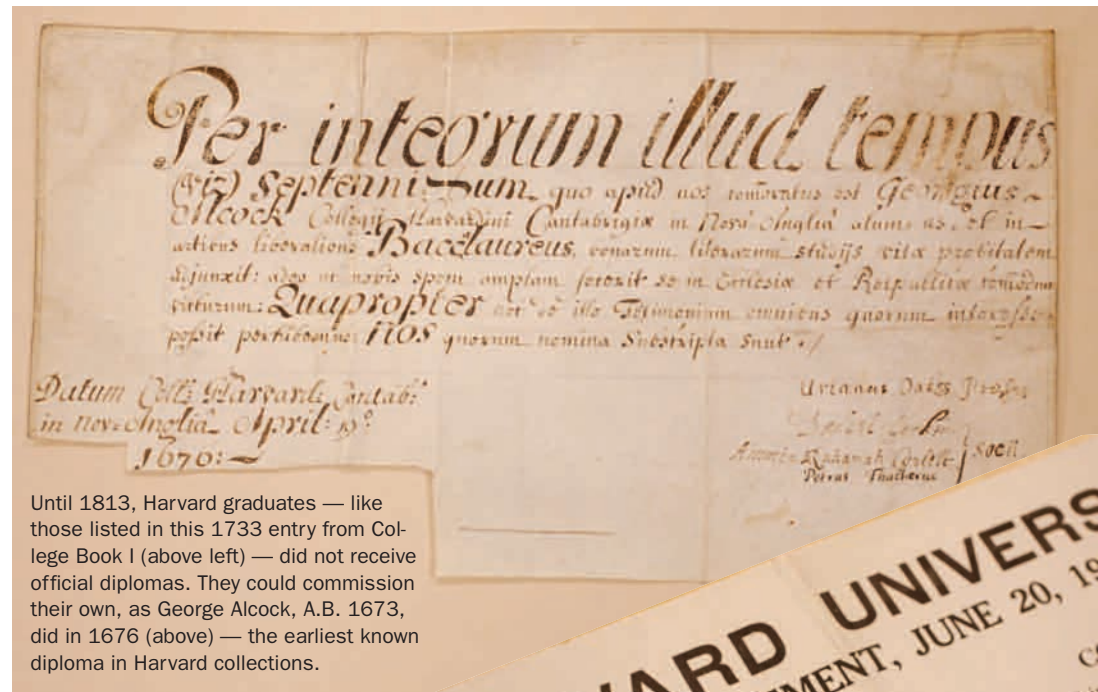
All around was “unexplored wilderness — extending over ... fragile dwellings its fear-inspiring shades,” wrote historian Josiah Quincy III of the College’s first years. “In the night,” added this Harvard president (1829-1845), “slumbers were broken by the howl of the wild beast, or by the yell and the war-whoop of the savage.” Contemporary feelings and fears were laid bare in “New England’s First Fruits,” whose first page says of Native Americans, “our very bowels yerning within us to see them go downe to Hell by swarms without remedy.” About 30 years after Harvard’s first Commencement came the violent King Philip’s War, in which 12 colonial towns were destroyed and 10 percent of white men of military age were killed, along with untold Native Americans.

But just south of the College in 1642 was spread a pleasing footprint of civilization. Cambridge, the first planned town in New England, was a neat grid of streets, curving in one place only because a stream gave Crooked Lane (now Holyoke Street) its name. Near the corner of present-day Winthrop and J.F.K. streets was a wharf for ocean-going ships. They sailed up the tidal Charles River, then glided north along a dredge-deepened creek. Until nearly 1830, timber was off-loaded there from a Harvard-owned forest in Maine, harvested so student rooms could be heated in winter.

Harvard sold its interest in the timber ship shortly before another auspicious date in the history of Commencement: 1836, when the college marked its 200th year, and when Harvard first consciously celebrated itself. Before then, finances and the restraining modesty of Puritan tradition made such celebrations unlikely. Consider, for instance, 1736, when Harvard could have celebrated its first hundred years, a numerical moment that today universally prompts remembrance and rejoicing. The College’s earliest historian, Benjamin Peirce, skipped over the date entirely.

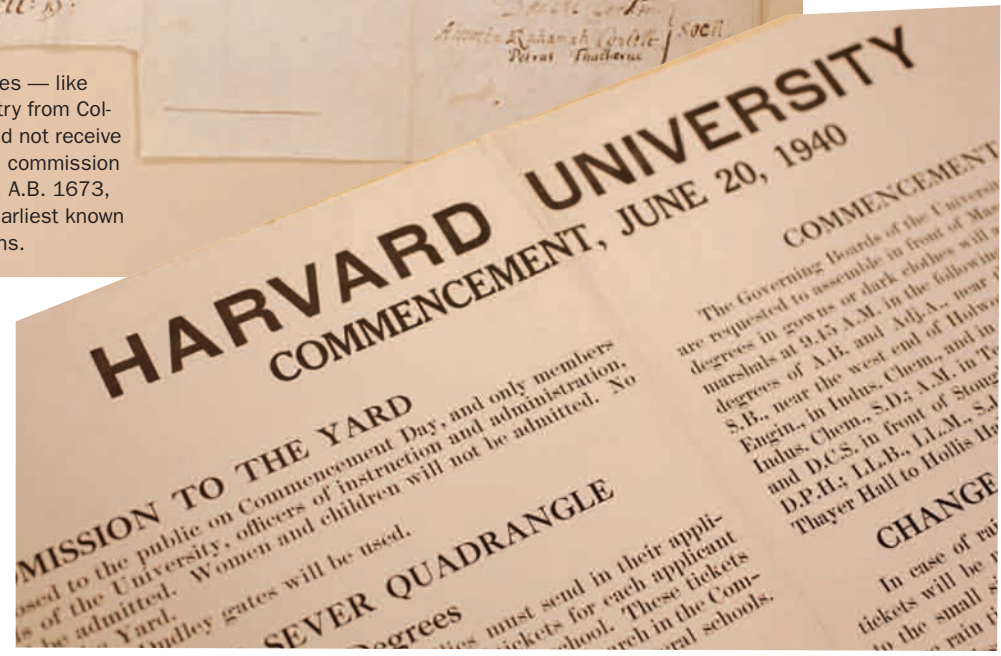
And new rules of that era were promulgated “for reforming the Extravagancys of Commencements,” a contemporary wrote. Liquor was banned, along with plum cake, boiled and roasted meats, “Pyes of any kind,” and “unsuitable and unreasonable dancings.”

By 1836, “dancings” were a joyful fixture at Commencements, and lasted through most of the 20th century. Today, it’s hard to imagine squeezing 20,000 Harvard celebrants onto any dance floor, even to mark a 375th anniversary. Still, they could give dancings a try. Just keep an eye out for wolves.



Until 1813, Harvard graduates — like those listed in this 1733 entry from College Book I (above left) — did not receive official diplomas. They could commission their own, as George Alcock, A.B. 1673, did in 1676 (above) — the earliest known diploma in Harvard collections.

As late as 1940 (program, right), women and children were not admitted to Harvard Yard for Commencement.



When the bells toll

Harvard's neighbors help make the day special with history of sound.

By Cynthia W. Rossano | Harvard Correspondent

A joyous peal of bells will ring throughout Cambridge today.

In celebration of the city of Cambridge and of the country's oldest university — and of our earlier history when bells of varying tones summoned us from sleep to prayer, work or study — this ancient yet new sound will fill Harvard Square and the surrounding area with music when a number of neighboring churches and institutions ring their bells at the conclusion of Harvard's 361st Commencement Exercises, for the 24th consecutive year.

The bells will begin to ring at 11:30 a.m., just after the sheriff of Middlesex County declares the Commencement Exercises adjourned. They will ring for approximately 15 minutes.

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 set of bells replacing the 17-bell Russian zvon



of Lowell House returned in 2008 to the Danilov Monastery near Moscow, the bell

of the Harvard Business School, the historic 13-bell "Harvard Chime" of Christ Church Cambridge, the Harvard Divinity School bell in Andover Hall, and 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.

Of the churches participating in the joyful ringing today, one, First Parish, has links with Harvard that date from its foundation. The College had use of the church's bell, Harvard's first Commencement was held in the church's meeting-house, and one of the chief reasons for selecting Cambridge as the site of the College was the proximity of this church and its minister, the Rev. Thomas Shepard, a clergyman of "marked ability and piety."



"It's quite a curious quirk, this tradition that Harvard's preserved, and one I've certainly embraced," said Michael Velchik, who will give the Latin oration.

In full regalia, ready to regale

THIS YEAR'S ACCOMPLISHED TRIO of Commencement orators draws inspiration from diverse sources, from the late Rev. Peter J. Gomes to Japanese haiku to the Latin inscription on Dexter Gate.

By Katie Koch | Harvard Staff Writer

Before their degrees are formally conferred at Morning Exercises, three Harvard men still have one test left to pass. Each will speak for their class before a crowd of thousands in Tercentenary Theatre, an honor given to three graduating students each year.

Once a series of thesis defenses, often presented in Latin, Greek, or Hebrew, Harvard's Commencement orations have evolved into succinct five-minute speeches. Each spring, the Harvard Commencement Office hosts a competition to select an undergraduate student, a graduate student, and an undergraduate speaking in Latin for the occasion.

Here, the Class of 2012 orators share their stories — and a glimpse at the words of wisdom they plan to offer.

MICHAEL VELCHIK, LATIN ORATION

Latin has long been a part of Michael Velchik's life. A native of Oakton, Va., he studied the ancient tongue at St. Albans School in Washington, D.C., competing in Junior Classical League competitions throughout his teenage years.

"One thing led to another, and now I'm addressing 6,000 soon-to-be alumni," Velchik said. "It's quite a curious quirk, this tradition that Harvard's preserved, and one I've certainly embraced."

That's something of an understatement: Velchik's submission to the orations committee contained footnotes ("entirely excessive and gratuitous, perhaps pompous") that ran longer than the speech itself. His address is bookended by the inscription on Dexter Gate — "Enter to grow in wisdom/Depart to serve better thy country and thy kind" — and modeled on the rhetoric and style of his favorite authors and orators, including Caesar, Isocrates, and Cicero.

"The speech certainly repays a learned listener," the Dunster House senior said.

At Harvard, Velchik, 22, has embraced the polymathic scholar-athlete label with tongue firmly in cheek. Though he concentrated in the classics and served as editor of *Persephone*, the undergraduate-produced classics journal, math and science came more naturally to him than the humanities. "I always hated papers," he said. He picked up a secondary field in astrophysics, which he chose for its mix of the theoretical and the hands-on.

"As long as you have a telescope and some gung-ho spirit, you can get something accomplished," he said.

As a freshman, Velchik tried crew on a lark and ended up rowing with the varsity lightweights all four years. "It's a fun way to incorporate the 'men

Photo by Jon Chase | Harvard Staff Photographer

sana in corpore sano' maxim: 'a sound mind in a sound body,'" he said.

This summer, he'll travel to Greece and Italy on an Alex G. Booth '30 Fund Fellowship, an award for graduating seniors, to further his studies in Greek. For now, he's not too worried about the long-term future — or the immediate one.

"I'm giving a speech in Latin!" he said, incredulous at the suggestion that he might be nervous. "If I mess up, who would know?"

ANTHONY HERNANDEZ, UNDERGRADUATE ORATION

Coming from Austin, Minn. — otherwise known as "Spamtown, U.S.A.," for its claim to processed-meat fame — Anthony Hernandez can recall well the worries of a typical Harvard freshman.

"We all have this conception of what we think a Harvard student ought to be," said Hernandez, 21, the first graduate of his small-town high school to attend the University since 1952. "We think there's some type of mold that we need to fit."

Like many before him, Hernandez found comfort and perspective in the late Rev. Professor Peter J. Gomes, the longtime Pusey Minister in the Memorial Church and a walking collection of clashing labels. A gay, black, Republican-friendly Catholic-turned-Baptist preacher, Gomes was "a man of contradictions," Hernandez said. "And he fit in at Harvard as well as anyone."

Hernandez was among the last undergraduates to take Gomes' course "A History of Harvard and Its Presidents" before his death in 2011. The lessons of that class — and of Gomes' life — form the basis of the speech Hernandez plans to give his fellow gradu-



ates at Commencement.

"We all have these contradictions in our history, and we need to embrace them," the Kirkland House senior said.

While at Harvard, Hernandez juggled his own conflicting interests in education policy and Chinese government and politics, both of which he studied at the College as a government concentrator with a secondary field in East Asian studies. "Unfortunately, they're mutually exclusive," he said.

Ultimately, education won out. His passion for school reform, honed during internships with U.S. Rep. Tim Walz of Minnesota and at a KIPP charter school in Minneapolis, helped land him a prestigious Truman Scholarship last year. This fall, he'll start as a first-grade teacher at a Washington, D.C., charter school run by KIPP.

"We all have this conception of what we think a Harvard student ought to be," said Anthony Hernandez, who will give the undergraduate oration.

"Spending a summer working in an urban charter school wasn't that common, and for me it was only possible because of Harvard," Hernandez said. "The experience was incredible and challenging. It really convinced me I wanted to work in schools in an urban setting."

JONATHAN SERVICE, GRADUATE ORATION

Jonathan Service, a student of Japanese history in the Graduate School of Arts and Sciences, has long admired a haiku by the Japanese poet Matsuo Basho on the bittersweetness of farewell. But to be perfectly honest, he said, that haunting poem wasn't what initially inspired him to pen his address to the Class of 2012.

"The first thing I thought was how happy it would make my mom and dad," he said with a laugh.

A native of Vancouver, Canada, Service moved to Japan in 2000 on a whim and stayed for four years, picking up "hick Japanese" in the countryside and then moving to Tokyo to polish his accent.

"I just fell in love with the place and the language," he said. "People in Japan have told me really late at night, 'You must have lived here in a former life.'"

After earning a master's degree at the University of London's School of Oriental and African Studies, Service matriculated at Harvard as a doctoral student in East Asian Languages and Civilizations. His dissertation, which he submitted earlier this month, drew on his long-standing interest in music theory, detailing the effects of Japan's 19th- and 20th-century modernization efforts on the country's music and culture.

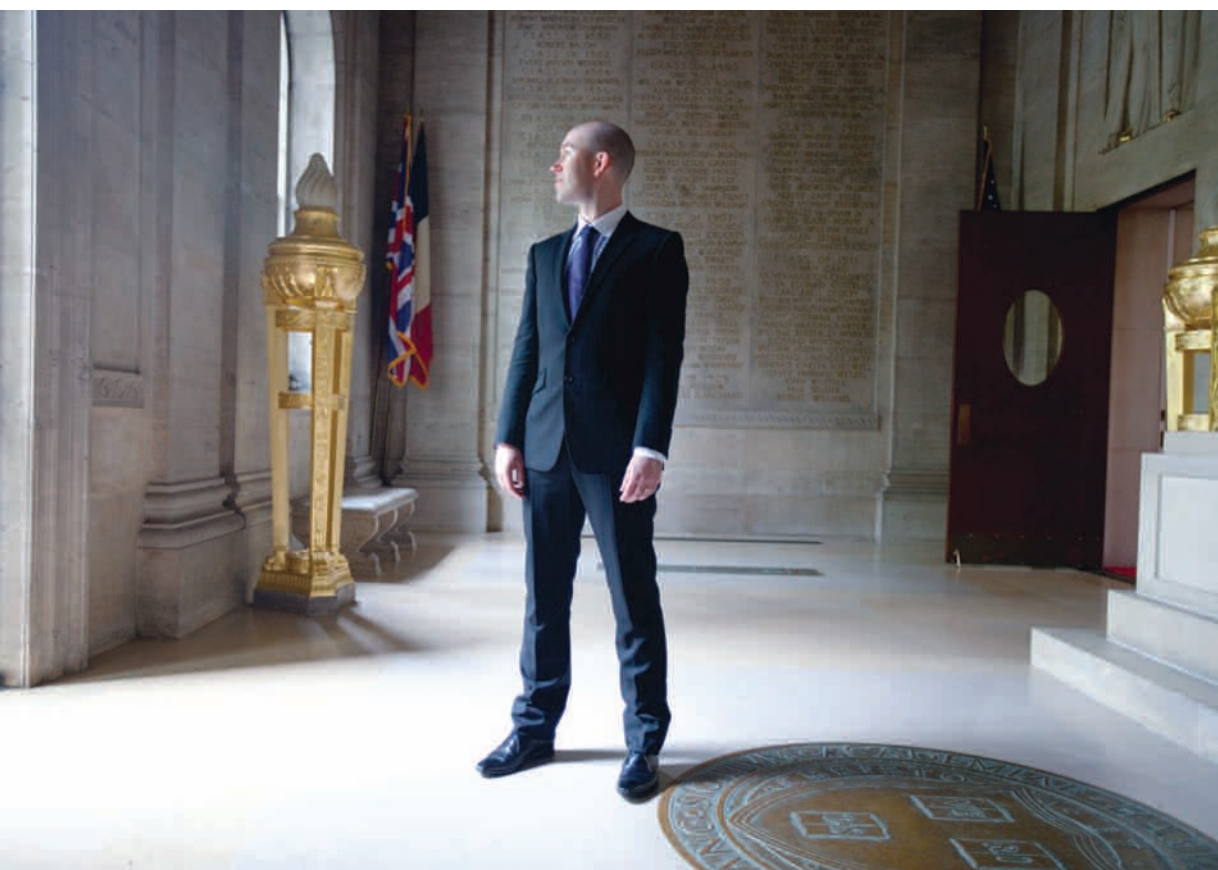
"They decided on this slogan of 'Japanese spirit, Western technology,' but the line wasn't as clear-cut as it seemed," Service said. "Looking at music is an interesting way of gauging the changes Japan went through. Music speaks to our souls; it's one of the most intimate arts there is. But it's really mathematical, too."

Post-Commencement, Service, 36, will pack up and head to London (his husband's hometown), where he intends to pursue a career in academia. After six years at Harvard, he's trying to strike a balance between "celebrating the greatness and the bigness of the event, but also making time to say good-bye properly."

"It is a bit sad to think this will all be left behind," he said, lamenting his soon-to-expire library privileges. "There's a great deal of happiness and a feeling of accomplishment, but there is a sense of sadness and nostalgia, too."

Post-Commencement, Jonathan Service will pack up and head to London, where he intends to pursue a career in academia.

Photos: (left) by Rose Lincoln, (top) by Stephanie Mitchell
Harvard Staff Photographers





Poet Kay Ryan (left), winner of the 2011 Pulitzer Prize, spoke at the 222nd Phi Beta Kappa Literary Exercises on May 22. Jim Wilkinson '65 (right) led the procession through the Yard into Sanders Theatre for the event.



Brevity, wit, wisdom

POET KAY RYAN and former Harvard President Derek Bok blended wit and wisdom in addressing top-ranked seniors at the Phi Beta Kappa Literary Exercises.

By Corydon Ireland | Harvard Staff Writer

Harvard celebrated its top-ranked seniors Tuesday at the 222nd Phi Beta Kappa Literary Exercises. The first lesson of the day for the 167 near-graduates came early: When it rains, mortarboards aren't as useful as umbrellas.

Inside Sanders Theatre, surrounded by parents and friends, the PBK seniors took in other lessons. This year's ceremonial poet and orator were in agreement on two, perhaps: In brevity is wit. And the world needs help.

Both brevity and wit came in the person of PBK poet Kay Ryan, winner of

the 2011 Pulitzer Prize, whose poems are typically distilled to 20 lines or fewer — “packed,” said one critic, “with music and meaning.” The two-time Poet Laureate of the United States wished out loud that she could have become a different poet before the ceremony — “somebody more long-winded,” perhaps, as befitting the occasion. Instead, she strung together 12 of her compact poems “into something I will call a graduation garland.”

Her poem-lessons, wisely brief, were wise too — offering hard-won lessons from a writer who grew up in a hard-scrabble corner of California and who

came to fame late. Ryan's poems added measureless grace to wisdom that seems otherwise plain: Failure is fruitful; doubt (“the great interrupter”) is not; patience is worth waiting for; and glory — like a PBK ceremony, let's say — is fleeting.

In “Chop,” Ryan has us see a bird walk along the edge of a beach. Quite proud and happy, “his each step makes/a perfect stamp —/smallish, but as/sharp as an emperor's chop./Stride, stride/goes the emperor/down his wide/mirrored promenade/the sea bows/to repolish.” For other lessons, go to the other poems, including “Counsel,” “Failure,” “Atlas,” “Home to Roost,” and “New Clothes.”

Brevity and wisdom came too with PBK orator Derek Bok, the legendary two-time Harvard president and one-time Harvard Law School dean whose scholarly work today often turns to the role of universities in society. PBK orators of the past, he warned, were long-winded. Emerson's 1837 address, for one, took more than an hour and a half.

But Bok was grateful to be able to speak at all. “I've been to this occasion 21 separate times,” he said, “without being able to say a single word.”

The 22nd time was the charm. Bok's “The Price of Democracy,” 24 minutes long, took time to chastise Americans: After 12 months in which people in corners of the world have fought and died for a chance at democracy, U.S. citizens have taken democracy for granted, along with long-enjoyed freedom, human rights, and the rule of law.

We blame politicians and a rancorous political arena for our woes, said Bok, but the real culprit is our own disengagement with civic life. We complain that politicians pay so little attention to the poor, he said, but the poor vote at half the rate of the prosperous. We are shocked that lawmakers are elected from party extremes, yet only a third of those who are qualified chose to vote in primary elections.

Americans disparage immoderate political ads “and the primitive level of political discourse,” said Bok, yet ads like that work — a sign that few voters are well informed. Since 1960 “this casual attitude toward politics” has increased, he said, and participation in civic life has “steadily declined.” For one, Americans go to the polls in notoriously low numbers, ranking 139th among 172 democratic nations in the percentage of citizens who vote.

Meanwhile, public schools teach a third fewer civics classes than 50 years ago. “Colleges have hardly done any better,” said Bok, since “college-level study of democratic principles” meets increasing resistance.

So stop blaming politicians for everything, he said. “Democracy will be successful only if most people join to make it so.” There's no easy answer on how this will happen, said Bok. “But education is the place where we must begin.”

Among those in attendance were former Harvard President Derek Bok (third from left), sitting next to current Harvard President Drew Faust.



Photos: (left) by Rose Lincoln, (above left and right) by Jon Chase Harvard Staff Photographers



Lessons for the lucky few

In her Baccalaureate Address, President Drew Faust urged graduates of the Class of 2012 to be mindful of their good fortune — and to embrace the responsibilities a privileged education bestows on them.

By Katie Koch | Harvard Staff Writer

The Class of 2012 first gathered on a memorably blustery evening in the fall of 2008 in the Science Center, where the new freshmen played games and ate pizza to wait out a power outage caused by a tropical storm. Their final meeting proved not so different, as hundreds of graduating seniors, rain boots and flip-flops poking out from beneath their black robes, poured into the Memorial Church on Tuesday to the drumbeat of steady rain.

“From the day you arrived on campus nearly four years ago, events conspired to make you an extraordinary group,” President Drew Faust said in her Baccalaureate Address, only in part referring to their extraordinarily bad luck with weather. Faust was quick to remind them, however, that there is “another dimension of this extraordinariness, another and parallel truth, which is that you — and I — are also extremely lucky.”

If the students arrived on an “imperceptible updraft of inexplicable luck,” then Faust used “this strange medieval rite called the Baccalaureate” to challenge them to make good on that good fortune.

The Baccalaureate Service is one of Harvard’s oldest traditions, held on and off since 1642. As in past years, the service included readings from Hindu Scriptures, the Hebrew Bible, the Analects of Confucius, the Quran, and the New Testament, a nod to both the University’s religious past and its multicultural present.

Closed to all but the College’s senior class, the intimate occasion provided an opportunity to look back at four eventful years. Indeed, in that first fall alone,



“Good fortune is not something we have a right to, but something given to us that we have no claim on,” President Drew Faust told the Class of 2012 in her Baccalaureate Address. Held in the Memorial Church — and closed to all but the College’s senior class — the intimate occasion provided an opportunity to look back at four eventful years.

the class experienced both the onset of the great recession and the election of the first African-American president, Faust recalled.

As much as the world changed, so did the students. Faust praised their “collaborative and entrepreneurial” spirit and their willingness to try new things.

“As I assured you nearly four years ago, none of you was an admissions mistake, and you have proved it by the hard work that has brought you here today,” she said. But “no matter how hard we have worked or how many obstacles we have overcome, we are all here in some measure through no cause of our own.”

Like the concept of divine grace that Puritan ministers once espoused from that very pulpit, Faust said, “Good fortune is not something we have a right to, but something given to us that we have no claim on.”

Faust urged seniors not to fall prey to the fallacy of believing too uncritically in their own merit, and to always recognize the role of serendipity in their lives. Without that mindset, “We risk forgetting the sense of obligation that derives from understanding that things might have been otherwise,” she said.

“If, as every Harvard undergraduate knows, love is about never having to say you’re sorry, then luck is about never taking anything for granted,” she added to knowing laughs.

This year’s graduates face a still-lagging economy, but their time at Harvard has prepared them to capitalize on their mix of talent, opportunity, and hard work, Faust said. Acknowledging the lucky hand they’ve been dealt can bring its own liberating relief — the freedom to pursue their passions not just on Wall Street, but in public service, the arts, research, or entrepreneurship.

“Paradoxically, the less we acknowledge luck, the more we feel the terror of pressure to do something big, to be extraordinary,” she said. But the point isn’t to be extraordinary, she said. “The point is to be a worthy person in the world.”

“So, as you enter the company of educated men and women, and take your Harvard degree into the world, recognize your own good fortune,” Faust said.

And, she added — in a nod to the recent YouTube video of Harvard’s baseball team gone viral, a testament to the randomness of fate if there ever were one — don’t forget to “write, email, or call me, maybe.”





Stepping up

A day before graduating, four Harvard seniors receive their military commissions.

By Corydon Ireland | Harvard Staff Writer



President Drew Faust with Secretary of the Navy Ray Mabus, who administered the oaths.

The day before receiving their Harvard College degrees, four seniors were commissioned Wednesday as officers in the U.S. military. The late-morning ceremony took place in Tercentenary Theatre as hundreds looked on.

Honored from the Class of 2012 were Army 2nd Lts. Victoria Migdal of Pleasantville, N.Y., a neurobiology concentrator who will enter the Medical Corps after medical school at Vanderbilt University, and Nicole Unis of Lanesborough, Mass., a finance concentrator assigned to the 6th Military Intelligence Battalion, 98th Regiment, at Fort Devens, Mass.; U.S. Navy Ensign Evan Roth of Canandaigua, N.Y., a government concentrator assigned to the USS Lassen based in Yokosuka, Japan; and U.S. Air Force 2nd Lt. Isaiah Peterson, a philosophy concentrator who will be commissioned into the Judge Advocate General's Corps after law school at Georgetown University.

Harvard's relationship with the Reserve Officers' Training Program (ROTC) dates to 1916.

Before the ceremony, Roth waited with his family in front of the John Harvard Statue. Reflecting on his four-year climb to the end, a degree and a commission, he said, "We talk a lot about the 'long crimson line.' There's a long legacy of service here."

Administering the oaths was Secretary of the Navy Ray Mabus. "You're about to become part of a long and illustrious heritage," he told the new officers, recounting service by Harvard graduates starting with the Revolution. "They have fought for America in every element there is, on the land, in the air, on, under, and above the sea. And every time — every time — Harvard graduates have been there."

Mabus called the ceremony "a circle completed" in his own life. More than 40 years ago, as a fresh-minted Naval officer, he reported to his first ship in the Boston Naval Shipyard during the Vietnam War. "I am very proud that our country today may debate the purpose of a war," he said, "but is united in support of the warriors who fight."

Navy and Harvard ROTC veteran Bruce Johnstone '62 welcomed the new officers to an experience of a lifetime. "You're going to be their teacher, their mentor," he said of people they will lead. "You're going to be an inspiration."

Victoria Migdal (from left), Nicole Unis, Evan Roth, and Isaiah Peterson during the commissioning ceremony.

Harvard President Drew Faust praised the new officers for "a choice that will continue to distinguish you among your classmates and among your fellow citizens."

Faust worked with Mabus on returning ROTC to Harvard after a hiatus of 40 years, and signed a joint agreement with him in March 2011. "We all ... owe a deep debt of gratitude to Secretary Mabus," she said, "who reached out to me believing that together we could get this done. Secretary Mabus was an inspiring partner all along the way."

Faust also reached out to thank and recognize Navy Capt. Curtis R. Stevens and Army Lt. Col. Timothy J. Hall, commanders of the ROTC units associated with Harvard. Stevens retires from the Navy at the end of this month and Hall will soon leave the Boston area for a new Army assignment in Germany. They have been "not just wonderful teachers and mentors for our students," she said, "but wonderful colleagues — and diplomats — as we worked through the complexities to achieve what we celebrated with our two ribbon cuttings this past year."

A Naval ROTC office opened at Harvard's Hilles Hall in September; an Army ROTC office opened there in March.

"We have heard a great deal in the media this past year about the 1 percent — those at the pinnacle of the economic pyramid," said Faust. "I want us to think for just a moment about a quite different 1 percent. It actually is closer to one half of one 1 percent. This is the proportion of the American population that is enrolled in the military."

Faust reached into the past for a lesson. "The Founding Fathers cautioned that we as a nation must not permit the military to become separated from its society and its citizenry," she said. "In the era of the All-Volunteer Force, we must be particularly attentive to this imperative."

President Drew Faust (from left) receives a print depicting the Civil War from Isaiah Peterson and Victoria Migdal.



On the cusp of great things

New graduates of Harvard College and its Schools, such as Matt Aucoin (right), reflect on their formative years, recount their academic touchstones, and sketch their challenging futures.

By Colleen Walsh | Harvard Staff Writer



Photo by Stephanie Mitchell | Harvard Staff Photographer

It's often been said that the Harvard undergraduate experience is what one makes of it. Senior Matt Aucoin took that message to heart. He leaves campus having immersed himself in Harvard's rich worlds of poetry and music, with a degree in English, a passion for writing and composing, and a future destined for *The New Yorker*, or the conductor's podium, or both.

A resident of Kirkland House, Aucoin was poetry editor of the literary journal *The Harvard Advocate*. His thesis, a collection of poetry titled "Aftermusic," recently won a Thomas T. Hoopes Prize for outstanding scholarly work or research. In 2009, he received several coaching sessions with classical music legend James Levine, and he used a 2010 Artist Development Fellowship from Harvard's Office for the Arts to study at the famed opera house La Scala in Milan. He also is the recipient of the 2012 Louis Sudler Prize in the Arts, which recognizes outstanding artistic talent.

Aucoin's mother is musical, his father is a writer, and there were always hundreds of books, and plenty of scores lying around the house. But his parents, he said, "never forced me into anything."

He was smitten with music the moment he banged on the keys of his grandparents' battered, out-of-tune, upright piano at age 6. Soon, a composer was born.

With composition, said Aucoin, "The thoughts aren't always clear. It's a kind of need. And for me, that need was awoken by Beethoven." He recalled wandering his backyard after hearing Beethoven's Ninth Symphony and wondering, "How could something this good have

been created?"

He composed his first piece, "a twangy sort of Americana thing," shortly after, and soon fell in love with opera's fusion of words and song, completing his first libretto and score at age 9. Years of intense study of the piano followed, but by the time he was a teenager he suffered "a crisis of faith" in classical music. He retreated, playing the keyboard with his indie-rock band *Elephantom* and studying jazz. The break reinvigorated his love of the classical canon and inspired him to look beyond the conservatory to a place where he could chart his own musical path.

"It seemed I could make my own musical life [at Harvard] in a way I couldn't anywhere else. I really loved that independent spirit," he told the *Gazette* in February.

While at Harvard, Aucoin blazed his own artistic trail. He wrote and directed two operas, including "Hart Crane," based on the troubled American poet, which premiered at the Loeb Drama Center in April. He also coached and accompanied countless Harvard singers, and served as music director for the Dunster House Opera Society and as assistant conductor for the Harvard-Radcliffe Orchestra (HRO).

"I think he is an unstoppable force of nature ... beyond talented and gifted," said HRO Director Federico Cortese. "He is a hypersensitive poet with amazing abilities and a voracious taste for music."

A classmate and fellow musician called Aucoin "the

kind of person that really makes you glad you went to Harvard."

Aucoin said his introduction to poetry came later because "as a really young kid you are open to music in a way you are not open to nuances of language quite yet. To understand poetry, words need to have accumulated multiple shades of meaning for you." He credits the creative energy of his peers at *The Harvard Advocate* and of his mentor, Boylston Professor of Rhetoric and Oratory Jorie Graham, for helping him to develop a "personal language in which you find our own rules."

Aucoin arrived for a recent morning interview with a mop of curly wet hair, en route to observe a rehearsal at the Boston Symphony Orchestra for the remainder of the day. This fall he will work as a musical assistant at the Metropolitan Opera, study composition at the Juilliard School, and direct the new orchestra/opera company at the Peabody Essex Museum.

It's hard to imagine Aucoin, whose face doesn't hold even the promise of a wrinkle, leading professional musicians, many of whom have been performing longer than he has been alive. But he sees the job as inspiring confidence in players and performers regardless of their age.

"I think of it as being a lightning rod, not the hand of Zeus," he said. "You have to be able to give an intensity back to the orchestra."

If his Harvard career is any indication, Aucoin will have intensity to spare.

Keith Wright calls his decision to come to Harvard “the best in my life.” Crimson basketball fans would agree. The 6-foot-8-inch forward and his teammates have made history since he arrived in 2008, transforming a losing program into one of the Ivy League’s most successful. In March, the team won the league championship outright — a first for Harvard — and made its first trip to the NCAA Men’s Division 1 Basketball Championship Tournament since 1946.

With Wright leading the team in rebounding and blocked shots, the Crimson also broke the program record for wins in each of the past three seasons.

Wright says he cherishes the memory of every game he played in a Crimson uniform.

“My experience playing for Harvard will stay with me for the rest of my life,” he said. “I was part of the team that took Harvard to the NCAA tournament for the first time in 60 years. I was the captain of the best team in Harvard history, the one that won its first Ivy League title. It was a great honor that I won’t forget.”

Along the way, Wright racked up an impressive string of awards and accolades. During the 2010-11 season, he was named Ivy League Player of the Year, was selected to the Lou Henson All-America Team and the All-Ivy first team, and received an honorable mention as an Associated Press All-American. Last

year, Wright landed on the Preseason Top 50 Watch List for the Wooden Award, which is given to the top player in college basketball. He was also named one of college basketball’s top 100 players by CBS Sports.

Despite his success on the court, Wright says that he came to Harvard because he’s more than “just a basketball player.”

“I’m a student first,” Wright said. “A lot of kids put all their chips into this sport to help them be successful. At Harvard, all our chips are put into academics. People know that. They don’t say ‘Oh, wow, he plays basketball.’ They say ‘Wow, he’s at Harvard, and he’s playing basketball. He’s a smart kid.’”

Wright’s interest in human relationships inspired him to concentrate in psychology as an undergraduate. He said that Holly Parker’s course “The Psychology of Close Relationships” had a profound impact on him and may even have determined his future career path.

“Seeing Dr. Parker talk about the field — and her passion for it — definitely influenced me,” he said. “Being a couples counselor is something I’d like to pursue after I’m done playing basketball.”

For now, graduate school will have to wait as Wright pursues his immediate goal of playing professional basketball. In April, the Harvard star was one of only 64 college seniors invited to play in the Portsmouth Invitational Tournament in front of dozens of pro

agents and scouts. Wright said that advice from former teammate and Harvard-to-NBA trailblazer Jeremy Lin helped him to hold his own against some of the best young players in the country.

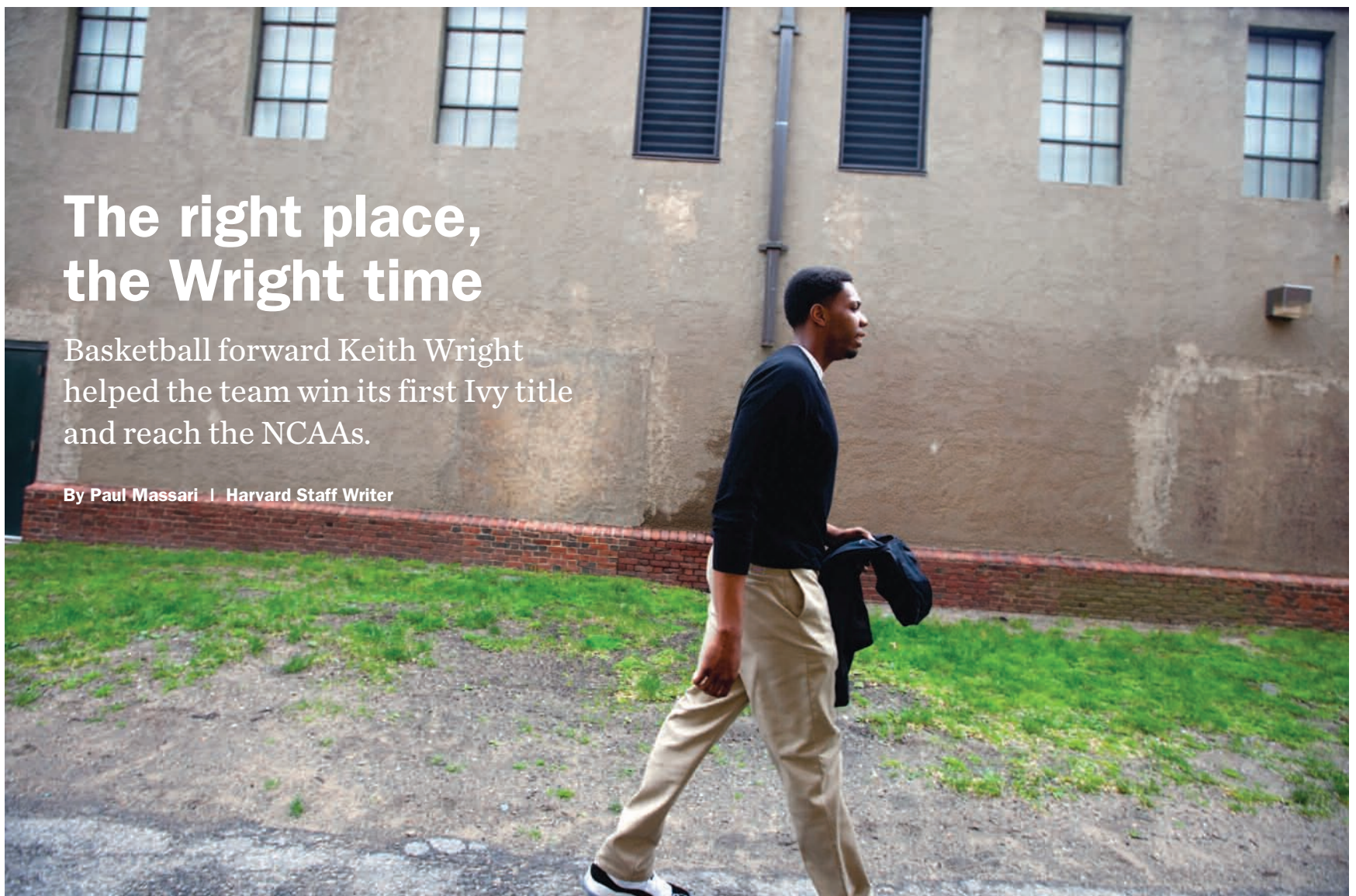
“Jeremy told me to have fun and play my game,” he said. “He told me not to think too much about it, just know that I’m a good player. At the end of the day, the chance to show my skills and play for money is a blessing.”

Wright said that his next move is to sign with an agent and participate in workouts for pro teams in advance of June’s NBA draft. If he’s not picked by one of the league’s franchises, Wright said he’ll participate in the Las Vegas and Orlando free agent summer leagues in hopes of catching on with a team. He’d even consider a stint for a team overseas, although he calls that option a “worst-case scenario.”

Whatever happens, Wright said that his Harvard experience will enable him to keep athletics in perspective, and will give him options after he walks off the court for the last time.

“I don’t let basketball use me,” he said. “I use basketball to help me. The success of Harvard’s team has really been icing on the cake because I know that, after the ball stops bouncing, I’m going to have this great education, the connections that I made here, and the limitless resources that I have at my fingertips.”

Photo by Rose Lincoln | Harvard Staff Photographer



The right place, the Wright time

Basketball forward Keith Wright helped the team win its first Ivy title and reach the NCAAs.

By Paul Massari | Harvard Staff Writer

Patrick Staropoli '12 has a lot of drive. In four years at Harvard College, hard work and determination propelled him to a 3.94 grade point average and earned him a place in Phi Beta Kappa, as well as in the lab of leading Harvard Medical School (HMS) neuroscientist Robert Stickgold. But when folks in Staropoli's home state of Florida talk about his drive, they're usually not referring to his academic achievements.

"I race super late-model cars," says the Fort Lauderdale native. "If you were to rank my touring series, we'd probably be about two steps lower than NASCAR. It's definitely at a professional level. A lot of NASCAR teams have development teams here to bring up the next generation of drivers."

Staropoli doesn't just race; he wins. Since joining the super late-model series, the Mather House resident has won four races and finished in the top five 10 times. He took his first victory lap of 2012 at Auburndale, Fla., in March in only his second race of the year.

Staropoli inherited his passion for fast cars from his grandfather, Nick Staropoli Sr., who raced in New York state, and from his father, Nick Staropoli Jr., who moved the family to Florida and raced super late-model cars at Hialeah Speedway and other venues. Staropoli says he started helping out with the race team while still a boy and, around the time that his father stopped racing in 2001, started driving go-karts competitively himself. That's when his dad made a deal with him.

"I had to get good grades in school to keep racing," he says. "I was 13. I was always motivated to do well in school. So in middle school and high school, I kept my end of the bargain, and got to keep racing."

Spurred by the dream of being a race team engineer for NASCAR, Staropoli developed an interest in the math and science that he needed to work on high-performance vehicles. The career ambition drove him to the top of his class at Plantation High School and into Harvard Yard.

Shortly after he arrived in Cambridge, though, the recession hit. The racing industry, like so many others, went into a slump. Staropoli realized not only that his chances of working on a NASCAR team were slim, but also that his interest in engineering didn't extend beyond the speedway. Looking for a new academic and career path during his sophomore year, he sat in on a panel for prospective neurobiology concentrators.

"They had people who majored in neurobiology and went on to different fields," he says. One was a doctor. Someone else was in advertising. They talked about how the field influenced their career. I saw that I could do a bunch of different things. I went home for Winter Break, came back, and changed my concentration to neurobiology."

Since then, Staropoli has worked with Stickgold, one of the world's leading researchers on cognition, sleep, and dreams.

"We ask subjects to play the game 'Dance, Dance, Revolution,'" Staropoli explains. "We wake them up after a period of rapid eye movement (REM) sleep, and have them tell us what they were dreaming about, then go back to sleep. Elements of the game show up in their dreams, particularly during sleep onset. So now, when I dream, I try to find certain parts of it that make me think 'Hey! That happened to me yesterday!' I'm more cognizant now."

Staropoli also gives back to the community. He has worked with Unite for Sight, a nonprofit organization that provides eye care to underprivileged patients around the world.

"The people we meet might not get care if we didn't come into the community and deliver it," he says. "I was amazed at how many people are unaware that they even have vision problems. It's even more amazing to see how things turn around for them when they get the problem fixed."

Staropoli has been admitted to several medical schools, but doesn't yet know which one he'll attend in September. Still, he says, he plans to continue racing.

Racing "is the most freeing feeling you can have," he declares. "Anything that's bothering you goes away when you get in the car. The only thing you're focused on is winning that race. When I'm not racing, all I can think about is going racing. And when I am racing, it's all I can think about too."

Photo by Rose Lincoln | Harvard Staff Photographer



Driving toward the future

On a speedway as well as in academics, Patrick Staropoli takes the lead.

By Paul Massari | Harvard Staff Writer



You're all right, lefty

Baseball player Brent Suter serves up pitches, and off the field pitches service.

By Sarah Sweeney | Harvard Staff Writer

Photo by Jon Chase | Harvard Staff Photographer

Brent Suter flat-out loves helping others. No life-changing experience spurred him to enter the public service arena. He's just built that way.

In fact, Suter's coming-of-age story is fairly standard: a natural athlete, the Midwestern-born Suter played baseball and basketball from a young age. Always academically strong, he was also involved in student government at his Catholic high school in Cincinnati, and worked with organizations like Big Brother and Little Buddies. During his senior year, Suter's pitching really took off, earning the attention of Harvard coaches.

His left-handedness makes him a valuable commodity, but Suter is not just the exceptional sportsman. He's the exceptional all-rounder. During his years at Harvard, Suter maintained his affinity for helping others, simply because he has "always loved serving the community."

"It does give me this sense of joy to see the happiness you can bring to other people's lives," he said. "But overall, it's a necessary thing to give back to the community to remind yourself of how blessed you are, and to use the position you're in to help others who sometimes aren't so fortunate."

This year, Suter was one of 30 national athletes

nominated for the Lowe's Senior CLASS Award. To be eligible, a student-athlete must be an NCAA Division I senior and have notable achievements in four areas of excellence: community, classroom, character, and competition.

Suter, a double concentrator in environmental science and public policy and a pre-med student, is a third-year volunteer tutoring first-generation immigrant third- and fourth-graders in literacy and math at the Cambridge After School Program of Phillips Brooks House Association. He's the baseball team's central figure in its Friends of Jaclyn program, which benefits Alex Wawrzyniak, who suffers from pilocytic astrocytoma low grade glioma, a form of cerebral tumor. Suter is also active with the Harvard Square Homeless Shelter and the student group Athletes in Action, and he is co-chair of the Student Athlete Advisory Committee. There, he was instrumental in leading events such as the Bench Press for Breast Cancer in 2010 and 2011, shoe drives for Africa, toiletry drives for the homeless, and charity balls.

But wait — there's more.

Last year, Suter founded the Harvard Baseball-Watertown Cuniff Elementary Program. Harvard baseball players travel each Friday to the elementary school to tutor and mentor students in an effort to

provide a positive male role model in their lives. "A couple of weeks ago, the school invited us over for a schoolwide pep rally," recalled Suter. "And then they all came out to our game against Boston College at home, and they gave us a lot of cheers, and it was a lot of fun. We ended up winning the game. It was a really special moment."

Now, Suter's off to Indianapolis to teach remedial math for Teach For America — unless the majors come calling. "I really want to play professional ball," said Suter, who is awaiting the June draft. "I've had interest from a lot of teams, so we'll see."

The pitcher, who throws in the high 80s to lower 90s, said that while at Harvard he has "grown from a boy to a man."

"My four years here have been wonderful. Even the baseball losses taught me good lessons about perseverance, and just taking a step back to realize how lucky we are," he said.

Perhaps Suter's one regret was not making the cut during a singing tryout for one of Harvard's campus music groups. His talents and activities are enough to ruin one's self-esteem forever: music on top of Harvard, on top of baseball, on top of volunteering?

"But," said Suter, laughing, "I've actually wanted to do more in my college career."

For the past year, Lilia Aguilar led a double life. Every week, Aguilar flew to her native Mexico to resume her political campaign to become a national congresswoman, while balancing studies for a master's in public administration at the Harvard Kennedy School.

"As soon as I got back to Cambridge I was the student, with a lot of papers to write, discussing issues with amazing people like Amartya Sen," said Aguilar. "Two days later, I was in Mexico, wearing heels and suits, speaking in the media. ... But I believe in putting theory to practice, so I was doing both things because I thought it was possible to bring great change to my state."

Born and raised in the northern state of Chihuahua, Aguilar grew up in cramped quarters without running water with her mother and 20 other children, whom she knew as siblings. Aguilar was one of the younger ones ("the pets," she said), and her duties involved feeding the roosters that her mother's husband used in cockfights. Aguilar and her siblings "carried water for two kilometers to take a shower in a tub in the middle of the street," she said. "So I hated showering."

When Aguilar was 10, she arrived home from school and faced two strangers — who turned out to be her real parents. Aguilar had been unknowingly living in hiding since she was an infant. A family friend had taken in Aguilar and her five blood siblings because their real parents were outspoken political activists involved with Mexico's burgeoning labor party, and "it

was not safe for us to be with them."

"I didn't know anything about my real parents. They took me away from what I knew as my family. They were highly educated, and I went from doing all these physical chores. But with my real parents, there were only intellectual chores," she recalled.

They demanded nothing short of academic excellence from Aguilar, who was being groomed to follow in their political footsteps. "My mother told me, 'You are going to change the world, because when you're educated, you need to give back.'"

Aguilar, who graduated at the top of her class, relinquished scholarships to local universities. She moved to El Paso, Texas, to live with an aunt and uncle, and enrolled at the University of Texas, El Paso, vowing to become, of all things, an astronaut.

"I studied physics and math, and then I discovered that I didn't want that for my life. I came back, but I was reluctant to get into politics. I was doing a lot of activism in youth groups, though," she said. She enrolled at the Monterrey Institute of Technology and Higher Education to study financial administration. After graduating, Aguilar was hired by a financial consultancy company.

While on an assignment installing financial software for state governments, Aguilar said, she was asked to hide some shady dealings. "I worked with two different governments, and all they asked us to do is to cover up their big mess. I was really disappointed, and I wanted

to do something," she said. "So, I quit and went home, and said, 'OK, dad, now I'm going to be a politician.'"

At age 23, she became a state representative for conservative Chihuahua. Aguilar's youth and open character deterred many people from taking her seriously. But she had big ideas about reforming the state's outdated constitution, and successfully helped to establish new laws for youth, women's equality, and government transparency. "In politics, everyone likes to be in the media, but no one likes to do the work. So I took advantage of that," she said.

In December, Aguilar returned to Mexico and got the offer to run for Congress. "It was not easy ... there's a lot of people scared of women, and women coming from Harvard especially." Now she's second in her party's proportional representation list (the number of seats won by a party or group of candidates is proportionate to the number of votes received), and is likely to win a seat in the Mexican National Congress during the July 1 election. Still, leaving Cambridge will be bittersweet.

"What I like most about Cambridge is the energy. But above all, I love the river. It's where everything happens in this town. I live in Peabody on the 19th floor. I have a view of all sunsets, and I can see the rowers and how they are yelled to push and push harder, the runners, the college kids having picnics when it's warm, and couples walking hand in hand. The river is for me the view of peace, the example of the unknown, and an example of the extra mile that Harvard is."

Photo by Kris Snibbe | Harvard Staff Photographer



Harvard student, Mexican politician

When Aguilar returns home, she'll ramp up congressional campaign.

By Sarah Sweeney | Harvard Staff Writer

JUNE 2011

Surgeons at Harvard-affiliated Brigham and Women's Hospital perform **face transplant surgery**.

JULY 2011

The city of Boston launches bike-sharing program **Hubway**, and University officials **ink a deal to bring the program to Harvard's main campus** and to sponsor five of Boston's Hubway stations.

AUGUST 2011

Harvard becomes the **first institution of higher education in the world** to achieve **50 Leadership in Energy and Environmental Design (LEED)** certifications.

The **Harvard School of Public Health** is awarded a **\$10 million grant** from the National Cancer Institute. The grant will fund a new research center to study the **relationship between obesity and cancer**.

SEPTEMBER 2011

The Harvard community **commemorates the 10th anniversary** of the terror attacks of **Sept. 11, 2001**, with an installation in Harvard Yard, candlelight vigils, panel discussions, and an evening of remembrance at Sanders Theatre.

College Dean Evelyn M. Hammonds announces plans for substantial enhancements to **undergraduate social spaces across campus**, including the Mather Multimedia Lab, the Eliot House Grille, the Student Organization Center at Hilles, the Cabot Café, and the Quad Grille in Pforzheimer House.

Dozens of students, professors, and others turn out for "**Ask What You Can Do: Inspiring Public Service**" at Harvard Kennedy School's John F. Kennedy Jr. Forum. The talk is a kickoff not just for the new semester but for **HKS's 75th anniversary**, which is celebrated throughout the year.

The University announces that Professor of Organismic and Evolutionary Biology and Molecular and Cellular Biology **Hopi Hoekstra** and Professor of Astronomy **David Charbonneau** have been named recipients of the inaugural **Fannie Cox Prize for Excellence in Science Teaching**, which was created to recognize outstanding teaching in introductory science courses.

Nine researchers from across Harvard receive more than **\$15 million** in special **National Institutes of Health** grants designed to foster innovative research with the potential to propel fields forward and speed the translation of research into improved public health.

Three Harvard faculty members — Roland Gerhard Fryer Jr., Robert M. Beren Professor of Economics; Markus Greiner, associate professor of physics; and Matthew Nock, professor of psychology — whose research ranges from the spatial organization of ultra-cold atoms to the effect of racial differences in America to the psychology of suicide and self-injury, are among the recipients of this year's **MacArthur Foundation "genius" grants**.

The School of Engineering and Applied Sciences' (SEAS) **Science & Cooking Public Lecture Series** returns to campus. The series features highly popular talks by **guest chefs** from around the world.

OCTOBER 2011

Rita E. and Gustave M. Hauser **donate \$40 million** to **support excellence and innovation in learning and teaching** at Harvard. The gift will launch an initiative for learning and teaching and serve as a catalyst for transforming students' educational experiences University-wide. The fund will enable the University to marshal its considerable intellectual resources to engage a new generation of students with pioneering teaching practices, building on the long history of educational reform at Harvard. The new gift combines the

Hausers' passions for technology, a global outlook, and teaching and learning with a desire to make an impact on both a University-wide and global scale.

Faculty, students, alumni, and staff celebrate the **375th anniversary** of



A time was had by all

Harvard's 375th anniversary year saw everything from the return of ROTC to Lady Gaga

Compiled by Sarah Sweeney | Harvard Staff Writer



Harvard College Dean Evelyn M. Hammonds (from left), President Drew Faust, and cellist Yo-Yo Ma help celebrate the 375th.

Harvard's founding, undeterred by rain that often falls in sheets and turns much of Tercentenary Theatre's turf to mud. In her remarks, President Faust makes three **birthday wishes**: that Harvard create a future that graduates of the past would be proud of; that people at Harvard work together to serve the University's greatest goals, "to teach, to learn, to expand the realms of knowledge"; and that Harvard continue to be committed "to open access and inquiry."

The **Graduate School of Design** celebrates its **75th anniversary** with an exhibition and special alumni weekend festivities.

Seven Harvard alumni are recognized with 2011 Nobel prizes: The **Nobel Prize** in economics is awarded to **Christopher A. Sims** of Princeton University and to **Thomas J. Sargent** of New York University, both of whom earned a Ph.D. in economics from Harvard's **Graduate School of Arts and Sciences (GSAS)** in 1968. Sims also graduated *magna cum laude* in mathematics from Harvard College in 1963. Liberian President **Ellen Johnson Sirleaf**, a Harvard Kennedy School alumna, is a co-winner of the **2011 Nobel Peace Prize**. **Saul Perlmutter '81**, **Brian P. Schmidt**, Ph.D. '93, and **Adam G. Riess**, Ph.D. '96, win the **Nobel Prize in physics**. For the Nobel Prize in physiology or medicine, the late **Ralph M. Steinman**, M.D. '68, is honored posthumously.

Harvard announces that it will **rename its historic New College Theatre** building Farkas Hall in recognition of the **generosity of alumnus Andrew L. Farkas '82**.

The Harvard Art Museums announce a **gift of 38 drawings, paintings, and sculpture** from **Didi and David Barrett's 20th-century American collection of self-taught, folk, and outsider art**, expanding the museums' holdings of American contemporary art in a new direction.

Harvard Divinity School announces a **\$2.7 million gift** from the Robert H.N. Ho Family Foundation to support and expand its program in **Buddhist ministry studies**. The gift will fund the Buddhist Ministry Initiative — the first of its kind at a divinity school within a research university.

NOVEMBER 2011

Harvard senior **James McAuley** is awarded a prestigious **Marshall Scholarship**. As a Marshall Scholar, McAuley receives two years of graduate study in the United Kingdom at the university of his choice.

Several hundred demonstrators set up equipment on the Harvard campus to express their support for the **Occupy movement**.

The **Harvard football team** (9-1, 7-0 Ivy) concludes another **Ivy League championship season** with a 45-7 thrashing of Yale in the 128th edition of The Game. Tim Murphy, the Thomas Stephenson

Family Head Coach for Harvard Football, becomes the **School's all-time winningest football coach** with an overall record of 120-59 in his 18th season with the program.

Harvard officially launches the **Harvard Innovation Lab** with a ribbon-cutting ceremony and remarks by President Faust, Boston Mayor **Thomas M. Menino**, and Business School Dean **Nitin Nohria**. The Lab, as it's called, is designed to foster team-based and entrepreneurial activities and to deepen interactions among students, faculty, entrepreneurs, and the Boston community. It supports Menino's **innovation agenda** by encouraging and supporting entrepreneurship and creativity.

Mark Zuckerberg returns to campus to **recruit computer science and engineering students** for jobs and internships at **Facebook**, the popular social networking site that he created when he was a Harvard undergraduate.

Seniors Brett Rosenberg of Chappaqua, N.Y., Spencer Lenfield of Paw Paw, Mich., Samuel Galler of Boulder, Colo., and Victor Yang of Lexington, Ky., are named **2012 Rhodes Scholars**.

Along with the aforementioned undergraduates, **Matthews Mmopi**, a recent Harvard graduate from South Africa, and **David Obert**, a second-year Harvard Medical School (HMS) student, are also selected as **Rhodes Scholars**, and will join the College's four U.S. Rhodes winners at the University of Oxford next fall.

DECEMBER 2011

Seven hundred and seventy-two students are **notified of admission** to the Harvard College Class of 2016 through the reinstated **Early Action program**.

Donald Ingber, the Judah Folkman Professor of Vascular Biology at HMS, and founding director of the Wyss Institute for Biologically Inspired Engineering, is awarded the 2011 Holst Medal.

Singer **Lionel Richie** receives the Harvard Foundation's inaugural **Peter J. Gomes Humanitarian Award** for his contributions to breast cancer research and beyond.

JANUARY 2012

President Faust visits India in an effort to further Harvard's ever-expanding involvement in the country and in South Asia over the past several years, a trend catalyzed by Harvard's South Asia Initiative, which was founded in 2003 to foster the University's engagement in the region. India ranks fourth in the number of students a country sends to Harvard, with 232 studying at the University in 2011-12. Harvard has approximately 1,500 alumni in India.

Nine nonprofits receive **Harvard Allston Partnership Fund grants totaling \$100,000** to support programs in the Allston-Brighton community.

Nine hundred students **travel to emerging market economies** as part of a new supplement to **Harvard Business School's long-standing curriculum**, called Field Immersion Experiences for Leadership Development, or FIELD. In teams of six, the students fan out across a dozen locations — from Cape Town and Mumbai, to Shanghai and Warsaw, to Istanbul and Buenos Aires — to **tackle business challenges with real companies**.

Wintersession 2012 at the College offers nearly 150 activities — from financial education to participatory performance art. College officials also expand the length of the period during which students may optionally return to campus from eight to 12 days.

As part of its 375th anniversary, Harvard launches a lecture series that brings programs to every branch of **Boston and Cambridge public libraries**. President Faust gives the inaugural address of the new **John Harvard Book Celebration**. "This lecture series is an incredible opportunity for residents and families all across Boston to **interact with some of the world's brightest**



storybook season closes with a loss to Vanderbilt, 79-70, in the Division I Men's Championship Basketball Tournament, but the game team's first appearance in "The Big Dance" since 1946.

minds at their own neighborhood library," says Boston Mayor Menino.

Tech-savvy undergraduates at SEAS help to develop an algorithm that could speed hurricane relief efforts in the future. The work is part of a January competition held by SEAS's Institute for Applied Computational Science.

Hasty Pudding Theatricals honors actors **Claire Danes** and **Jason Segel** as Woman and Man of the Year.

President Faust travels to Davos-Klosters, Switzerland, to attend the **World Economic Forum**, anchoring a panel on innovation titled "The Education-Employment-Entrepreneurship Nexus." Faust also hosts an event for 200 Harvard alumni and friends attending the global forum.

FEBRUARY 2012

Pop sensation **Lady Gaga** launches the **Born This Way Foundation** during an Askwith Forum sponsored by the Harvard Graduate School of Education. Also in attendance are special guests **Oprah Winfrey** and U.S. Secretary of Health and Human Services **Kathleen Sebelius**. The nonprofit organization is partnering with Harvard's **Berkman Center for Internet & Society** to address issues of self-confidence, anti-bullying, mentoring, and career development through research, education, and advocacy, in large part by **harnessing the power of the Internet**.

Harvard GSAS Dean **Allan M. Brandt**, who pioneered a new approach to curricular development with the launch of the Graduate Seminars in General Education, announces that he will **step down as GSAS dean** this spring owing to health considerations. **Richard Tarrant**, Pope Professor of the Latin Language and Literature, will serve as interim dean while the search for Brandt's replacement takes place. Tarrant previously served as acting dean from 1995 to 1996.

Wynton Marsalis continues his **two-year lecture series** at Harvard with an exploration of root styles of American music in Sanders Theatre.

Eight all-star Harvard faculty gather at Sanders Theatre for **Harvard Thinks Big 2012**, an undergraduate-organized event in which each faculty member speaks for 10 minutes on big questions related to topics like **happiness, stem cell growth, runaway obesity, and the exploding American prison population**.

Faust and Provost Alan Garber share reflections on the **Harvard libraries**, and outline changes to the fragmented system of 73 libraries.

Two from Harvard are awarded **2011 National Humanities Medals** by President Barack Obama: economist and philosopher **Amartya Sen**, Thomas W. Lamont University Professor; and historian **Robert Darnton**, Carl H. Pforzheimer University Professor and University Librarian. Harvard Overseer **Emily Rauh Pulitzer**, founder and chair of The Pulitzer Foundation for the Arts, is also honored as a recipient of the **National Medal of the Arts**.

The University announces the launch of the **President's Innovation Challenge**, which, in conjunction with the i-Lab, encourages students from across the University to find **entrepreneurial solutions to pressing social problems**. By leveraging the resources available at the i-Lab — from programs to mentors — the challenge gives students concerned about global issues an opportunity to translate ideas into action.

FAS Dean Michael D. Smith launches the **first of two faculty panel discussions** led by **Professor Maya Jasanoff** on the **future of the Faculty of Arts and Sciences at 400**. The events mark the second year of the **Conversations@FAS** series, which considers innovative teaching and learning across the faculty.

MARCH 2012

Harvard resumes a connection with the **Army Reserve Officers' Training Corps (ROTC)** that started in 1916, giving, for the first time since 1971, an Army ROTC unit an office on campus. The official physical presence marks another step in Harvard's **reconnection with the military** that began a year ago.

Letters and email notifications of **admission to Harvard College** are sent to 2,032 students, 5.9 percent of the applicant pool of 34,302. More than 60 percent of the families of students admitted to the Class of 2016 who will enter this coming August will benefit from an **unprecedented \$172 million** in undergraduate financial aid, paying an average of \$12,000 per year for tuition, room, board, and fees combined.

A storybook season comes to an end for the Harvard **men's basketball team** with a 79-70 loss to Vanderbilt in the **NCAA Division I Men's Championship Basketball Tournament**. The game marks the team's first appearance in "The Big Dance" since 1946, and caps a 26-5 season in which the Crimson won their first outright Ivy League championship in program history.

Well-known Boston business executive, philanthropist, and Harvard Corporation member **Joseph J. O'Donnell '67**, M.B.A. '71, and his wife, **Katherine A. O'Donnell**, **donate \$30 million to the University**.

President Faust appoints **Lizabeth Cohen**, an eminent scholar of 20th-century American social and political history and interim dean of the **Radcliffe Institute for Advanced Study** since last July, dean of the institute.

SEAS Associate Professor of Electrical Engineering **Robert J. Wood** receives the **Alan T. Waterman Award** from the **National Science Foundation (NSF)**. The annual award, the NSF's most prestigious honor, recognizes an outstanding researcher under the age of 35 in any field of science or engineering that the NSF supports.



Harvard President Drew Faust (left) and MIT President Susan Hockfield announce edX.

David Hempton is named dean of **Harvard Divinity School**, effective July 1. Hempton, the Alonzo L. McDonald Family Professor of Evangelical Theological Studies at the Divinity School, succeeds William A. Graham, who last September announced his intention to step down from the post at the end of this academic year.

The women's basketball team becomes the **first program in Ivy League history** to record a **victory in the Women's National Invitational Tournament** when it knocked off Hofstra, 73-71. Led by All-Ivy League first-team honorees Brogan Berry and Christine Clark, and second-team selection Victoria Lippert, the Crimson finished the year with an 18-12 record and earned the program's third postseason appearance in four years.

APRIL 2012

Former secretary of state **Henry Kissinger '50**, A.M. '52, Ph.D. '54, **returns to campus** for a Sanders Theatre talk to reflect on the art of statecraft and foreign policy. "I've spent all my life thinking about these problems," says Kissinger, who served dur-

ing the Nixon and Ford administrations and who oversaw the end of the Vietnam War, the opening up of China, and America's Cold War policy of détente with the Soviet Union.

President of Brazil Dilma Rousseff arrives at Harvard to witness the signing of a five-year agreement with the government of Brazil to **eliminate financial barriers** for talented Brazilian science students pursuing undergraduate and graduate studies at Harvard.

Jonathan L. Walton, Professor of Religion and Society at Harvard Divinity School, is named **Pusey Minister in the Memorial Church** and Plummer Professor of Christian Morals, effective July 1. He succeeds the beloved Rev. Professor Peter J. Gomes, who died in February 2011.

After nabbing the National Book Award in November, John Cogan University Professor of the Humanities **Stephen Greenblatt** wins the **2012 Pulitzer Prize for general nonfiction**.

The University announces plans to **refurbish the Science Center plaza**, with the goal of transforming the site from a pedestrian walkway into a **vibrant meeting space** for Harvard student, faculty, and staff events, and the surrounding community. Part of the Common Spaces program, the renewal project includes installation of a permanent bamboo grove and several new trees for shade, as well as a hard surface throughout, which will allow for a variety of programming options. New seating and tables will be installed.

Arts First, the annual festival showcasing student and faculty creativity at Harvard, celebrates its 20th year with four days of nonstop art. Highlights include the presentation of the 2012 Harvard Arts Medal to **Tommy Lee Jones '69** in a ceremony featuring John Lithgow '67 and the Boston premiere at Widener Library of David Michalek's "**Slow Dancing**," an outdoor installation featuring large-scale, slow-motion video portraits of dancers.

Also during Arts First, a group of students, led by Boylston Professor of Rhetoric and Oratory and poet Jorie Graham, present a **communal recitation of poetry** that draws from hundreds of years of poets at Harvard titled "**Over the Centuries: Poetry at Harvard (A Love Story)**."

MAY 2012

Harvard and the Massachusetts Institute of Technology announce the launch of **edX**, a transformational partnership in online education. Through edX, the two institutions will **collaborate to enhance campus-based teaching and learning and build a global community of online learners**. EdX will build on both universities' experience in offering online instructional content. The technological platform recently established by MITx, which will serve as the foundation for the new learning system, was designed to offer online versions of MIT courses featuring video lesson segments, embedded quizzes, immediate feedback, student-ranked questions and answers, online laboratories, and student-paced learning. Certificates of mastery will be available for those motivated and able to demonstrate their knowledge of the course material.

Nearly **81 percent of students** admitted to the Class of 2016 **choose to matriculate at Harvard College**. The last time the yield on admitted students reached 80 percent was in 1971 for the Class of 1975. The yield for the Class of 2015 was 75.9 percent.

Leverett Professor of Mathematics **Benedict Gross**, Agassiz Professor of Zoology **Farish Jenkins**, Rabb Professor of Anthropology **Arthur Kleinman**, Cabot Professor of Aesthetics and the General Theory of Value **Elaine Scarry**, and Samuel H. Wolcott Professor of Philosophy **Alison Simmons** receive **Harvard College Professorships** in recognition of their dedication to undergraduate teaching.

Harvard College Dean Hammonds, FAS Dean Smith, Quincy co-masters Deb and Lee Gehrke, alumni, and students **break ground on the Old Quincy House Test Project**. The initiative, which is scheduled to run through the 2012-13 academic year, will provide students with a **21st-century residential experience** and will inform Harvard's efforts to renew the entire House system.





Bridging the doctor-patient divide

Medical School grad Johnson focuses on grassroots communications in community health.

By Alvin Powell | Harvard Staff Writer

Photo by Kris Snibbe | Harvard Staff Photographer

Katherine Johnson has spent four years at Harvard Medical School (HMS), learning not only the skills, but also the language, of medicine. Now graduating as a physician, Johnson wants to translate that language into words that everyday people understand.

During her time at HMS, Johnson developed a passion for community medicine. She also realized that there is often a large gap between physicians and patients, who frequently rely on friends and relatives instead of on their doctors for medical information.

Among her activities while at HMS, Johnson designed a survey, conducted over the summer between her first and second years, that explored teenagers' attitudes toward pregnancy. One thing she discovered is that teens sometimes misunderstand basic terms, such as "family planning," which some teens thought meant a program for those interested in having a family, rather than those interested in contraception.

"Teens went to their friends for advice, or their moms, but not really physicians," Johnson said. "There's a big gap between physicians and teens in terms of communication and feeling comfortable. These are themes that have stayed with me as I think about what's important to me and what kind of physician I want to be."

Johnson, who grew up in Hawaii and attended Yale University, began studying patients' knowledge, expectations, and attitudes toward medicine while still

an undergraduate. Though she entered Yale wanting to be an engineer, she changed her mind after a summer working at an engineering firm and volunteering at a home for mentally ill homeless people. She found the work with the mentally ill refreshing.

The following summer, she shadowed a physician at a hospital on Oahu, where several seriously ill patients from the Marshall Islands were being treated. Johnson became interested in understanding the barriers to medical access in the Marshalls that caused the patients to seek medical care late. The following summer she traveled to the Marshalls to find out, interviewing medical professionals and the heads of women's groups to explore attitudes related to cervical cancer.

At HMS, Johnson carried on that work. In her first year, she helped to design the teen survey under the guidance of Hope Ricciotti, an associate professor of obstetrics, gynecology, and reproductive biology at HMS and Harvard-affiliated Beth Israel Deaconess Medical Center (BIDMC), and director of obstetrics and gynecology at the Dimock Center in Roxbury. The Dimock had been having problems getting teens to participate in family planning programs, and Ricciotti wanted to know why. Johnson worked on designing the study in January, then conducted interviews the following summer.

"It went very, very well," Ricciotti said of the project. "She's kind of a dynamo and a self-starter."

Ricciotti said Johnson published the results and returned that fall to present findings to the Dimock staff, something no student had previously done and which is now a requirement.

Johnson also worked with General Education Development (GED) students at Action for Boston Community Development Inc. to create a health literacy module to be offered as part of a future GED course. She also co-founded a student organization focused on health literacy.

This spring, Johnson went to Argentina, where she did a rotation at a community health center in Salta and at private medical clinics in Cordoba. She took advantage of travel options in her fourth year partly because she enjoys seeing new places, but also because she knew that perfecting her Spanish would be an important tool for work in U.S. health clinics.

Johnson matched to a residency program at BIDMC in obstetrics and gynecology, where she'll work again with Ricciotti. She hopes to return to the community setting at Dimock.

"I really would like to work in a community setting and think about program implementation, always keeping in mind who we're trying to serve," Johnson said. "Providing a service isn't sufficient. You have to think about who it is you're trying to serve and what are their needs, their thoughts, their perspectives, and how we can use that to develop programs that are more appropriate for the population."

Clara J.K. Long is graduating from Harvard Law School — surely the only member of her class who once lived in a landfill.

That was in 2001. Long was a Brown University undergraduate helping to organize trash pickers in Brazil. She lived next to sliding mounds of trash for a month, the experience an emblem of the eccentric verve with which Long has so far lived.

As a teenager, she toured Russia, roamed Central America with just a backpack and bravery for company, and hiked 500 miles of the Pacific Crest Trail. In her 20s, she worked alongside peasant socialists in Brazil, summered as a grant writer in Tanzania, spent a year on human rights work in the Amazon basin, lived as a “fixer” in Venezuela for visiting American reporters, and took a year off from law school to teach filmmaking to youngsters in Burundi. With those years came three other degrees: a bachelor’s from Brown University (2004), a master’s from the London School of Economics (2005), and another, in journalism, from Stanford University (2007).

All along, her passion for adventure came in tandem with an equal passion for human rights. In fact, the life Long has lived so far was summed up nicely years ago by Paul Tillich, the Protestant theologian: “In every act of justice, daring is necessary, and risk is unavoidable.”

Her sense of daring had its start in Fairfield, Calif., a city of 100,000 in the fertile Central Valley. Long’s mother is a geoscientist; her father an urban activist and former city manager who once dropped out of Brown to join the Army, bound for Vietnam. Long’s sense of justice likely began in elementary school, where through 11th grade she sat alongside the children of migrant workers. “I remember feeling a lot of discomfort,” she said, “about the contradictions that came up.”

And 12th grade? That’s the daring part. Long finished high school in Fontainebleau, France. By dint of immersion (and dreaming) in French, she earned a *baccalauréat* degree. Starting at Brown, “I was really concerned about doing what mattered most,” said Long, who first majored in biology. Then came a spring semester in Belém, Brazil. “That totally changed the trajectory of my life,” she said, and turned a passion for tending the environment into “something that was much more about people.”

In 2003, with her senior thesis under way, Long left Brown to work in Brazil’s Tocantins state with Xavier Plassat, an activist Dominican monk. By October 2004 she was at the London School of Economics to earn a master’s in environment and development. She then lived in Venezuela as a radio freelancer and by 2006 was a Stanford graduate student in journalism. During her studies there, Long

interviewed a young Latina mother who — terrified by the possibility of arrest by U.S. immigration authorities — had not left her house in two months. “I felt really helpless,” Long said, and came to see law school as a way of acquiring “tools for dealing with injustice.”

Long is also co-producer of “Border Stories,” a mosaiclike collection of videos about tensions and realities along the U.S.-Mexico border. Listen to the self-told tales of a bewildered teenager deported to Mexico (a country he never knew), a one-eyed border minuteman, and a ranching couple beset by border crossers.

Her first year at Harvard, a fire hose of work, taught Long to love legal analysis. During her first summer and second year, she put her new training to work in Florence, Ariz., a city with 11 prisons, and in Brazil with the School’s International Human Rights Clinic. Injustice and abuse there are woven into the culture of roughneck national prisons.

This year Long helped to coordinate a multi-law school project on U.S. protest rights regarding the Occupy movement. (A report is due out this summer.) It’s part of her recent focus, to broaden human rights work in the United States, where violations often simmer unseen. “It helps us,” Long said of Americans, “not to think of ourselves as an exception.”

Photo by Stephanie Mitchell | Harvard Staff Photographer



Daring to be a doer

Clara Long, who has worked many jobs in many lands, will use her law degree to aid others.

By Corydon Ireland | Harvard Staff Writer

Like many of his classmates, Gregg Moore came to Harvard to continue his studies after receiving his undergraduate degree, in his case at Humboldt State University in California. Unlike many of his classmates, however, Moore was in his late 50s when he arrived in Cambridge, with two children old enough to be his classmates.

Now 59, Moore is set to receive a master's degree in Arts in Education from the Harvard Graduate School of Education (HGSE). He plans to use the degree to foster community arts programs, with a particular emphasis on music education, as a way to bring disparate groups together. It's an idea, he said, that was developed over 25 years of encouraging the community-building power of music in Europe.

"When I came back to America, I thought maybe this is a place where we can use music to bring people together," Moore said. "People, whether they're Democrat or Republican, they tend to like music. And, in a lot of cases, they like the same kind of music. If there was a way to promote this idea of coming together — for instance, in a band — maybe people would get out of their individual silos, start talking to each other, and realize they have a lot of the same goals in common."

Over three decades in Europe, Moore worked as a professional musician, first in Amsterdam, where he became deeply enmeshed in the city's alternative

music and theater, and later in Portugal, where he learned the tradition of the village band.

"In Portugal, I was impressed with the ability of the bands to bring together whole swaths of the society of the village. You would often see a schoolteacher sitting next to a lawyer sitting next to a field-worker," he said. "I gradually came to understand that music was a community-building exercise, and that got me interested in thinking about the social and community uses of music, and the arts in general."

After returning to the United States a few years ago, Moore enrolled at Humboldt State University in California, where he studied everything from grant writing to business administration to organizational communications. It was while he was finishing his degree that the idea of attending Harvard first came up.

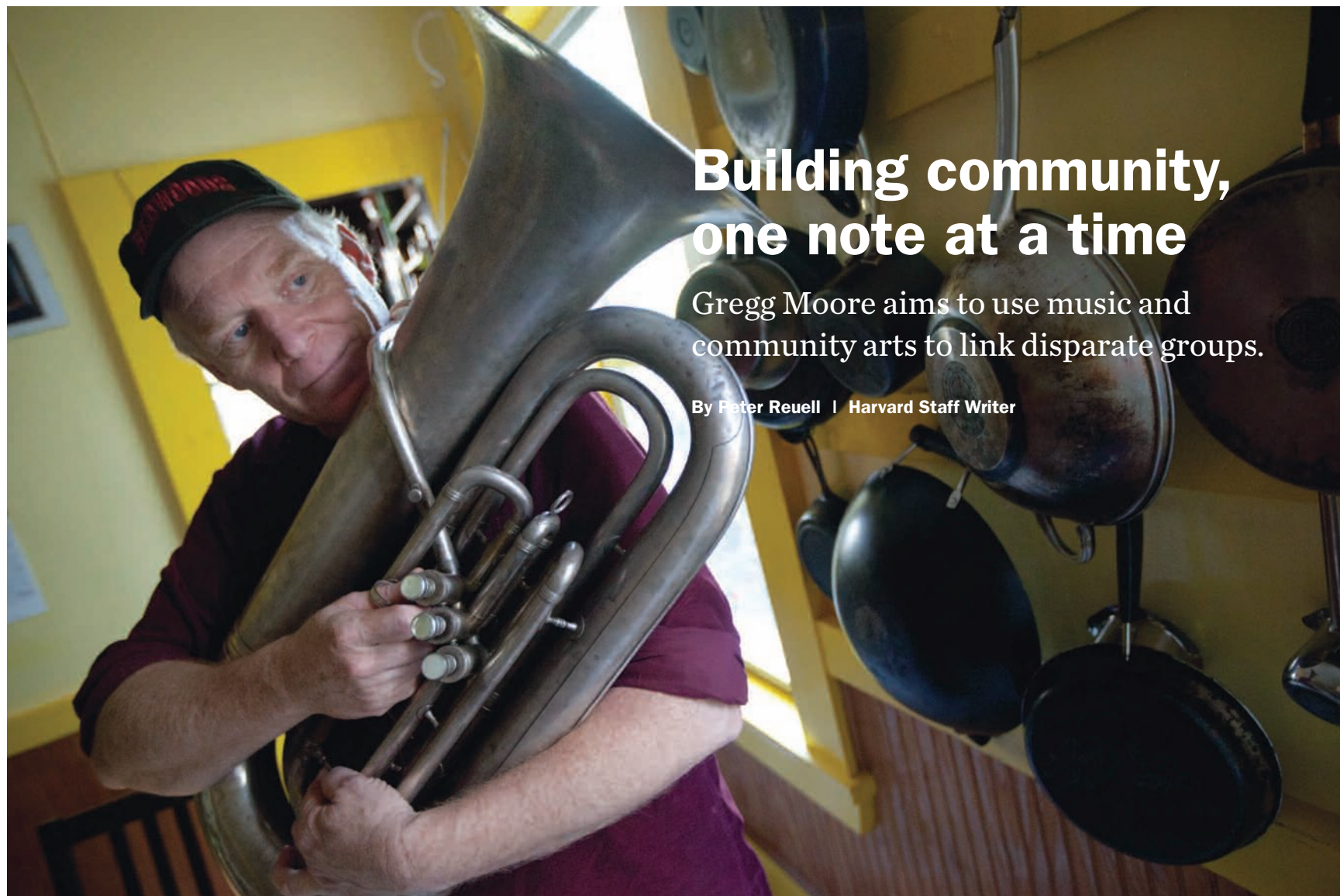
A participant in HONK! Festival, an annual event organized by activist bands from across the country, Moore befriended former University of Massachusetts, Boston, professor Reebee Garofalo, who introduced him to Steven Seidel, the Patricia Bauman and John Landrum Bryant Lecturer on Arts in Education and director of the Arts in Education program at HGSE, who in turn convinced Moore to apply to Harvard.

"It was only three weeks before I took the GRE that I realized there was something called the GRE that I would have to take," Moore said with a laugh. "I don't know how it happened, but I was accepted into the program, and I thought, this is something I can't turn my nose up at. So I went ahead, and now I'm down to the last couple weeks of the program."

With the program wrapping up, Moore plans to return to California to work with a small nonprofit, the Ink People Center for the Arts, to organize community music and arts events. He also plans to take over operation of Humboldt Music Academy, the Humboldt State Music Department's community outreach program, with an eye toward expanding it to include more adults and more types of music and programming.

"It's been a fascinating experience," Moore said of his time at Harvard. "Many of my classmates are young enough to be my own kids, so there's often a dynamic where I see them as young people. But I've learned to be ready when they open their mouths, because something profound is going to come out. In that way, it's been very encouraging, because for some people in my generation, it can be discouraging sometimes to see how young people conduct themselves. But working with these people has been incredibly encouraging. It really gives you hope for the future."

Photo by Kris Snibbe | Harvard Staff Photographer



Building community, one note at a time

Gregg Moore aims to use music and community arts to link disparate groups.

By Peter Reuell | Harvard Staff Writer

Pedrag Stojicic was studying medicine in his native Serbia in 2005, planning to become a surgeon, when a girl approached him in a Belgrade café and told him he just might have saved her life.

Stojicic wasn't practicing medicine yet, but had helped to found a nonprofit that educated young Serbs about HIV/AIDS and urged them to get tested for the disease. The girl, worried that she was infected, was afraid to get tested until she heard Stojicic on television say that there was help even for those who were HIV-positive. Her results came back negative, but she thereafter took precautions.

Stojicic never saw the girl again, but she affected his life as much as he did hers. The encounter convinced him that his future was in public health.

Stojicic has taken a winding path from Serbia to Boston, where he is part of the Harvard School of Public Health's (HSPH) Class of 2012. Along the way, he received his M.D. from Belgrade University and an M.B.A. from Serbia's Faculty of Economics, Finance and Administration.

In addition to founding the HIV/AIDS nonprofit, he worked on health care reform in Serbia and then established a second nonprofit to fight corruption in the Serbian health care system.

In 2008, Stojicic came to the United States to work on Barack Obama's presidential campaign, convinced that Obama would overturn government restrictions on international aid for programs that distribute condoms, an essential tool in the fight against HIV. Stojicic was impressed with the campaign's grassroots nature and, while doing Internet research, read about Senior Lecturer in Public Policy Marshall Ganz's Harvard Kennedy School class on organizing.

Stojicic found a syllabus online, got some of the materials, and began reading. The next year, he took the class on the Internet as a distance education student. The following year, while still in Serbia, he became a teaching assistant in the class.

Ganz described Stojicic as a "people person" who is dedicated to learning the craft of organizing and who has a rare knack for developing excellence in others.

Stojicic finally made it to Harvard and met Ganz last fall, when he enrolled in HSPH's one-year master's in public health program. Stojicic has continued as a teaching fellow with Ganz as he has pursued his public health studies. Stojicic said he has been impressed with HSPH's expert faculty and the School's emphasis on translating scientific knowledge into public health practice. He is eager to engage with

classmates and alumni as they work to improve health around the world.

"I really appreciate being exposed to an environment with a lot of expertise, a lot of people who really understand public health problems," Stojicic said.

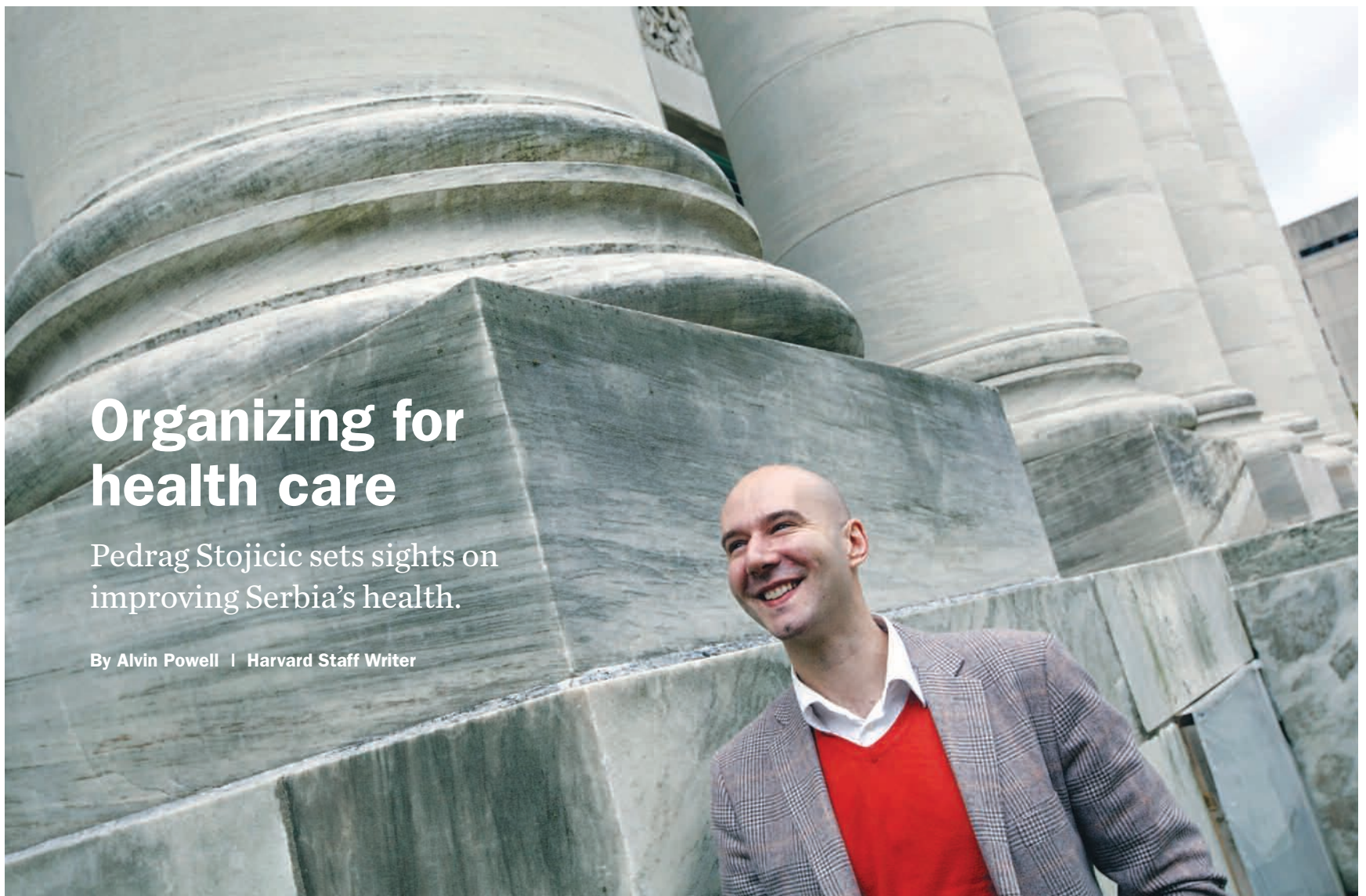
While at HSPH, Stojicic has worked with John McDonough, director of the Center for Public Health Leadership and professor of the practice of public health. McDonough met Stojicic early in the school year and described him as having a "magnetic personality," being highly motivated, and eager to get all the knowledge he can from HSPH.

Stojicic will spend much of the year after graduation as a half-time fellow at the Center for Public Health Leadership and at the Hauser Center for Nonprofit Organizations.

When he returns to Serbia, Stojicic said he will resume his efforts to fight corruption in the public health system. Many physicians in the system, which is supposed to offer universal free care, demand payment from patients for treatment, Stojicic said.

"I think he's going to go back and make a huge difference in Serbia," Ganz said.

Photo by Kris Snibbe | Harvard Staff Photographer



Organizing for health care

Pedrag Stojicic sets sights on improving Serbia's health.

By Alvin Powell | Harvard Staff Writer

An enterprising mind

Andrew Rosenthal brought contagious energy to the Business School's startup scene.

By Katie Koch | Harvard Staff Writer

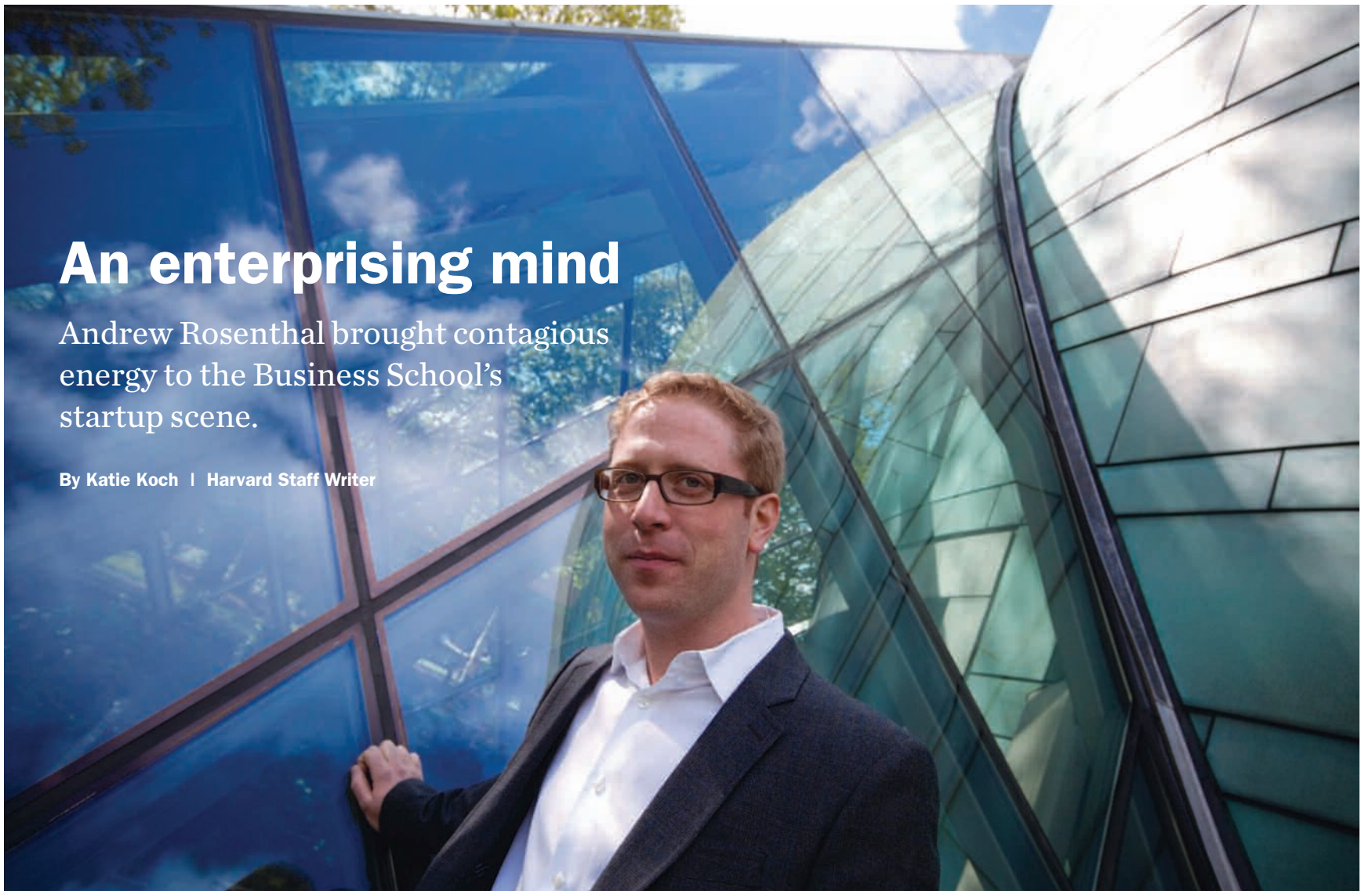


Photo by Kris Snibbe | Harvard Staff Photographer

In the startup world, failure is often worn as a badge of honor. But it's usually not the path to Harvard. Andrew Rosenthal isn't your average student, however. Two years ago, he arrived at Harvard Business School (HBS), not from the world of consulting or finance, but fresh off the implosion of his first online business venture. He wasn't looking for a ticket to a Fortune 500 firm.

"I came here because I wanted to build things," said Rosenthal, 28. "And I didn't want to wait until I left to do it."

What Rosenthal helped to build at HBS wasn't another company, but a newly energized community of entrepreneurs on campus. While the Business School has long nurtured enterprising M.B.A.s (roughly half go on to found companies within 15 years of graduating), student interest in startup culture has exploded in recent years. And wherever you turn, one name seems to pop up: Rosenthal.

"The way he's integrated the Boston tech community into Harvard, and Harvard into the Boston tech scene, is very unique," said HBS's Jeff Busgang, a senior lecturer at HBS and a general partner at the venture-capital firm Flybridge Capital Partners. "I've never seen a student do that, ever."

Rosenthal, who grew up in Portland, Ore., had long been interested in the intersection of business, technology, and health. After graduating from the University of Pennsylvania with a degree in health policy and bioethics, he stayed on to work with noted psychologist

Martin Seligman at Penn's Positive Psychology Center.

In 2008, building off of Seligman's research, Rosenthal and colleague Doug Hensch launched Happier.com. The consumer health site, billed as "a personal trainer for your happiness," secured 50,000 users and \$1 million in funding in its first year. Soon, however, Rosenthal's mentors began warning him that Happier.com was on shaky financial footing.

"It wasn't until Dec. 16, 2009, watching a video of myself airing on CNN talking about the company — and knowing full well that that night we'd have no money left in the bank — that I really got it," he recalled. "I knew there was so much I needed to learn."

Two weeks after his company went bust, he flew to Portland to take the GMAT, then scrambled to make the January application cutoff at HBS.

"My parents knew I was serious when everyone was going skiing, and I was like, 'No, I need to stay here and study and write essays.'"

Early in his first year at HBS, he met Jess Bloomgarden and Dan Rumennik, two fellow M.B.A. students who shared his "impatient, optimistic enthusiasm" for entrepreneurship. The trio founded Startup Tribe, a group for students interested in starting companies right away, not 10 years down the line.

"There've always been people on campus who cared about entrepreneurship," Rosenthal said. But Startup Tribe did more than simply amass an amorphous

group of would-be Zuckerbergs.

"We explicitly said to each other: We're going to be a support group," Rosenthal said. "When everybody else is interviewing for banking and consulting jobs, we'll be there to give each other permission. We'll be there to help each other out."

With Bloomgarden and Rumennik, he led a campus effort to persuade HBS to launch the Minimum Viable Product Fund, a \$50,000 annual appropriation for students hoping to begin businesses using the Lean Startup method, a process designed to bring new products to market as quickly as possible.

Last summer, Rosenthal landed an internship with Massive Health, a startup that is designing mobile apps and other user-friendly tools to help people track their own health. The San Francisco-based team of engineers and designers wanted Rosenthal to drop out and become their chief strategy officer.

He took the job but stayed in school. Though routine cross-country flights on a red-eye to make his 8:30 a.m. classes "weren't fun," he thought that his HBS education gave him an invaluable perspective on traditional industry — and, of course, more connections.

"I think plenty of my friends would say I didn't spend enough time hanging out and playing squash," Rosenthal said, reflecting on his time at Harvard. "But how cool is it to be able to come somewhere full of smart people, great resources, and all these opportunities? I feel unbelievably lucky."

Laura Ricci, who is receiving a master's degree from the Graduate School of Education, always suspected she would follow in her family's artistic footsteps. But Ricci, whose new degree has a focus on arts education, never suspected that her longtime interest in theater — which prompted her to graduate from the Interlochen Arts Academy ('89) and Mills College ('94), and even to study with acclaimed actress Dame Judi Dench at the Eugene O'Neill Theater Center — would eventually lead her to practice her craft in hospitals.

She also never expected she would become a professional therapeutic clown. "My clown is a weird-looking doctor named Bill," said Ricci, smiling. "He has a big moustache, and he wears a funny-looking skirt and two pairs of glasses because he's just that smart. Actually, when my friends at the hospital found out that I was going to Harvard, they joked that when I came back, Bill would have three pairs of glasses."

Ricci's first introduction to clowning came during her senior year of high school, when she worked at the Hole in the Wall Gang Camp, an organization created by actor Paul Newman for children with serious or life-threatening illnesses.

"They brought in two therapeutic clowns, Kim and Therese, from the Big Apple Circus Clown Care Unit," Ricci said. "And it was just magical to see them work.

The children really opened up with the clowns, and with each other, as a result of that interaction. Some of these children are constantly subjected to unpleasant medical procedures, sometimes for their entire lives. To see them release some of that, and blossom into engaging with these clowns, it was a really intimate, graceful, and powerful experience. It's been a quiet thread that I've wound up following the rest of my life.

"There's such an obnoxious profile of clowns as being garish, almost feral, and confrontational," Ricci said. "But in my personal ethic of clowning, it's about listening well and bringing listening into play to connect with people. Clowns who do their job well are able to connect with kids in an intimate, playful, and joyful way."

In 2001, Ricci discovered a weekend clown workshop taught by Chris Bayes and was introduced to the craft of clowning. "It just flipped a switch in me," she said. Having gotten the clowning bug, she then applied to the Clown Conservatory at the Circus Center in San Francisco and graduated in 2003. A few years later, Dan Griffiths, another professional clown, asked Ricci if she would help him start a clown program at University of California, San Francisco, Benioff Children's Hospital.

"Several of us got together and started doing 'Clown Rounds' at UCSF twice a week," Ricci said. "We're a team of clowns that go to the patients' rooms to see how they're doing. UCSF is a high-profile research

hospital, so for them to trust us was a big deal ... which makes it a perfect environment, frankly, for a clown. That's true of Harvard's environment, too, by the way," she added. "There's so much weight and status. You're right in the middle of the king's court."

Almost 10 years later, the ClownZero effort is still making kids smile at the Benioff hospital. Part of what makes clowning work in a hospital setting, Ricci said, is that clowning is a collaboration between the patient and the clown.

"Good clowning empowers the child," she said. "And we're talking about kids who have lost a lot of their power — because they're sick, because they're not in charge, because they can't just get up and walk out. Children who are sick don't have a say over who comes into their room, whether they have to go through painful procedures, and so on. It's a really hard situation. So a lot of it is creating an exchange where they can tell us what to do, and we'll do it. It's some serious power, especially because we're grown-ups!"

For Ricci, the real reward is seeing children blossom and engage by interacting with the clowns. "It's awesome to see kids having fun, especially when you know they've just been sitting in their hospital beds all day. It's all about connecting with the kids. It's more about giving them power, listening to them, and inviting them to engage with us as equals."

Photo by Jon Chase | Harvard Staff Photographer

Clowning around, with purpose

Laura Ricci, who is earning a master's in education, entertains in a children's hospital.

By Jennifer Doody | Harvard Correspondent



Family values, in an orphanage



At the Divinity School, Sonya Soni built on a service ethos that spans generations.

By Katie Koch | Harvard Staff Writer



Photo by Jon Chase | Harvard Staff Photographer

Sonya Soni, her Hindi relatives have long maintained, just might be her great-grandmother reincarnated.

It's not just that Soni shares the family matriarch's quiet determination. There's also the uncanny connection she has always felt to a particular spot in the foothills of the Himalayas: the orphanage for Indian girls founded 74 years ago by her great-grandmother, a cast-out widow turned close follower of Mohandas Gandhi.

"It's the most sacred place in the world," Soni said.

Soni long ago decided to become a doctor and to make the orphanage — which houses more than 50 girls and widows, educates 300 local children, and provides health care to the community — her life's work. What she didn't count on was how much her ideas of service, social justice, and the orphanage's mission would evolve over the past two years at Harvard Divinity School (HDS).

"The hardest thing I've ever had to go through was understanding that the orphanage was doing more harm than good," said Soni, 27, a graduating student in the master of theological studies program. "It's treated like a charity, not like a place where the girls can be leaders and make it their home. I'm trying to change that."

Growing up, Soni straddled two worlds. For most of the year, her family lived in affluent Orange County, Calif., where her parents immigrated before she was born. Every summer and winter, they returned to Dehradun, a city near the intersection

of the Tibetan, Nepali, and Indian borders, to help local villagers manage the orphanage. Soni continued her semiannual pilgrimages through her years at the University of Southern California, where she earned bachelor's and master's degrees in public health.

"My parents thought it was important for us to understand our roots, not just our ethnic background, but our religious background and our values," she said.

Spirituality has always been central to Soni's life. Her early Catholic education immersed her in liberation theology, while her mother's Buddhism and her father's Hinduism taught her the importance of "being in love with what you do and putting in full passion, but also being detached from the outcomes."

But she came to Harvard in 2010 skeptical of faith-based organizations' role in the public health world. In fact, she planned to study whether ideology rather than evidence guided such groups' decisions in providing health care to the poor. At HDS, her views broadened.

"Now, I wonder how I could separate spirituality from social justice," she said. "In academia, we tend to abandon the moral underpinnings of our work, because it can't be supported rigorously. But it guides so much of what we do."

While at HDS, Soni served as a teaching fellow for an undergraduate course co-taught by Partners In Health founder Paul Farmer, and performed re-

search under Nobel Prize-winning economist Amartya Sen at the François-Xavier Bagnoud Center for Health and Human Rights.

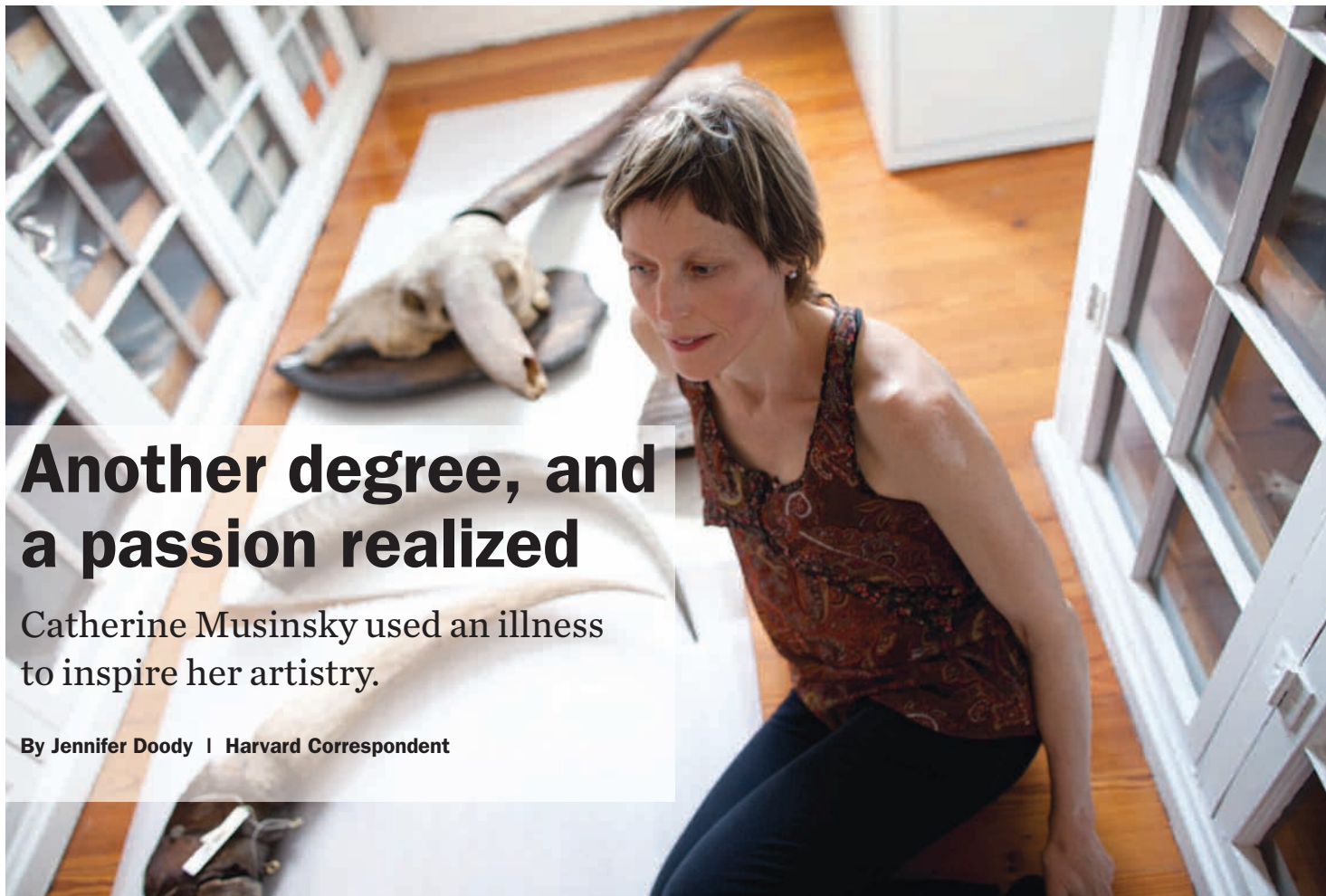
Their example taught her "that you can live what you preach," she said. "Dr. Farmer never sees his work as service. He sees it as solidarity."

She has already taken that attitude back to India. She is fighting to get young women more involved in the leadership and management of the orphanage, and is encouraging the board to work more closely with the Indian government to find long-term sources of aid. She hopes to shift the focus of the girls' education and put them on the path to college and careers, not just to marriage and motherhood, when they leave at 18.

For now, Soni is deferring her acceptance to medical school to spend a year working as a health policy adviser to Newark, N.J., Mayor Cory Booker. After medical school, she hopes to return to India to work as a physician anthropologist. Her long-term goal, she said, is to bring attention to child health, human rights, and the politics of orphanhood in her family's native land.

Her plans read like an ambitious road map for a long journey, but Soni insists that divinity school was more than just a detour along the way.

"More than anything, Harvard has taught me that education is not about the knowledge that you build. It's about building character," she said. "Intellectually and personally, I really found my voice here."



Another degree, and a passion realized

Catherine Musinsky used an illness to inspire her artistry.

By Jennifer Doody | Harvard Correspondent

Photo by Stephanie Mitchell | Harvard Staff Photographer

Bridging the visual arts, dance, and animation, Catherine Musinsky '86, a graphics assistant with the Museum of Comparative Zoology, will process for Harvard again this month.

She earned her undergraduate degree in East Asian languages and civilizations. Now, Musinsky is a digital media arts and sciences concentrator in the Extension School's master of liberal arts program in information technology. Her thesis, a 3-D reconstruction of skeletal and muscle movement for a kinetic and functional study of chewing in herbivores, combines her scientific focus with a lifelong love of movement and art.

"Animation fascinates me because I'm a dancer, so I'm always moving," said Musinsky, who also holds an M.F.A. degree from the Tisch School of the Arts. "I've been obsessed with dance ever since I was a kid, and still am."

One of Musinsky's greatest challenges may have been how she has overcome illness by transforming a devastating experience into art. In 2006, she was diagnosed with Stage III breast cancer. The life-threatening illness led to intense treatment, including a mastectomy and reconstructive surgery, as well as several months of chemotherapy and radiation.

Just a week before her surgery, Musinsky performed a dance with Lorraine Chapman The Company. "It was both a ritual preparation for the surgery and the chemical rite of passage I was about to go through," she said. "All told, I went through about 18 months of treatment, and I just wanted to be still — not eat, not move, just be still. It was as close to being dead as I have ever felt."

After her treatment, Musinsky struggled to come to terms with her life and body, and to find a new concept of normal. A friendship with documentary filmmaker Brynmore Williams, a multimedia and digital video specialist with the Division of Continuing Education, prompted her to embark on a film project.

Inspired by the SCAR Project, a series of photographs of semi-nude women who have had mastectomies or lumpectomies, Williams envisioned a film that would focus on Musinsky and her relationship with her body after surviving cancer. The film could aid breast cancer awareness. "I was very shy about my mastectomy and reconstructive surgery," Musinsky said. "So I asked Genevieve Levin, a henna tattoo artist, to come and do a design on the breast that had been surgically reconstructed."

The four-minute documentary film focused on the application of the henna tattoo, and a subsequent semi-nude dance performance by Musinsky. "Unchastened" has won numerous awards on the film festival circuit.

"To be honest, I never really understood public nudity," Musinsky said, laughing. "I thought people should generally keep their clothes on, and I didn't really want to be ogled. But this project had nothing to do with that. This was about something that I was struggling with, something that I was ashamed of, and how revealing what's hidden can take that shame away. It was really about finding acceptance with my body as it now was."

For Williams, the film's success is directly linked to Musinsky's openness, honesty, and vulnerability. "The fact that she surrenders so much on film prompts very revealing conversations among audience members who have dealt with breast cancer themselves," he said. "They feel comfortable to share their own perspectives and anxieties, tell their own stories, and celebrate what they have. The most powerful thing is that, in a way, the film has helped people to see that there's light at the end of the tunnel."

As Musinsky prepares — for a second time — to process in Harvard's Commencement ceremony, she might just break into a few dance steps. "When you hear music, your body just starts to move," Musinsky said. "When I don't dance, I feel less human. There's no way, at least for me, to keep still."

Extension School recognizes outstanding grads

Each Commencement, the Harvard Extension School recognizes the notable accomplishments of its top graduates and extraordinary 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 (A.L.M.) 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, and have commented: "[The thesis] already represents a testable contribution that should spur future advances"; "a remarkably sophisticated, intelligent, informed, and promising piece of scholarship"; and "This work is a substantial and timely addition to the [field], and I hope it will be revisited, expanded, and published in a peer review journal."

In addition to the Dean's Prize for Outstanding A.L.M. 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 2011-12 Harvard Extension School prize and award recipients, visit extension.harvard.edu

[/news/2011-12-extension-school-award-prize-winners](http://news/2011-12-extension-school-award-prize-winners).

Expanding recognition

HAA honors five for their extraordinary service.



Those being honored are Charles W. Collier (from left), Ellen R. Gordon, Melvin J. Gordon, Harry L. Parker, and Susan S. Wallach.

The Harvard Alumni Association (HAA) has named Charles W. Collier, Ellen R. and Melvin J. Gordon, Harry L. Parker, and Susan S. Wallach the recipients of the 2012 Harvard Medal.

First awarded in 1981, the Harvard Medal recognizes extraordinary service to the University — from teaching, leadership, and innovation to fundraising, administration, and volunteerism. President Drew Faust will present the medals at the Annual Meeting of the Harvard Alumni Association on May 24 during Commencement's Afternoon Program.

2012 HARVARD MEDALISTS

Charles W. Collier, M.T.S. '73, is a nationally recognized expert on philanthropy and family wealth consulting. He has not only established a widespread reputation for deep knowledge of his field but also has been a thought leader in advancing its development. He has worked with a national audience to broaden the concept of family wealth to embody dimensions of human, intellectual, and social capital in addition to financial assets.

As Harvard's senior philanthropic adviser, Collier used family systems theory to explore the challenges that families face in making decisions about their wealth and legacy. His approach has put Harvard at the forefront of providing alumni with a new resource. His book, "Wealth in Families," has had as much influence as any other publication in encouraging family "breakthrough conversations" about inheritance and charitable giving.

The fruits of Collier's labor are visible everywhere on campus. He has been instrumental in crafting many of the largest gifts the University has received in the past 25 years, including one unusual donation in 1992 when Harvard received the Aspen Highlands Ski Resort. While doing this, he shared his knowledge of planned giving with donors and colleagues. In one of his letters of support, it was noted: "His persuasive abilities are legendary. He can make anyone feel good about giving twice what they thought they could give."

Collier has published articles in *Trusts & Estates*, the *ACTEC Journal*, *Family Business Review*, the *Journal of Gift Planning*, *Advancing Philanthropy*, and *Gift Planning Today*. He has been quoted in the *Boston Globe*, *New York Times*, *Wall Street Journal*, *Financial Times*, and *Forbes*.

Collier is a graduate of Phillips Academy, Andover, and he holds a B.A. in religion from Dartmouth College and an M.T.S. from Harvard Divinity School.

Ellen R. Gordon, G.S.A. '69, and **Melvin J. Gordon** '41, M.B.A. '43, care deeply about Harvard and have served the University together in various capacities. Ellen served as the chair of a previous Harvard Medical School (HMS) campaign, and her high profile fundraising savvy, and clear endorsement provided HMS with

what it needed to succeed. She is currently an honorary co-chair of the new HMS campaign. She has shared her wisdom about organizational management and good business practice with HMS deans for more than 20 years and has been a member of the HMS Board of Fellows since 1991. She is also a founding member of the HMS Systems Biology Council and a former member of the visiting committees for the Medical and Dental Schools and the Committee to Visit the Food Service.

Throughout the 1970s, Melvin served on the Board of Overseers' Committee to Visit the Russian Research Center. He is a stalwart volunteer for his College class and has served on his Harvard Business School Reunion Fund Committee. An avid sports fan, he has missed only a handful of home football games since World War II and is a member of the Harvard Varsity Club. Varsity athletes have benefited from the Ellen and Melvin Gordon Conditioning Center, located at the Malkin Athletic Center, and in 2006 Melvin received the Harvard Club of Boston's "Harvard Club President's Special Award," presented each year at the Harvard football team's annual dinner, in recognition of his contributions to Harvard athletics.

Together, the Gordons made a monumental commitment to Harvard Medical School. In 2000, HMS's Building A was renamed the Ellen R. and Melvin J. Gordon Hall of Medicine. The naming was in recognition of their generosity, which established a professorship, funded the creation of the Department of Systems Biology, renewed the building's skylights, which were blacked out during WWII, and funded basic research "at the discretion of the dean" for many years.

Ellen and Melvin have four daughters: Virginia L. Gordon; Karen Gordon Mills '75, M.B.A. '77; Wendy Gordon '79, M.D. '88; and Lisa Gordon '93.

Harry L. Parker, the Thomas Bolles Head Coach for Harvard Men's Crew, is widely regarded as the premier rowing coach in the United States. In his 50 years as head coach, he has led his crews to 21 undefeated regular seasons, 24 EARC Sprints varsity titles, 21 JV Sprints crowns, eight official and eight unofficial national championships, including three IRA championships since 2003, and a 42-7 record over Yale in the Harvard-Yale Boat Race. He worked with every U.S. Olympic Rowing Team from 1964 until 1992 and also served as the coach of the first U.S. women's national eight, which won a silver medal at the 1975 World Rowing Championships. He coached the women's crew again in 1976 when they won a bronze medal at the Olympic Games in Montreal.

Parker's Harvard crews have also enjoyed great success in international competition, with impressive

victories throughout the world, particularly at the Henley Royal Regatta in England. During Parker's tenure, Harvard crews have won more than 20 Cups at Henley in seven different events, including the Grand Challenge Cup, the premier event of the regatta. Harvard is widely regarded as having the strongest university rowing program in the world.

Parker is renowned for his innovations in training and technique as well as for his dedication to his oarsmen. According to Bill Manning, associate head coach of men's heavyweight rowing, Parker is "concerned for the well-being of every student in the program, trying to ensure that each and every oarsman has a successful and satisfying rowing experience while at Harvard." He is widely acclaimed by his former rowers, Olympians and fourth-boaters alike, for instilling in them traits that led to success not only on the water but also throughout their lives.

This past December, Parker received the USRowing Medal of Honor, the most coveted award in rowing.

Susan S. Wallach '68, J.D. '71, has demonstrated a strong commitment both to Harvard and Radcliffe. Devoted to interdisciplinary collaboration and advancing women in the University, she has served as a Harvard Overseer, a Radcliffe College Trustee, a member of the Committee on the Status of Women Undergraduates, and a member of the advisory committees to both the Schlesinger Library on the History of Women in America and the Harvard Children's Initiative.

She played a central role in the negotiations between Radcliffe College and Harvard, leading to the creation of the Radcliffe Institute for Advanced Study. She has been a member of the Radcliffe Institute's Dean's Advisory Council since its inception, and currently serves as its chair. She has been an active and energetic volunteer and has chaired or co-chaired numerous reunion gift committees. Her invaluable counsel to the Radcliffe Institute was recognized with the Radcliffe Distinguished Service Award in 2003.

As an Overseer, she demonstrated a commitment to University-wide citizenship. She has maintained close ties to Harvard Law School, of which she is a graduate, serving as a member of its visiting committee since 2003 and chairing or co-chairing many reunion gift committees. She is a director of the Harvard Law School Association of New York City. She serves on the visiting committee to the Harvard Graduate School of Education, where she has been involved in supporting the new doctor of education leadership degree (Ed.L.D.) program. She chaired the Overseers' Standing Committee on Humanities and Arts in the Faculty of Arts and Sciences and serves on the visiting committee to Harvard College and to departments within the FAS.

GSAS honors its leading alumni

The Graduate School of Arts and Sciences' Centennial Medal recognizes lasting impact and vital contributions.

By Bari Walsh | GSAS Communications

The Centennial Medal is the highest honor awarded by the Graduate School of Arts and Sciences (GSAS), given annually during Commencement week to celebrate the achievements of a select group of Harvard University's most accomplished alumni. Centennial medalists are GSAS alumni who have made fundamental and lasting contributions to knowledge, to their disciplines, to their colleagues, and to the world at large. The medal was first awarded in June 1989, on the occasion of the 100th anniversary of the founding of GSAS.

THE AMERICANIST

To win the Centennial Medal in his 100th year seems just right for a man who “literally embodies the American studies century,” says Professor Werner Sollors of his longtime friend and colleague, the literary historian **Daniel Aaron**, Ph.D. '43, and the Victor S. Thomas Professor of English and American Literature *Emeritus* at Harvard University.



Aaron, who still works daily in his Barker Center office, is “a chief founder of the discipline of American studies in the United States and abroad,” says Helen Vendler, the A. Kingsley Porter University Professor in the Department of English. Aaron “advocated the scholarly study of American authors at a time when universities still emphasized English and European literature. His efforts culminated in his co-founding of the Library of America, bringing into permanent hardcover form the lasting documents of American literature and culture, from high poetry to the detective story.”

Aaron was the first person to earn a Harvard Ph.D. in the history of American civilization. For decades — first at Smith College, and for the past 40 years at Harvard — his “freshness of spirit, zeal for learning, amazing self-discipline, and generosity of imagination set a daunting standard for all of us,” says Andrew Delbanco, A.B. '73, Ph.D. '80, Columbia University's Mendelson Family Chair of American Studies.

Aaron's books include “Writers on the Left: Episodes in American Literary Communism” (1961), “The Unwritten War: American Writers and the Civil War” (1973), “American Notes: Selected Essays” (1994), and his captivating 2007 intellectual memoir “The Americanist.”

He received the National Humanities Medal in 2010 for his contributions to American literature and culture.

THE SOLDIER-STATESMAN

Karl Eikenberry, A.M. '81, Payne Distinguished Lecturer at the Freeman Spogli Institute for International Studies of Stanford University, who served as U.S. ambassador to Afghanistan from 2009 to 2011, is the

“very model of a modern soldier-statesman,” says Graham Allison, the Douglas Dillon Professor of Government at the Harvard Kennedy School (HKS), paraphrasing Gilbert and Sullivan.



Eikenberry, a graduate of the U.S. Military Academy at West Point, had a 35-year career in the Army, retiring as lieutenant general in 2009 when President Obama tapped him to lead the diplomatic mission in Afghanistan.

His involvement with Afghanistan has been long and deep. He guided military efforts on the ground as commander of U.S.-led coalition forces from 2005 to 2007, and earlier, he served as U.S. security coordinator and chief of the Office of Military Cooperation in Kabul. “Karl was given extremely difficult assignments in Afghanistan,” says his Harvard mentor Ezra Vogel, the Henry Ford II Professor of the Social Sciences *Emeritus*. “He has, under trying circumstances, provided assistance to the Afghan government and Afghan people and leadership to Americans in Afghanistan.”

Over the course of his career, Eikenberry served as the deputy chairman of the North Atlantic Treaty Organization (NATO) Military Committee in Brussels and director for strategic planning and policy for the U.S. Pacific Command. He was also the defense attaché at the United States Embassy in Beijing.

In addition to his master's degree from Harvard, Eikenberry was a National Security Fellow at HKS. He earned a second master's in political science from Stanford, and he has an advanced degree in Chinese history from Nanjing University in China. His service and achievements have resulted in a long list of military and diplomatic honors, including the Defense Distinguished Service Medal, the Legion of Merit, and the Bronze Star.

THE GREAT EQUALIZER

Nancy Hopkins '64, Ph.D. '71, takes pleasure in the two revolutions she has helped to lead over the course of her career. One is the revolution of molecular biology, which she knew early on would transform our understanding of the world. And the second is the revolution in the roles and aspirations of women in the academy.

Hopkins, Amgen Inc. Professor of Biology at the Massachusetts Institute of Technology (MIT) and a member of the National Academy of Sciences and the American Academy of Arts and Sciences, started her career in unusually rarified circumstances — as a Radcliffe undergraduate in the lab of James D. Watson, who had won the Nobel Prize for discovering the structure of DNA.

She joined the faculty of MIT's Center for Cancer Research in 1973 (now the Koch Institute, where she remains), building a successful program in mouse RNA tumor viruses. Later, she deftly navigated another professional switch, making fundamental discoveries

in the genetics of vertebrate behavior, using the newly emerging model of the zebrafish.

But Hopkins is equally known for promoting equality of opportunity for women. In 1999, a committee she led released the influential “MIT Report on Women in Science,” prompting the institute to acknowledge bias and begin reforms. Other universities followed suit, and her advocacy led to a prolonged period of reflection around the country and at Harvard.



“Her insistence of equal recognition and support of women in science has opened doors for thousands of women to contribute to society,” says her longtime colleague, Nobel Prize-winning molecular biologist Phillip Sharp, the Institute Professor at MIT.

THE GLOBAL THINKER

Robert Keohane, Ph.D. '66, professor of international affairs at Woodrow Wilson School of Public and International Affairs, Princeton University, is among the most influential and respected theorists of world politics and power.

Keohane, who before Princeton taught at Swarthmore, Duke, Stanford, Brandeis, and Harvard, has been president of the American Political Science Association and the International Studies Association “and is consistently ranked as the most influential scholar of international relations by polls reported in *Foreign Policy* magazine,” says his longtime friend and collaborator Joseph S. Nye, University Distinguished Service Professor at Harvard. “But even more important is his role as mentor and friend to so many people in the field.”

The beneficiaries of that mentoring — who include his former dissertation advisee Fareed Zakaria (Ph.D. '93), this year's Commencement speaker — say it has been fundamental to their careers. Keohane was “probably the single most important influence on my professional development,” says David B. Yoffie, the Max and



Doris Starr Professor of International Business Administration at the Harvard Business School. “His penetrating questions, careful scholarship, counterintuitive insights, unending energy, and keen eye towards great problems are the best combination of attributes for an adviser, a co-author, and a great friend.”

Keohane's books include “After Hegemony: Cooperation and Discord in the World Political Economy” (1984), “Power and Governance in a Partially Globalized World (2002), and “Anti-Americanisms in World Politics” (2006). He has produced articles, written book chapters, and edited volumes too numerous to list, and he has won the Grawemeyer Award for Ideas Improving World Order (1989) and the Johan Skytte Prize in Political Science (2005).

He is a fellow of the American Academy of Arts and Sciences and a member of the National Academy of Sciences. His wife, Nannerl O. Keohane, who is also a political scientist — as well as the former president of Wellesley College and Duke University — is a member of the Harvard Corporation.

Outgoing Harvard Alumni Association (HAA) President Ellen Gordon Reeves and Carl Muller, who will assume the role of HAA president.



Sharing the Harvard experience

Harvard Alumni Association leaders help alumni share and explore their University.

Harvard is many things to many people, which suits outgoing Harvard Alumni Association (HAA) President Ellen Gordon Reeves, A.B. '83, Ed.M. '86, just fine. Indeed, her focus over the past year has been getting alumni around the globe to “share their Harvard” and examine the many elements that compose one’s personal Harvard experience — and how that experience is applied after graduation. “It was beyond inspiring,” says Reeves, “to hear how alumni and club leaders all over the world are using their degrees from across the University to combat poverty in their countries, provide educational opportunities, write their constitutions, and boost their local economies.”

Reeves’ turn at the HAA helm, which coincided with Harvard’s yearlong 375th anniversary celebration, has been filled with highlights. Last fall, Reeves and HAA Executive Director Jack Reardon, A.B. '60, led the 375th alumni parade through the streets of Cambridge. She has since joined Harvard Club leaders and other alumni for 375th celebrations and meetings in Washington, New Jersey, and Houston; coming up next are New York and her hometown of Providence, R.I. She has traveled to Warsaw, Cartagena, Colombia, and Paris, and participated in 375th events in Mumbai and New Delhi with Harvard President and Lincoln Professor of History Drew Faust. “If I thought I loved being involved with Harvard before,” says Reeves, an author and teacher, “this year only deepened my attachment and commitment to the HAA and to the University. It’s easy to forget what an extraordinary influence Harvard and its president have on the world until you see it firsthand, far away from home.” (You can read more about Reeves’ year as HAA president on her blog: <http://alumni.harvard.edu/haa/about/president>.)

Reeves is leaving the HAA in good hands as she prepares to pass the baton to Carl Muller, A.B. '73, J.D. '76, M.B.A. '76, a two-time Harvard parent. Muller, a lawyer in Greenville, S.C., wants to encourage alumni to explore their Harvard “past, present, and future” during his tenure, a goal that seems especially apropos on the heels of Harvard’s 375th birthday. “For our alumni, their years at Harvard were among the best of their lives,” Muller says. “My goal is to stir those memories and honor those whose foresight and devotion over the centuries created this great gift for us and the world.”

Muller’s past work with the HAA includes chairing the nominating committee, helping to revise the HAA constitution, and strategic planning as a member of the executive committee. Those efforts, along with Reeves’ initiatives, have propelled the HAA to extraordinary growth as University-wide alumni engagement opportunities increase, in the U.S. and abroad. The success is a testament to strong alumni volunteer leadership and the dedication of Reardon’s HAA team, led by Deputy Executive Director Philip Lovejoy.

“I’m so excited for Carl because I’m sure he has no idea just how much fun is in store for him next year,” Reeves says. “Beneath that bow tie and soft-spoken Southern charm lie an incisive legal and literary mind and a terrific sense of humor — complemented by an affinity for great barbecue.”

“Ellen is living proof that Einstein was right,” Muller says. “Matter and energy are interchangeable. The energy in Ellen Reeves is mind-boggling. She has done 10 years’ worth of work for Harvard in just one.”

Photo by Stephanie Mitchell | Harvard Staff Photographer

Making a difference

College alumni make big advances toward Harvard’s future with their gifts, both great and small.

The chance to make a difference — in Cambridge and beyond — by giving to Harvard appeals widely to alumni across class years. “I like knowing that my part, however small, is making an impact on Harvard because I care deeply about the institution and its mission,” says Rich Krumholz '07, a gift committee chair for his fifth reunion.

He is not alone. More than 30,000 College alumni are inspired to give back annually — most notably with gifts that can be used today to empower remarkable innovation, fuel substantial levels of financial aid, and inspire new teaching and learning initiatives at Harvard. Rallying toward an ambitious goal of raising \$50 million in immediate-use funds by June 30, alumni are steadily closing in on their target.

This year, more than 550 volunteers, inspired by the chance to play an active role in shaping the Harvard experience, gave their time and resources to their 2011-12 reunion campaigns. Their diligence translated into outreach to more than 4,200 peers.

“For Harvard to be the best and keep on growing, it needs alumni support,” says Krumholz. “I know that my great College experience was only possible because of the generosity of generations of alumni who came before me.”

Many alumni give in order to be a part of this legacy. “I was a financial aid recipient and want to keep that virtuous loop of support going,” says Mary Eileen Duffy Cannon '97. She and her husband, Colbert Cannon, serve as 15th reunion gift committee chairs. “Harvard opened so many doors for me: a great education, social experience, and lifelong friends, including my husband.”

Geraldine Acuna '92 likes to think of how these gifts — large or small — enable opportunities for students and faculty. “I meet the people who get this money and see not only how it affects their lives at the College but also how it empowers them to pursue their goals in the wider world,” says Acuna, who mentors students and helps interview for the College, in addition to serving as gift chair for her 20th reunion.

Mary Cannon frequently hears from her peers that they give to Harvard to further leadership and excellence in a wide variety of fields. “It’s easy to show how Harvard is providing cutting-edge research across the board,” she says. “Harvard is such a well-managed, well-run institution — it leverages the dollar that you give.”

Giving and volunteering are another way to stay engaged with the Harvard community, says Acuna. “As a class leader, I’m talking with classmates that I have never had the chance to meet before,” she says. “Any kind of connection back to Harvard is life enhancing.”

For many, giving back to Harvard is just as important as a visit back to the Yard.

“I always get teary-eyed when I walk through the Yard and hold my son’s hand,” says Acuna. “It’s not until you are further away from it that you really appreciate the fruits of your education and how it helped to develop your character. It’s the gift that you’ve received.”

A boon to society

MARGARET MARSHALL is this year's Radcliffe Institute Medal recipient and luncheon speaker.

By Alison Franklin | Radcliffe Institute Communications

On Radcliffe Day, May 25, hundreds of alumnae, fellows, and friends, including many University leaders, faculty, and staff, celebrate excellence and innovation — hallmarks of both Radcliffe College and the Radcliffe Institute for Advanced Study.

The day will begin with a morning panel discussion and conclude with a luncheon in Radcliffe Yard featuring a formal address delivered by the Radcliffe Medalist. The Radcliffe Institute Medal is presented to an individual whose life and work have substantially and positively influenced society.

This year, the Radcliffe Institute medal recipient and luncheon speaker is Margaret H. Marshall, Ed.M.'69, who has been a force for justice and equality throughout her life, beginning with her early years in South Africa and continuing through her service as the 24th chief justice of the Massachusetts Supreme Judicial Court. Her decisions — including the historic case of *Goodridge v. Department of Public Health*, which legalized gay marriage in Massachusetts — illustrate the power of law to improve society, further equality, and affect legal policy beyond a local jurisdiction.

“We look forward to honoring Margaret Marshall as a true pioneer in her field — as the first woman to serve as Massa-

Margaret H. Marshall, who has been a force for justice and equality throughout her life, will be honored at Radcliffe.



chusetts chief justice and as the first justice in the country to make the landmark decision to legalize gay marriage,” said Radcliffe Dean Elizabeth Cohen, the Howard Mumford Jones Professor of American Studies. “She has dedicated her life to advancing social justice and to using the law to improve the lives of citizens.”

Today, as senior counsel at Choate Hall & Stewart LLP and senior research fellow and lecturer at Harvard Law School, Marshall continues to set an example for how the law can make a difference in the lives of individuals, organizations, and society more broadly.

The morning panel, “From Front Lines to High Courts: The Law and Social Change,” explores the possibilities and limits of the law in making social change. The panel will be moderated by Harvard Law School Dean and Jeremiah Smith Jr. Professor of Law Martha L. Minow, Ed.M. '76, who is an expert in human rights with a focus on members of racial and religious minorities, and women, children, and persons with disabilities.

The panel discussion she moderates will feature four prominent women who, as legal scholars and committed practitioners, will grapple with what the law can and cannot achieve in effecting social change:

■ As a scholar and activist of labor and immigration law, practice, and reform, **Jennifer Gordon** '87, J.D. '92, is dedicated to changing how the law and our society recognize vulnerable workers. She is a professor of law at Fordham University School of Law, where she focuses on immigration law, labor law, public interest law, and law and the economy.

■ Pulitzer Prize-winning journalist **Linda Greenhouse** '68 was a longtime Supreme Court reporter for *The New York Times* whose work and writing draw on legal history to explore questions of law and inequality. She is a senior research scholar in law, Joseph Goldstein Lecturer in Law, and Knight Distinguished Journalist-in-Residence at Yale Law School. She continues to write a biweekly column on law for *The New York Times*.

■ As a professor of law at Suffolk University Law School, **Renée M. Landers** '77 focuses on health law, constitutional law, and administrative law. Landers was the first woman of color and the first law professor to serve as president of the Boston Bar Association. She has championed social justice with a focus on civil rights and equal access to education. Landers is also a member of the Radcliffe Institute's Dean's Advisory Council.

■ Panelist **Kathleen M. Sullivan**, J.D. '81 — a Partner at Quinn Emanuel Urquhart & Sullivan LLP and Stanley Morrison Professor of Law and former dean at Stanford Law School — will examine the constitutionality of same-sex marriage through the lens of a constitutional scholar and experienced litigator. She was the first woman dean of any school at Stanford and is the author of the nation's leading casebook in constitutional law.

Last year, on Radcliffe Day, Cohen was introduced to the Radcliffe community as the interim dean. Having recently been named dean by Harvard University President Drew Faust (herself a former dean of the Radcliffe Institute) Cohen will lead her first Radcliffe Day with Faust, alumnae, fellows, University colleagues, and friends of the Radcliffe Institute in attendance.

“During Radcliffe Day we pause in the present to celebrate Radcliffe's illustrious past and to pay tribute to an individual who has helped to build a better future,” said Cohen.

Radcliffe names Fay Prize winners

The Radcliffe Institute recognizes top Harvard theses with Fay Prize for outstanding work.

By Karla Strobel | Radcliffe Institute

The Captain Jonathan Fay Prize is awarded annually to the graduating Harvard College senior who has produced the most imaginative work or original research in any field. The Fay Prize selection committee is convened by the dean of the Radcliffe Institute, Elizabeth Cohen, who is also the Howard Mumford Jones Professor of American Studies in the History Department.

This year, two Fay Prize recipients were chosen from 81 Thomas T. Hoopes Prize winners for outstanding scholarly work or research.

“The work of Victoria Koski-Karell and Justin Wymer was so distinguished and distinctive that we felt compelled to honor both students and both theses,” said Cohen when she presented the awards. “Their fields of study, anthropology and poetry, are very different, but we found that both students shared an exemplary commitment to original, inquisitive, and rigorous work.”

Koski-Karell's thesis, “Coping with Kolera: Encountering the Unknown in North Haiti,” incorporates anthropology, biology, and history to explore the recent cholera outbreak in Haiti. Her insights and analysis shed new light on the difficulties of containing the epidemic and treating those afflicted. Her suggestions for new approaches, in the words of a committee member, “will save lives.”

Wymer's thesis of original poetry, “Genius Loci,” (The spirit of place) consists of 51 poems that describe places where Wymer has lived or visited. It was selected by the committee for both “pushing poetry in a strange and shocking direction” and its “fresh, original voice.”

For the full list of Fay Prize nominees and more information about the winning theses, go to <http://www.radcliffe.harvard.edu/news/FayPrize2012>.



Dead oaks and a forest washing into the sea

HARVARD RESEARCHERS probe environmental shifts on Martha's Vineyard, where they document one wooded area's recovery from a massive die-off and another's passage into the ocean.

By Alvin Powell | Harvard Staff Writer



Photos by Rose Lincoln | Harvard Staff Photographer

Harvard Forest Director David Foster walked carefully along the bluff, his GPS unit recording his steps as he threaded among tightly packed white oaks and pitch pines that grew right to the edge, but which almost certainly wouldn't be there for long.

In the surf 20 feet below was a tangle of downed trees that days or weeks earlier had also stood on the bluff. A 2007 storm breached a nearby barrier beach and changed the ocean currents along this corner of Chappaquiddick Island. The new currents first ate away the broad beach between the forest and the sea and were now tearing at the sandy, unprotected bluffs with every high tide.

"This is probably the first forest we're going to study because there's not much of it left," said Foster, who will be leading a research team of fellows and students there this summer.

Harvard Forest Director David Foster (above) stands on the rapidly eroding bluff on Chappaquiddick Island looking at trees below that were once part of the forest. Foster (left) examines the rings of a tree stump in the forest at Martha's Vineyard's Polly Hill Arboretum that was devastated by drought and pest infection.

Even to a regular visitor like Foster, the changes at the island's Wasque reservation have been breathtakingly fast. Before his bluff hike, he had driven into the reserve's sandy parking lot and had to look around to get his bearings. He pointed across the sandy, wind-blown beach to the surf churning with whitecaps.

"Last summer, you could park in the water," Foster said. "This is an incredibly dynamic landscape. It's a native pitch pine forest. They're very salt tolerant." He paused and looked along the shore at the bluffs and tangled trees lying at their base. "But they're not that salt tolerant."

Dynamic landscapes attract Foster, who, as a paleoecologist, has dedicated his career to understanding how landscapes change over long stretches of time. Foster is among a small group of resident researchers at the 3,500-acre Harvard Forest in Petersham, Mass., and part of a larger community of researchers, instructors, and students who come to the forest to teach, conduct research, and learn about topics ranging from the role of forests in abating climate change to the effects of moose expanding their range into Massachusetts' forests.



Insect holes in the bark of a dead white oak tree at the Polly Hill Arboretum on Martha's Vineyard are evidence of natural processes that return nutrients from dead trees to the soil. Among other studies, Harvard Forest researchers have documented rising soil nutrient levels after pests and drought killed the forest's oaks.

While it's difficult to tie an individual natural event to climate change, the patterns seen at Polly Hill and Wasque bear the signature of what Foster would expect from a warming climate. Rising temperatures alone won't kill trees, he said. But warmer winters will allow more pests to survive and new ones to invade. More extreme weather means more droughts that can kill trees weakened by pests. And rising seas coupled with more extreme storms means more erosion like that at Wasque.

Though based in Petersham, Harvard Forest scientists also conduct research on woodlands across New England, including in recent years Vermont, New Hampshire, and Connecticut.

"We try to spread them [research projects] across New England to cover climate, vegetation, history, and how people treat and conserve the land," Foster said.

Foster has made a habit of walking the Wasque bluffs whenever he visits to record the rapid changes. This summer, his research team will study the forest, owned by the Trustees of Reservations, and other changes on the island. They'll take core samples of trees and sediment samples from ponds, record vegetation and soil makeup, and visit the Polly Hill Arboretum, where another Harvard Forest project is wrapping up.

Polly Hill was the epicenter of a massive oak die-off in 2007 that brought Harvard Forest researchers to the island because of the similarity to an event 5,000 years earlier that Foster and colleagues had connected to a period of climate change. In that ancient die-off, revealed through pollen grains found in the sediment of lakes and ponds, oaks on the Vineyard and on Cape Cod had suddenly died and were replaced by a beech forest that endured 1,000 years before oak slowly took over again.

Foster believes that a similar climate-change dynamic may have been at play in the recent die-off. The trees were infested with fall cankerworms for three straight years. The caterpillars were so numerous that Polly Hill Arboretum Director Tim Boland said he could hear the rain of their droppings, called frass, as he walked through the forest.

In each of the first two years, the trees were defoliated but able to re-leaf after the outbreak subsided. In the third year, the stressed trees were trying to re-leaf again when a drought hit.

"That was just the death knell," Boland said. "They just collapsed and died. They couldn't pull it together."

At Polly Hill, Boland said he resisted pressure from neighbors to spray the caterpillars because the arboretum is managed as a natural area. Spraying would have devastated insects of all kinds, even beneficial ones. Once the trees were dead, people wanted the forest logged. That's when he called Foster and

tem the nutrients present in the trees, which would otherwise be released into the soil.

Among other studies, Harvard researchers working at Polly Hill traced the nitrogen released by decaying leaves and bark from the oak trees. Research on the tract, being written up for publication, shows that soil nitrogen levels rose and have slowly returned to pre-die-off levels.

The elevated nitrogen is nature's way of providing for the forest's regrowth, Foster said. It acts as a fertilizer in concert with the suddenly ample sunshine to spur new growth.

A walk through the forest today shows a lot of life, though mainly in the form of undergrowth between the silver-gray trunks of dead oaks. Bushes, shrubs, and a rising group of young beech trees are growing



other Harvard Forest researchers to take a look

Harvard Forest's resources "enable us to actively bring in people to do this research and ultimately inform the larger island population what's going on," Boland said. "It helps the Vineyard community get answers to something mysterious to them, threatening to them."

Dying trees are a natural part of a forest, Foster said, even in extreme cases like the Vineyard's oak die-off. Logging, on the other hand, disturbs the forest floor and microorganisms. It extracts from the forest sys-

Harvard Forest Director David Foster returns from a hike through a tract of white oak forest that died in 2007 after years of pest infestation and drought mirroring a past die-off linked to climate change. Officials at the Polly Hill Arboretum decided against logging the stand and let the forest recover naturally.

fast in the sunlight once blocked by the oak canopy.

"It's exquisite, if you've got the perspective to understand how the forest works," Foster said. "The trees are dead, but they'll come back. The forest is still functioning."

HARVARD BOUND

Where the **magic** happens

We asked several Harvard authors to talk about something different, not what's in their books but where and how they write them. Here's what they said.

By Sarah Sweeney | Harvard Staff Writer



Tayari Jones

Author of *"Silver Sparrow"* (Algonquin Books, May 2011)

Composing on an antique typewriter forces me to work a little slower, makes me pay closer attention to every word. I love the little bell that lets me know every time I've made it to the end of another line. And it doesn't hurt that my 1919 Royal doesn't have Internet access. That helps me stay focused.

Ideally, I write in the early morning. It's a peaceful time of day, and there's no one else awake competing for my attention. I say "ideally" because I've worked hard to train myself not to have any requirements for writing, only preferences. I want to know that I can do it anywhere and anytime, so that I never feel that my magic feather has been taken away from me. I love my typewriters, but I would use fingerprints if that were all that was available.

To read about "Silver Sparrow," visit <http://hvd.gs/90249>.

Joseph B. Martin

Author of *"Alfalfa to Ivy"* (University of Alberta Press, August 2011) and an avid journal keeper

Inspiration arrives at strange times — day or night, often during the awakening moments of the middle hours of the sleep period. A memory flashes across consciousness — the event rendered vivid as I write it down in cursive longhand — including in the description the emotional triggers that follow. One becomes an observer of one's own memories.

I began a journal over 40 years ago when I arrived at Harvard Medical School as chief of neurology at Massachusetts General Hospital. Entered were moments of history, both

Tayari Jones: "I love my typewriters, but I would use fingerprints if that were all that was available."



Joseph B. Martin: "I began a journal over 40 years ago when I arrived at Harvard Medical School as chief of neurology at Massachusetts General Hospital."



familial and those arising from work, which formed the threads for what I would later weave together into my memoir, *"Alfalfa to Ivy."* Creative writing is hard work, but enormously gratifying. I came to know my quirks and idiosyncrasies — insights not likely to have been gained otherwise.

To read about *"Alfalfa to Ivy,"* visit <http://hvd.gs/97771>.

Leah Price

Editor of *"Unpacking My Library: Writers and Their Books,"* and more recently, *"How to Do Things with Books in Victorian Britain"* (Princeton University Press, April 2012)

After I injured my back two years ago by hunching too long over my laptop, I found that I could write more comfortably standing up than sitting down. So I began to migrate around the house, perching my laptop on the kitchen counter or balancing it on the mantelpiece as if it were the latest digital-age knickknack. (I am shorter than Thomas Wolfe, who rested his writing paper on top of the refrigerator.)

A neighbor who happens to be a gifted carpenter had slipped a disc lifting heavy equipment, so he could not only sympathize but empathize with my predicament. He stuck blocks of wood underneath each leg of my desk, which now stands on tiptoe like a dancer en pointe.

With a work surface almost as tall as I am, I can pace around the room between sentences. My new writing environment is probably the only thing I have in common with the most vocal fan of stand-up desks, Donald Rumsfeld.

To read about *"Unpacking My Library,"* visit <http://hvd.gs/95988>.

Leah Price: "With a work surface almost as tall as I am, I can pace around the room between sentences."

First floor, going up

The Student Organization Center at Hilles should feel more like home when Harvard undergraduates return to campus in the fall — that is, if home has a performance-quality audio system, top-of-the-line gaming, Starbucks-level coffee drinks, and space to meet with several hundred friends.

By Paul Massari | Harvard Staff Writer



The renderings (below and lower right) reflect the dramatic changes that will transform SOCH (pictured upper right) into spaces that will support events and serve as meeting spots for students.



The Student Organization Center at Hilles (SOCH) should feel more like home when undergraduates return to campus this fall — that is, if home has a performance-quality audio system, high-definition, flat-screen TV, top-of-the-line gaming, Starbucks-level coffee drinks, and space in which to party or to meet with several hundred friends. Officials at the College's Office of Student Life (OSL) say that the improvements are part of their summer effort to make the first floor more comfortable and welcoming.

"You'll walk into the building and feel like this is a student space," said OSL's Doug Walo, manager of the SOCH. "You'll feel like this is a social space. It will be vibrant and active."

The renovation will cap the latest round of enhancements to undergraduate social spaces across campus. Over the past year, the Mather Multimedia Lab, the Eliot Grille activity space, the Cabot Café, and the Quad Grille lounge space in Pforzheimer House all saw improvements, including new lighting, flooring, seating, sound systems, and games.

"House life is the center of the undergraduate experience at Harvard," said Evelyn M. Hammonds, dean of the College. "At the same time, we know that students are hungry for new and better spaces to meet and connect. Last year's enhancements — and the ones scheduled for the SOCH this summer — build on the more than 57,000 square feet of social space we

have added or renovated since 2006, despite significant constraints on our ability to expand the physical footprint of campus."

The product of extensive meetings, discussions, and focus groups involving OSL staff and undergraduates, the SOCH renovations will address three social spaces: the event hall, the community room, and the living room. Walo says that the event hall — already popular with undergrads for performances, rehearsals, and parties — will be more fun and functional.

"Students wanted improved AV systems and infrastructure to support concerts and late-night parties," Walo said. "So we're installing lots of speakers and party lights and making the system very user-friendly. Students will be able to come in and, with just a little bit of training, plug and play without having to roll in speakers and run wires. It will all be built into the room. We'll also have a green room, where performers can queue up and hang out before they go onstage."

Walo said that the community hall will be a dynamic space that helps undergraduate organizations to connect with members and with each other. New furniture that rests on casters will enable configurations suitable to a big meeting, a small team discussion, or an informal dinner. The hall will have an ice machine, refrigerator, sink, and other kitchen facilities

to support food and beverage service. Walo likens the space to another new and popular spot on campus.

"Its use will be similar to the way that the new Innovation Lab (i-lab) is used," he said. "It can be used for impromptu meetings, because students can walk in and it will already be set up. There will be a small conference room, but students can adapt the space as they need."

The most dramatic changes will take place in the lobby, which will be transformed into the living room. The space will support events taking place throughout the SOCH, and also serve as a casual meeting spot where students can come in, hang out, and have fun.

"There will be synergy between the spaces," he said. "If you've got a late-night party in the event hall, students can sit down in the living room and chat. For conferences and lectures in the community hall, the living room will be a spill-out space. It will also be a place where students can meet casually and watch DirecTV on a flat screen, do some gaming, or play pool."

SOCH users are enthusiastic about the changes. Daily Guerrero '14 is the president of the Dominican Students Association, which was recently assigned an office in the building. In the spring, Guerrero took part in one of the focus groups that informed the planning.

"I liked that the focus was truly on student input," Guerrero said. "It was clear that the architects and designers had listened to the wishes of the students. Their overall goal was to create a place that the students would use."

Guerrero said the improvements will help the SOCH — host in the past year to more than 140 organizations, 150 events, and 550 meetings and rehearsals — to provide more support for his group and for undergraduate life.

"These changes have the potential of attracting many students to use the quad," he said.



Zach Sheets (far right) used his computer skills to help composer John Aylward more efficiently capture notes on the page for his works of modern classical music.



Dynamic partners

A longtime program at the Radcliffe Institute pairs students and fellows on scholarly projects and research.

By Colleen Walsh | Harvard Staff Writer

When she was a Radcliffe fellow in 2002, Lizabeth Cohen, Harvard's Howard Mumford Jones Professor of American Studies, needed help.

The deadline for her upcoming book "A Consumers' Republic: The Politics of Mass Consumption in Postwar America" was fast approaching, and there were "holes in the work."

"I needed to clone myself," recalled Cohen, who did the next best thing. She partnered with an enthusiastic Harvard College history concentrator. "We would brainstorm, and then I would send her off to Widener to dig around and see what she could find. It was tremendously helpful, and rewarding for both of us."

Cohen, dean of the Radcliffe Institute for Advanced Study, took advantage of the longtime Radcliffe Institute Research Partnership Program, which pairs students with the institute's fellows: artists, scientists, scholars, and professionals who delve into a dynamic range of subjects during their Cambridge year.

Over the past decade, more than 500 students have taken part, teaming with the fellows to study such diverse topics as the history of the brownie, the search for new planets, the connection between language and cognition, the impact of Olympic stadiums on urban infrastructure, hip-hop culture, and more.

Participants agree that the benefits of the paid research positions, which require an average of five to 10 hours a week from a student, extend well beyond the fi-

nancial rewards or having an extra pair of hands. "We make it clear," said Cohen, "the students are to be true partners."

For Dan Smail, the life of the secluded scholar is nothing new. As a medieval historian, he has spent countless hours alone in archives deciphering texts written in ancient scripts. Working with just your source material, admitted the Harvard professor of history, "can be very lonely." But over the past academic year, Smail received some welcome company.

Through the research program, Smail and three student collaborators created a humanities lab in his Byerly Hall office. They met weekly, for five hours at a time, lunch included, and tried to unravel material mysteries of the Middle Ages.

Smail enlisted their help for his book "Goods and Debts in Mediterranean Europe," which uses archival records generated by the process of debt recovery to examine the material culture of the time.

He employed the Latin skills of a classics concentrator to help him complete a computerized glossary of ancient terms. His two student researchers skilled in Excel pored over his notes and transcriptions of thousands of archival documents and entered the monetary value of household items into a comprehensive spreadsheet.

"The most striking conclusion of that project was the fact that the investment in movable goods (including linens, but especially clothing and fine metal wares

made of silver and jewels) rivaled the investment in real estate," said Smail. "That discovery sprang out of this work."

Smail said he loved working with a team and the opportunity to bounce ideas off of a readership he would like to reach: "smart, interested people," he said, "with no special knowledge" of medieval history. If they found ideas he broached interesting, Smail said he was "sure to pursue them."

While some students look for projects connected to their fields of study, others gravitate toward those that simply pique their curiosity, or allow them to apply their skills to something new. Math concentrator Shelby Lin welcomed the chance to work with Michael Brenner, the man behind the wildly popular sessions called "Science and Cooking: From Haute Cuisine to the Science of Soft Matter."

Harvard's Glover Professor of Applied Mathematics and Applied Physics used his Radcliffe year to examine how to solve scientific questions raised in the kitchen with the help of mathematical models, along the way tracking history of two popular sweets.

Lin's team of four student researchers combed the extensive cookbook collection at the Schlesinger Library for old cookie and brownie recipes, and contacted celebrity cooks, including the pastry chef at the White House, looking for the same. They even hit the kitchen, experimenting with the ratios of ingredients in cookies and brownies.

Lin fed the collected data into a spreadsheet and developed a statistical graph that plotted the evolution of recipes for cookies and brownies over time.

"I wanted to see ways to apply math to new and interesting things," said Lin. The project did exactly that, she said, teaching her new analytical skills, while offering her insights into the evolution of the treats.

The exchange of ideas is a critical component of the program for the fellows and students alike.

Music concentrator Zach Sheets '13 used his computer skills to help composer John Aylward more efficiently capture notes on the page for his works of modern classical music. Sheets, a flutist and composer, instructed Aylward, who often still works with paper and pencil, in the nuances of the music notation software Sibelius. In turn, Aylward helped Sheets with his own arrangements, offering him suggestions on things like "musical aesthetics and how to think about beginning a composition."

"I have definitely learned a lot from talking to someone, not just once or twice but very often," said Sheets, someone "who thinks very differently about how music is constructed, or about how he constructs music or his working process."

Photo by Stephanie Mitchell | Harvard Staff Photographer

I applied to Harvard in one of the frequent bee-in-my-bonnet dreamer's phases to which I'm prone. I took the SATs and obsessed over the application, but never really connected that process with any outcome. And then the real world asserted itself: final school exams, the summer in Australia.

I started college locally at the end of February. And receiving a congratulatory email from the Harvard Admissions Office on April Fools' Day felt quite wonderful, but also rather perplexing. I had never left Australia before, I am legally blind, and, quite apart from anything else, Harvard was still more a Platonic idea than an actual institution.

I grew up on the campus of the Melbourne College of Divinity, where several professors have Harvard connections and were more than forthcoming with their advice.

One, concealing any sign of levity as only a scholar of the Reformation can, said, "Marina, it's like 'The Godfather' ... Harvard makes you an offer ... you don't refuse." Others, as might be expected, were most concerned with my spiritual upkeep: I could attend chapel services at the Episcopal Divinity School; there was Emmanuel Church in Boston, or the Memorial Church in Harvard Yard. "You will, of course," said another, "have to join a choir."

And while at the time I was more interested in reading the College course catalog and discovering where T.S. Eliot had lived during *his* freshman year, their concern was well informed, and has been invaluable. Because, when all is said and done, I am a homebody, and home has always been, even literally, in the church. And singing in a church choir.

This is my fourth year as a member of the University Choir at Mem Church. I sing for the daily Morning Prayer service, as well as on Sundays. And the place, people, and music really have given me a home here, somewhere to start from.

It has something to do, I think, with the convergence of the divine and the extraordinarily mundane and solid, each providing its own necessary form of comfort.

The church itself, a robust structure, "strong rock and house of defense," sits reassuringly at the geographic center of the University. But it is fixed, also, as a dependable constant, impervious to the chaos and excitement that surrounds it, and that can sometimes be overwhelming.

Most of all, though, I love the community, and the music. I love that my day begins (it often ends, too) in song.

I know the route from Lowell House to the basement entrance of the church so well that my cane is almost superfluous. (There is a cluster of missing

Home is where one starts out

A student from Australia, far from home and legally blind, found her niche by singing in the Memorial Church choir.

By Marina Connelly '13 | Literature



STUDENT VOICE

bricks in the sidewalk along Holyoke Place, an ill-positioned signpost on the corner of Mt. Auburn and Linden streets to which I have been introduced, several times.) And the morning ritual of rehearsal and worship is, I have found, the most effective antidote to the exhaustions, anxieties, and petty melancholies that are bound to rise in all of us from time to time.

Choral singing is, for me, a truly powerful faithful practice. It is communal, and for community; it has a purpose to it, and, like any worship, it requires work, drudgery, to achieve something sacred. There are some mornings I will make a mistake, or several — forget to take note of an accidental, or misread something — or when the choir troops downstairs after Prayers or Sunday service somewhat sheepish, knowing we haven't sung as well as we ought.

Many days, we will sing well. But on others, something more happens. More than a seamless performance — it is perhaps that the music approaches the numinous, or that the sacred is present in the music

making — I'm not sure which it is. All I know is that these are the times I sing for, that I have always sung for. And find my place in.

There is something romantic about the idea of self-reinvention, adventure, itinerancy, and these were some of the reasons I left my Australian home. I have made another at Harvard, engaging and rich in friendship. I made it almost immediately, and it bears, in some aspects, an alarming resemblance to the one I left, upholding, perhaps, the, 'you can run, but you can't hide' principle.

I often wonder if so much time spent in church is good for my sanity, but I am grateful for this first Harvard home, it is where I start from every day. It is a good home to start from.

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.

Photo by Kris Snibbe | Harvard Staff Photographer

Two awarded teaching prize

Physicist Jenny Hoffman and political theorist Eric Beerbohm have won the Roslyn Abramson Award, given annually to assistant or associate professors for excellence in undergraduate teaching.

By Paul Massari | Harvard Staff Writer

Physicist Jenny Hoffman '99 and political theorist Eric Beerbohm are this year's winners of the Roslyn Abramson Award, given annually to assistant or associate professors for excellence in undergraduate teaching.

The \$10,000 award, established with a gift from Edward Abramson '57 in honor of his mother, goes each year to members of the Faculty of Arts and Sciences (FAS) "in recognition of his or her excellence and sensitivity in teaching undergraduates." Recipients are chosen on the basis of their accessibility, their dedication to teaching, and their ability to communicate with and inspire undergraduates.

"Jenny Hoffman and Eric Beerbohm are outstanding young scholars who also have the ability to inspire students' curiosity in the classroom and beyond," said FAS Dean Michael D. Smith, the John H. Finley Jr. Professor of Engineering and Applied Sciences. "Each has a passion not only for their fields of study, but also for helping undergraduates to learn and explore. On behalf of the College and the entire FAS, I offer my thanks and congratulations."

JENNY HOFFMAN

Hoffman, associate professor in the Department of Physics, said that she is flattered to receive this year's Abramson Award, but she's not entirely comfortable with the term "teaching."

"It's kind of a funny word," said Hoffman, who teaches "Wave Phenomena" and has created the freshman seminar "Building a Scanning Tunneling Microscope." "Students do the learning. I try to guide them and to provide an environment that fosters self-confidence and curiosity. But the most important learning happens outside of the classroom, when they work together in the lab or on the problem sets."

Hoffman's willingness to go where the learning happens is part of what makes her a remarkable teacher. Rather than holding her office hours in the Department of Physics, she holds them in the Houses the night before her problem sets are due. There, she not only answers students' questions about physics, but also advises them on their academic careers.

"I usually show up at 8 or 9 p.m. and leave around 11 p.m. or later," Hoffman said. "Half the class comes. We do physics and have life conversations. I talk to them about where they're going to graduate school and what they're doing for summer research. Sometimes they gripe about being up late and doing their problem sets,



Jenny Hoffman and Eric Beerbohm are this year's winners of the Roslyn Abramson Award.

but mostly they seem to think it's fun."

Hoffman said that as an alumna she understands that many of the students in her classes won't become research scientists, but physics teaches students problem-solving skills that will serve them well, regardless of what they choose to study or do for a living later.

"Are they going to remember all the quantum mechanics formulae?" she asked. "Probably not. But physics is great for problem solving. It teaches you that, if you think and dig hard enough, there's a right answer at the end. Students get a good education here at Harvard, then take those skills into whatever else they do."

Hoffman plans to use the award money for something that's even more important to her than physics: motherhood.

"The award will pay my maternity leave," she said, smiling. "So, in a way, I guess I'll still be teaching."

ERIC BEERBOHM

Beerbohm, associate professor in the Department of Government, teaches students about democracy. And, like most good teachers, he tries to put concepts into practice.

"For those of us who work in democratic theory," Beerbohm said, "breaking down the authoritarian relationship between the lecturer and student can help us clarify the concept of democracy itself."

In class, Beerbohm pushes students intellectually to get them to push back. He engages them in a "thought experiment of the day" to get them to consider how people ought to govern themselves, and to sound out the students' convictions. He also uses technology, running a live online feed of students' comments during his lecture. He says that undergraduates' questions about political theory not only further their learning process, but also help him to advance his own studies.

"It's extremely difficult to do political theory — at least sustainably — without teaching," Beerbohm said. "In political philosophy, we need a sense of where peoples' convictions lie before they delve into the canon in political thought. We need to see how they react when they try on a theory for size. In some cases, student expressions of bewilderment at the premises or conclusions of a theory can be just as important to my research as engaging with published work in the field."

Beerbohm said that political theory isn't optional for those who live in a democracy. It's crucial for students to reflect on values such as equality, liberty, and dignity in order to be good citizens. He pointed out that everyone is political in a government of the people, by the people, and for the people.

"In my teaching, I try to convey the hazards of living in a representative democracy like ours — the way we can be implicated in the acts of our state, even if we attempt to opt out of political life. If democracy has this hazardous character, there's a sense in

which political theory is a mandate that falls upon all of us privileged enough to have the time to reflect on the justifiability of our political institutions."

The fact that political theory is a practical exercise in no way detracts from its intellectual rigor, Beerbohm contends. On the contrary, he believes that students develop as intellectuals precisely by breaking theories down and seeing whether or not they can withstand rigorous scrutiny.

"Reducing a political theory to its component parts and testing it is enormously difficult," he said. "That's part of what makes it such a rewarding activity. In class, I try to show how the moments of surprise — when the conclusion of an argument isn't expected or even welcome — are evidence that one is doing it right. That's the excitement of following the argument where it leads."

Beerbohm will use the proceeds from the award to develop new undergraduate courses on theories of law and lawmaking.



Varsity polo player Isabella Roden '13 (left) rides with Ethan Samet '15, who is new to the sport.

ATHLETICS

Where horseplay is the point

The Harvard Polo Club, which dates to early in the 20th century, is enjoying a strong revival after a hiatus.

By Colleen Walsh | Harvard Staff Writer

The Harvard Polo Club has enjoyed a revival over the past six years, following a 12-year hiatus. Since the husband-and-wife coaching team of Crocker and Cissie Snow took the reins in 2006, the program, which dates to early in the 20th century, has blossomed to include both men's and women's varsity and junior varsity squads.

The club is a blend of the competitive and the collegial. It faces off against some of the top college teams in the country and welcomes all skill levels. Beginners start

[Online ►► Photo gallery: hvd.gs/109964](http://hvd.gs/109964)

by swinging a mallet while standing on the ground, then graduate to a wooden polo pony, and eventually to the real thing.

“What’s most gratifying for me is working with so many interesting, sharp, and committed undergraduates,” said Crocker Snow ’61, who, like his wife, is an accomplished player. “Unlike many college teams, most of our players have no polo experience at all, and some have no riding at the outset. Those who get hooked put

in a lot of hard work riding and practicing to the point that the varsity teams now have winning records.”

At a practice in Hamilton, Mass., last fall, the more experienced riders and players helped the newcomers to ready the horses, and rode in tandem with them in an enclosed outdoor arena.

“I have a longer way to go than most people on the team,” said freshman Ethan Samet, who had only ridden a handful of times before signing up. “But I feel like I have been getting better and better each time.”

Recently the ponies hobnobbed on campus with polo enthusiast Tommy Lee Jones ’69, the recipient of this year’s Harvard Arts Medal. An avid polo player, Jones regularly hosts members of the polo club at his Texas ranch and at his home in Florida, and has donated numerous ponies to the Harvard program. The actor took part in the “Adopt a Horse Auction” held at the Murr Center to support the club’s efforts to purchase a permanent base, a small farm with a barn and rid-

ing ring adjacent to the Myopia Hunt Club in Hamilton, where the club has its home competitions.

This summer, members of the club will head to Europe for a series of matches in Italy, Switzerland, France, and in England, where they will compete at the famed Guards Polo Club against a team from Yale University.

Marina Lehner ’14 (below) gets up close and personal to polo ponies in the trailer.



Newsmakers



The Harvard Business School M.B.A. Class of 2012 Dean's Award winners: Jessica Bloomgarden (from far left), Andrew Rosenthal, Daniel Rumennik, and Tiffany Niver. To learn more about the award winners, scan the QR code.

FOUR FROM HBS WIN DEAN'S AWARD

Four members of the **Harvard Business School (HBS)** M.B.A. Class of 2012 have been named winners of the School's prestigious Dean's Award: **Jessica Bloomgarden**, **Tiffany Niver**, **Andrew Rosenthal**, and **Daniel Rumennik**.

Bloomgarden, Rosenthal, and Rumennik were among the founders of Startup Tribe, an ad hoc group of HBS students who met weekly to brainstorm ideas, offer support, and pick the brains of local venture capitalists, serial entrepreneurs, and others on the tactical aspects of starting a business. As co-president of the active and influential HBS Women's Students Association, Niver fostered an energetic and engaged community of women at the School and amplified the sense of excitement these women have for their roles as future business leaders.

Bloomgarden also helped strengthen and communicate the advantages that HBS presents to women interested in pursuing high-growth entrepreneurship, while Rosenthal was an influential catalyst, connector, and advocate for the robust entrepreneurial communities at Harvard and in Greater Boston and beyond. Rumennik was also lauded for working closely with Bloomgarden and Rosenthal, as well as HBS faculty and staff to create and launch the Minimum Viable Product Award, a competition for funding HBS students' early-stage entrepreneurial ventures.

For more information on the winners, visit <http://www.hbs.edu/news/releases/deansaward2012.html>

FACULTY, FELLOWS, AND STUDENTS WIN FELLOWSHIPS, GRANTS

Since 1957, more than 9,200 scholars have held fellowships and grants from the **American Council of Learned Societies (ACLS)**. Fellowships and grants are awarded to individual scholars for excellence in research in the humanities and related social sciences. Fellows and grantees from Harvard include **Phillip Emmanuel Bloom**, doctoral candidate, history of art and architecture; **Jimena Canales**, associate professor, history of science; **Jie Li**, postdoctoral fellow, East Asian Languages and Civilizations; **Duncan MacRae**, doctoral candidate, ancient history; **Lisa Maria McGirr**, professor, history; and **Sarah S. Richardson**, assistant professor, history of science.

For a full list of scholars, visit <http://www.acls.org/fellows/new>.

COUNTER KNIGHTED BY KING OF SWEDEN

Noted neuroscience professor **S. Allen Counter** was appointed **Knight of the Order of the Polar Star First Class** by **Carl XVI Gustaf**, king of Sweden. The appointment is made only by the king in recognition of personal services to Sweden. It is a Swedish order of chivalry that was created by King Frederick I of Sweden on Feb. 23, 1748.

Counter has served as consul general of Sweden in Boston and New England since 2004.

CES FUNDS UNDERGRADUATE RESEARCH

The **Center for European Studies (CES)** recently announced its 2012-13 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-seven undergraduates will pursue thesis research and internships in Europe this summer, while 12 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 **Faculty of Arts and Sciences** preparing senior theses. Graduate dissertation research fellowships fund students who plan to spend six months 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 CES and by the **Krupp Foundation**.



For more information, visit <http://ces.fas.harvard.edu/>.

GARBER, GAWANDE ELECTED INTO APS

The **American Philosophical Society (APS)** recently elected 35 new members, including two Harvard faculty members: William R. Kenan Jr. Professor of English and Visual and Environmental Studies **Marjorie Garber**, and **Atul Gawande**, associate professor of surgery, Harvard Medical School, and associate professor of health policy and management, Harvard School of Public Health.

ASH CENTER FUNDS EXPERIMENTAL STUDENT PROJECTS

The **Ash Center for Democratic Governance and Innovation** at the Harvard Kennedy School (HKS) announced it will fund 23 students through experimental learning projects this summer. The students, selected as Summer Fellows in Innovation, HKS Indonesia Student Research Grantees, and Vietnam Program Interns, will collectively receive \$106,000 in support to defray research, travel, and living costs.

For a list of the grantees, visit <http://bit.ly/ITVPhU>.

BIostatISTICS HONORS BEGG

The **Harvard School of Public Health's (HSPH)** Department of Biostatistics announced that **Melissa D. Begg** will be

the first recipient of the newly established **Lagakos Distinguished Alumni Award**. Begg will deliver a lecture and be presented with the inaugural award on Sept. 28, preceding the kickoff of the 2012 HSPH Alumni Weekend.

EVANS WINS WELCH AWARD IN CHEMISTRY

David A. Evans, the Abbott and James Lawrence Professor of Chemistry *Emeritus*, was awarded the **2012 Welch Award in Chemistry** in recognition of his pioneering research into antibiotic therapies and the design and construction of complex molecules to fight disease, including cancer and AIDS. The award comes with a \$300,000 prize. Evans is the seventh Harvard faculty member to receive the recognition.

STUDENT PAPERS WIN SETCHKAREV PRIZES

The **Department of Slavic Languages and Literatures** recently awarded two **V.M. Setchkarev Memorial Prizes** of \$500 each at its spring reception this May. The prizes went to graduate students **Iaroslava Strikha** for her paper titled "Pale Fire: Further Adventures in Misreading, or Sympathy for the Devil" and **Taylor Walsh** for her paper "Re-Casting Sculpture: Aleksandr Rodchenko and Dziga Vertov's Kino-Pravda."

SCHOLAR PUBLISHES BOOK ON CIVIL WAR

"**Ruin Nation: Destruction and the American Civil War**," a book by **Megan Kate Nelson**, has recently been published by the University of Georgia Press. Nelson is a lecturer on history and literature at Harvard. Her book is being lauded as the first to bring together environmental and cultural histories to consider the evocative power of ruination as an imagined state, an act of destruction, and a process of change.

FACULTY MEMBERS HONORED WITH PBK TEACHING PRIZES

The **Phi Beta Kappa Alpha Iota Chapter of Massachusetts** announced three recipients of the **Phi Beta Kappa Prize in Excellence in Teaching** for this academic year. The recipients are **David Mooney**, Robert P. Pinkas Family Professor of Bioengineering; **David Morin**, lecturer on physics and associate director of undergraduate studies in physics; and **Emma Rothschild**, Jeremy and Jane Knowles Professor of History.

ATHEY AND ZHUANG ELECTED TO NAS

The **National Academy of Sciences (NAS)** elected additional members at its annual meeting on April 30. Harvard professors **Susan Athey**, Department of Economics, and **Xiaowei Zhuang**, Department of Chemistry and Chemical Biology and Harvard's Howard Hughes Medical Institute,

Miranda Morrison '14 and Patrick Rooney '14 have been recognized with the Joseph L. Barrett Award.

were among the 84 new members and 21 foreign associates from 15 countries recognized for their distinguished and continuing achievements in original research. In January, the NAS honored 17 individuals, including four Harvard faculty members: **Michael J. Hopkins**, **Andrew H. Knoll**, **Jonathan B. Losos**, and **Jason P. Mitchell**.

HGSE STUDENT WINS

LITERARY PRIZES

Rebecca Givens Rolland, a doctoral student at the **Harvard Graduate School of Education**, was recently named the winner of two literary awards: the 2011 **Dana Award in Short Fiction** and the 2011 **May Sarton New Hampshire First Book Prize** for her book of poetry, "The Wreck of Birds." For more information, visit <http://www.rebeccarolland.com>.

PRIZES AWARDED FOR JEWISH STUDIES

The **Center for Jewish Studies** at Harvard announced the recipients of the **2012 Norman Podhoretz Prize in Jewish Studies** and the **2012 Selma and Lewis Weinstein Prize in Jewish Studies**. **Samuel Evan Milner** '13 won the Podhoretz Prize for his essay, "To Exercise Firm Leadership: Conservative Judaism's Directives on Civil Rights," and **Daniel Joseph Frim** '14 won for his essay, "The 'Folk,' Folk Knowledge, and Folk Wisdom as Discursive Categories in the Babylonian Talmud." **Leah Reis-Dennis** '13 and **Yair Rosenberg** '12 both won this year's Selma and Lewis Weinstein Prize in Jewish Studies. Reis-Dennis' entry was "Halfway to Respectability: A Jewish Prostitute in the Progressive Era U.S." and Rosenberg's entry was "Einstein and the Rabbi – Conversations with Chaim Tchernowitz on the Talmud and Zionism."

EXHIBITION HONORS INFLUENTIAL HARVARDIANS

The **Harvard University Center for Italian Renaissance Studies (Villa I Tatti)** in Florence, Italy, announced a new online exhibition, "**Berenson and Harvard: Bernard and Mary as Students**," opening June 4. In 1884, when Bernard and Mary Berenson first arrived at Harvard, neither could have imagined that 17 years later, as newlyweds at Villa I Tatti, they would transform the study of Italian Renaissance art. At the core of the exhibition on the I Tatti website are rare and unpublished materials about these early years. The exhibition will go live today and will be available at <http://www.berenson.itatti.harvard.edu>.

HOFFMAN RECEIVES PRESTIGIOUS TRUDEAU SCHOLARSHIP

Steven Hoffman, a doctoral candidate in the **Graduate School of Arts and Sciences**' (GSAS) Health Policy program, has been awarded the prestigious 2012 Trudeau Scholarship.

The scholarships are awarded annually by the **Pierre Elliott Trudeau Foundation of Canada** to support up to 15 doctoral candidates pursuing research of compelling present-day concern that address one or more of the foundation's themes: human rights and dignity, responsible citizenship, Canada in the world, and people and their natural environment. Trudeau Scholars are highly gifted individuals who are actively engaged in their fields and expected to become leading national and international figures.

Hoffman, who came to Harvard last year as the recipient of a **2011-12 Fulbright Canada Student Award**, is pursuing a Ph.D. in health policy. Awarded by GSAS, the degree



is part of a collaborative program that includes faculty from the Faculty of Arts and Sciences and five Harvard Schools: the Harvard School of Public Health, Harvard Medical School, Harvard Business School, Harvard Law School, and Harvard Kennedy School.

BSC PRESENTS BARRETT AWARD TO STUDENTS

Miranda Morrison '14 and **Patrick Rooney** '14 were presented with the **Joseph L. Barrett Award** at a special ceremony on 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 college experiences.

Morrison was honored for founding a Harvard chapter of **Actively Moving Forward**, a national student grief support and service group. Rooney was honored for his work as an Award Peer Tutor at the Bureau of Study Counsel, in particular for his strong dedication to helping other students learn and grow. For more information, visit <http://bsc.harvard.edu>.

ASH CENTER AWARDS FACULTY, STUDENTS \$350K IN RESEARCH SUPPORT

The **Ash Center for Democratic Governance and Innovation at Harvard Kennedy School (HKS)** announced the recipients of its annual Challenges to Democracy Grant program. In its inaugural year, this grant program devotes \$350,000 in support of HKS faculty as well as doctoral and postdoctoral student research that explores both the ideals of democracy and its often-imperfect practice in the real world. This year, the Ash Center will fund five HKS faculty research projects; four HKS faculty-led seminars; two doctoral fellowships for HKS and other Harvard graduate students; and one postdoctoral fellowship.

For the full list of grantees, visit <http://bit.ly/ashcenter>.

'CONTINENTAL DIVIDE' AWARDED

The **American Philosophical Society** awarded the **Jacques Barzun Prize** for the best book in cultural history published in 2010 to Amabel B. James Professor of History Peter E. Gordon in recognition of his book "Continental Divide: Heidegger, Cassirer, Davos."

HICKS' BOOK 'DIGNITY' HONORED

The **Delta Kappa Gamma Society International** selected **Donna Hicks'** "**Dignity: The Essential Role It Plays in Resolving Conflict**" as the recipient of its **2012 Educators Award**. Hicks is an associate at the **Weatherhead Center for International Affairs** at Harvard. The honor includes a \$2,500 monetary award, and Hicks will speak at the society's international convention on July 25 in New York City.

MEMORIAL MINUTES

Oleg Grabar Faculty of Arts and Sciences

At a Meeting of the Faculty of Arts and Sciences on May 1, 2012, the Minute honoring the life and service of the late Oleg Grabar, Aga Khan Professor of Islamic Art *Emeritus*, was placed upon the records. Professor Grabar was one of Islamic art and architecture's most influential and insightful scholars.



To read the full Memorial Minute, visit hvd.gs/109894.

William von Eggers Doering Faculty of Arts and Sciences

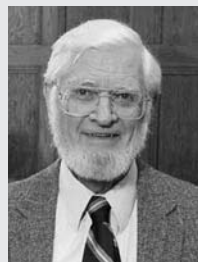
At a Meeting of the Faculty of Arts and Sciences on May 1, 2012, the Minute honoring the life and service of the late William von Eggers Doering, Mallinckrodt Professor of Chemistry *Emeritus*, was placed upon the records. Time called Professor Doering's synthesis of quinine "one of the greatest scientific achievements in a century."



To read the full Memorial Minute, visit hvd.gs/109904.

Horace Gray Lunt II Faculty of Arts and Sciences

At a Meeting of the Faculty of Arts and Sciences on May 1, 2012, the Minute honoring the life and service of the late Horace Gray Lunt II, Samuel Hazzard Cross Professor of Slavic Languages and Literatures *Emeritus*, was placed upon the records. Professor Lunt spearheaded a golden age of Slavic studies.



To read the full Memorial Minute, visit hvd.gs/109887.

— Compiled by Sarah Sweeney

Work in Asia gains support

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 75 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 75 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 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, SERVICE OPPORTUNITIES IN CHINA FOR UNDERGRADUATES

Established in late 2006, the Harvard China Fund (HCF) is Harvard'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:

Students: To prepare Harvard students for their lifelong engagement with China, and to support Chinese students coming to Harvard for graduate and professional education.

Partnerships: To promote interdisciplinary teaching and research about and in China, in collaboration with institutions across Greater China.

Presence: To strengthen Harvard's capacity to address challenges facing China through the 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, in partnership with Chinese corporations, NGOs/NPOs, 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 first-hand about life in the workplace. The structure of the program includes a 10-week internship, a weeklong field trip, and numerous cultural events. The program seeks to create transformational experiences for Harvard undergraduates as they prepare for a lifelong engagement with China.



together to teach English, conduct poverty alleviation re-

The Harvard China Student Service Program supports students in performing public service in China. Visiting underdeveloped areas enables these volunteers to contribute — and reflect — on the complexities of Chinese society. Harvard undergraduates and Chinese students are paired together to teach English, conduct poverty alleviation re-

search, and visit rural villages. Summer 2012 will feature a collaboration with Tsinghua University's Summer Service Learning Program, including an introduction to Chinese language, culture, and history.

For more about HCF and a list of this year's student participants, please visit <http://www.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 provides a variety of grants to enable graduate and undergraduate students to advance their Chinese language skills and conduct research focused on China-related topics.



In 2011-12 the Fairbank Center assisted the Graduate School of Arts and Sciences in providing three dissertation completion grants and six summer stipends to doctoral students pursuing research on China in various disciplines. The center also provides graduate student grants for conference travel, language study, and dissertation research. For undergraduates, the Fairbank Center provides grants for student organizations, optional winter term experiences, language study, and summer 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, visit <http://fairbank.fas.harvard.edu/pages/2012-2013-grant-recipients>.

KOREA INSTITUTE FUNDS KOREA-FOCUSED RESEARCH, STUDY, AND WORK

The Korea Institute at Harvard University promotes the study of Korea and brings together faculty, students, scholars, and visitors to create a leading Korean studies community at Harvard. Through the Korea Institute, Harvard offers resources for graduate and undergraduate students to study Korea. On campus in Cambridge, students take courses on Korea and may choose from a wide array of Korea-related programmatic activities.

Graduate and undergraduate students may conduct thesis research in Korea, and undergraduates may participate in study and work abroad opportunities in Korea through a variety of programs such as the Harvard Summer School-Korea, study abroad at Korean universities, Korean language study and internships.

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, 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 wake of the March 11, 2011, earthquake and tsunami in Japan, officially named the Great East Japan Earthquake, the Reischauer Institute, 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, 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 undergraduates, RI has provided support for research, Japanese language study, internships, Harvard Summer School in Kyoto, volunteer relief efforts in the aftermath of the 2011 Great East Japan 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 2011-12 academic year and summer of 2012, visit <http://www.fas.harvard.edu/~rijs/>.

SOUTH ASIA INITIATIVE OFFERS GRANTS FOR RESEARCH, LANGUAGE STUDY, AND "FEET ON THE STREET" EXPERIENCE

Since its inception in 2003, the South Asia Initiative (SAI) continues the long tradition of collaboration between Harvard and South Asia. 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, the initiative 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 more than 34 seminar series focusing on topics related to global health, Pakistan, social enterprise, urbanization, water, and climate change. The South Asia Without Borders seminar series focuses on the arts, humanities, and social sciences. Additionally, the "Health in South Asia: Lessons for and from the World" symposium, held in April, engaged Harvard faculty, area experts, and government officials in discussions of challenges and innovative solutions to health and health care. SAI's regional presence in Bangladesh, India, and Pakistan plays a crucial role in supporting Harvard faculty and students in research, teaching, and field experience. This summer, aided by SAI, 58 undergraduate and graduate students and seven faculty members have been funded to travel to all corners of South Asia to conduct research, perform fieldwork, participate in internships, and pursue study of South Asian languages.

For more information about SAI, visit <http://southasiainitiative.harvard.edu>.

Celebrate Harvard at 375



“Brio and commitment shine off these pictures ... I feel immediately at home with this beautiful, bountiful cornucopia of images.”

— Seamus Heaney



Purchase your copy of “Explore Harvard” from local Harvard Square bookstores, Harvard University Press, or through Amazon.

Photos: (top and right) by Jon Chase, (above) by Kris Snibbe | Harvard Staff Photographers

A new chapter in Gazette history builds on past, looks to future

The Harvard Gazette has evolved rapidly over the past three years, with a redesigned look in print, a brand-new website, and, most recently, a daily email Gazette that brings stories of campus life and important research, staff, and faculty news directly to your inbox five days a week during the academic year. Now it's time to take the next step.

A recent survey of Gazette readers showed strong engagement with the online and daily Gazette, and also suggested — following national trends in how news is consumed — decreased engagement with the printed newspaper. Accordingly, we have decided to invest more of our energy and resources into the digital versions of our campus newspaper and print

the Gazette only for Commencement.

Since the first Gazette was published in 1906, the publication's aim has been to share with our community the remarkable stories that make Harvard Harvard. Now our aim is to build on the strong stories and im-

ages that make the Gazette an outstanding campus newspaper by enhancing our video, audio, and informational graphic presentations to make the online experience of the Gazette more dynamic than ever. We look forward to your feedback. Email us at digital-comms@harvard.edu.



Calendar

See complete Calendar online ►► news.harvard.edu/gazette/section/calendar



JUNE 16-SEPT. 3

Photo courtesy of Harvard Museum of Natural History

May 26. Watch Out for Vulture Vomit and Other Adventures in Bird Watching. Harvard Museum of Natural History, 26 Oxford St., 2 p.m. Family program with Bill Thompson III. Regular admission rates apply. Free for members. hmn.harvard.edu/family_programs/index.php.

June 1-11. The Anarchic Imagination of Alex Cox. Harvard Film Archive, 24 Quincy St. Director in person for June 8-10 screenings. Special event tickets are \$12. hcl.harvard.edu/hfa/films/2012aprfun/cox.html.

June 5. See the Last Venus Transit of the 21st Century. Center for Astrophysics, 60 Garden St. A special rooftop viewing of the Venus transit beginning at 6 p.m. The transit will be visible from 6:03 until the sun sets at 8:19. Viewing is weather-dependent so call 617.495.7461 to check for cancellation. Ob-

servatory staff parking is open to the public. Free. cfa.harvard.edu/events/mon.html.

June 8. NOISE & RHYTHM: Harnessing Complexity in Medicine and Robotics. Joseph B. Martin Conference Center, Amphitheater, 77 Avenue Louis Pasteur, Boston. International symposium focusing on research and technology development based on nonlinear dynamical systems and self-organizing behavior that are beginning to transform the fields of medicine and robotics. info@wyss.harvard.edu, wyss.harvard.edu/viewevent/193/.

June 15 OR June 16. In the Groves: A Summer Solstice Journey. Arnold Arboretum, 125 Arborway, 6:30 p.m. Diane Edgecomb and Margot Chamberlain. Cost: \$20. Register at 617.384.5277 or my.arboretum.harvard.edu/Info.aspx?DayPlanner=1024&DayPlanner-

Date=6/15/2012.

June 16-Sept. 3. Spider-Sense! Scavenger Hunt. Pick up a Spider-Sense! guide and map at the museum front desk. Harvard Museum of Natural History, 26 Oxford St. 9 a.m.-5 p.m. Regular admission rates apply. Free for members. hmn.harvard.edu/family_programs/index.php.

June 17. Ligeti & Schubert. Sanders Theatre, 3 p.m. Cost: \$30/\$25; \$5 discount for students, senior citizens, BYSO Alumni. 617.496.2222, ofa.fas.harvard.edu/cal/details.php?ID=42487.

June 19-Oct. 30. Farmers' Market at Harvard. 26 Oxford St. (in front of the Harvard Museum of Natural History), noon-6 p.m. dining.harvard.edu/flp/ag_market.html.

July 9-20. Harvard Course in Reading and

Study Strategies (Summer Session). Bureau of Study Counsel, 5 Linden St., Mon.-Fri., 3:30 to 4:30 p.m. Through readings, films, and classroom exercises, students learn to read more purposefully, selectively, and with greater speed and comprehension. Cost: \$150. 617.495.2581, bsc.harvard.edu/icb/icb.do?keyword=k73301&tabgroupid=icb.tabgroup127159.

July 14. Gallery Talk: "The Portrait." Sackler Museum, 485 Broadway, 11 a.m. Elizabeth Rudy, Harvard Art Museums. Free with price of admission. Admission is free to Mass. residents with valid ID on Saturdays before noon. Gallery talks are informal and include discussion. Limited to 25 participants; please arrive early. harvardartmuseums.org/calendar/detail.dot?id=44631.

File photo by Stephanie Mitchell | Harvard Staff Photographer



JUNE 19-OCT. 30