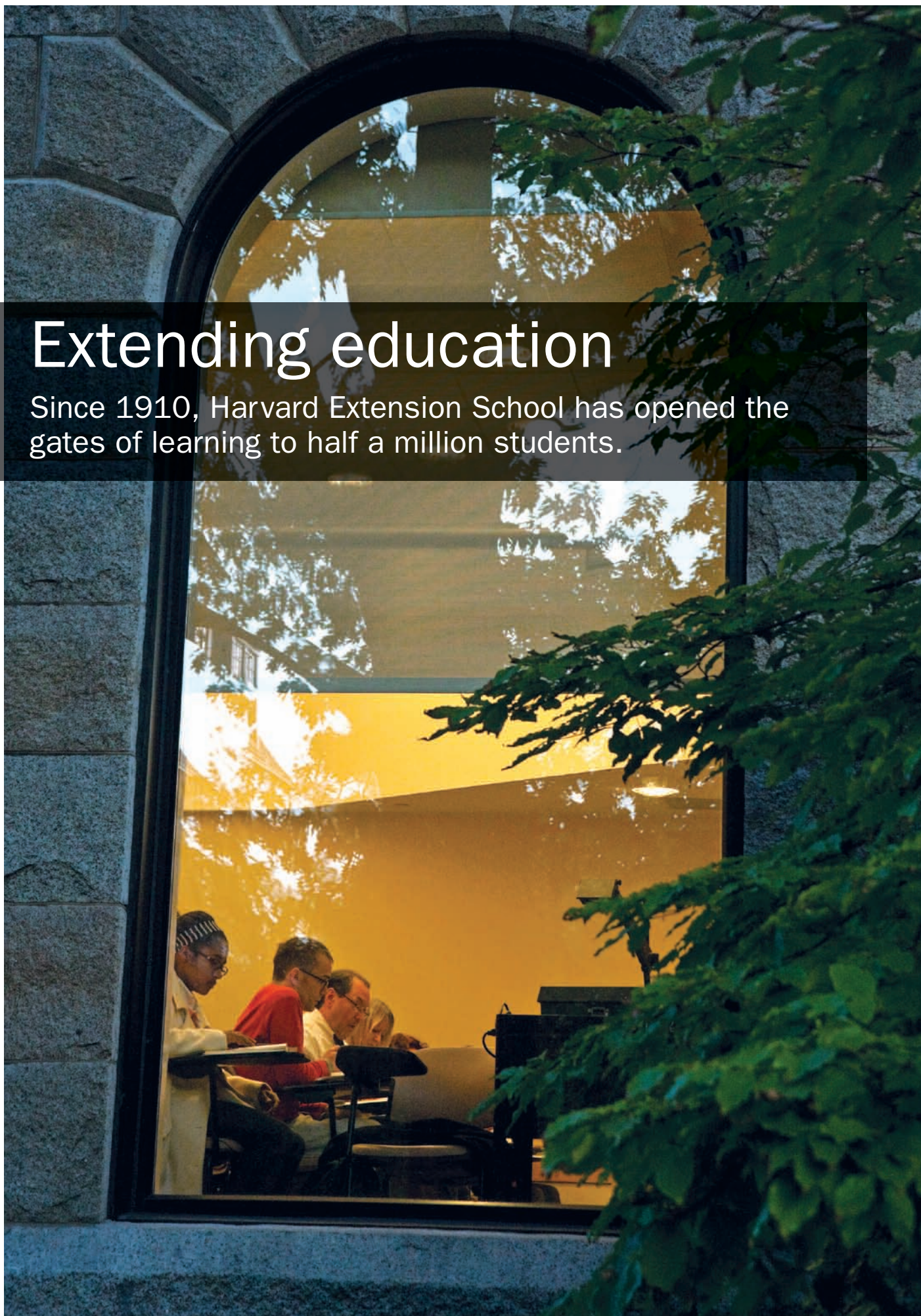


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# HARVARDgazette

## Extending education

Since 1910, Harvard Extension School has opened the gates of learning to half a million students.





# Online Highlights



## PRESIDENT UNDERSCORES HARVARD'S PRIORITIES IN DISCUSSION WITH BOSTON BUSINESS LEADERS

President Drew Faust (left) underscored Harvard's commitment to its core teaching, research, and leadership roles in a time of unprecedented economic challenges, and said the University continues to see the Allston campus as an integral part of its future. That does not mean the University isn't rethinking its financial strategies going forward, Faust told the crowd of 150 business leaders at the Greater Boston Chamber of Commerce Executive Forum.

► [news.harvard.edu/gazette/story/2009/10/faust-boston-chamber-commerce/](http://news.harvard.edu/gazette/story/2009/10/faust-boston-chamber-commerce/)

## AVANT-GARDE PAST AND PRESENT: A FLUXUS TOUR WITH ALISON KNOWLES

Fluxus became "a basis for American performance art, such as it is," Alison Knowles (left) told an audience at the Radcliffe Gymnasium. (She delivered the 2009-10 Julia S. Phelps Annual Lecture in Art and the Humanities, a Radcliffe tradition.)

► [news.harvard.edu/gazette/story/2009/10/avant-garde-past-and-present/](http://news.harvard.edu/gazette/story/2009/10/avant-garde-past-and-present/)



## TO TELL THE TRUTH

The rationale behind systemic torture is that pain will make the guilty confess, but a new study by researchers at Harvard University finds that the pain of torture can make even the innocent appear guilty.

► [news.harvard.edu/gazette/story/2009/10/to-tell-the-truth/](http://news.harvard.edu/gazette/story/2009/10/to-tell-the-truth/)



## THE COLLEGE TRANSITION

Parents (left) know that as first-year students their children will have to deal with new issues involving roommates, course choices, and time management, while being away from home for the first time. Harvard College offered a window into these transitions on Oct. 23 and 24, when parents of first-year students visited campus for Freshman Parents Weekend.

► [news.harvard.edu/gazette/story/2009/10/the-college-transition/](http://news.harvard.edu/gazette/story/2009/10/the-college-transition/)

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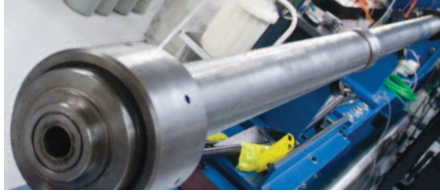
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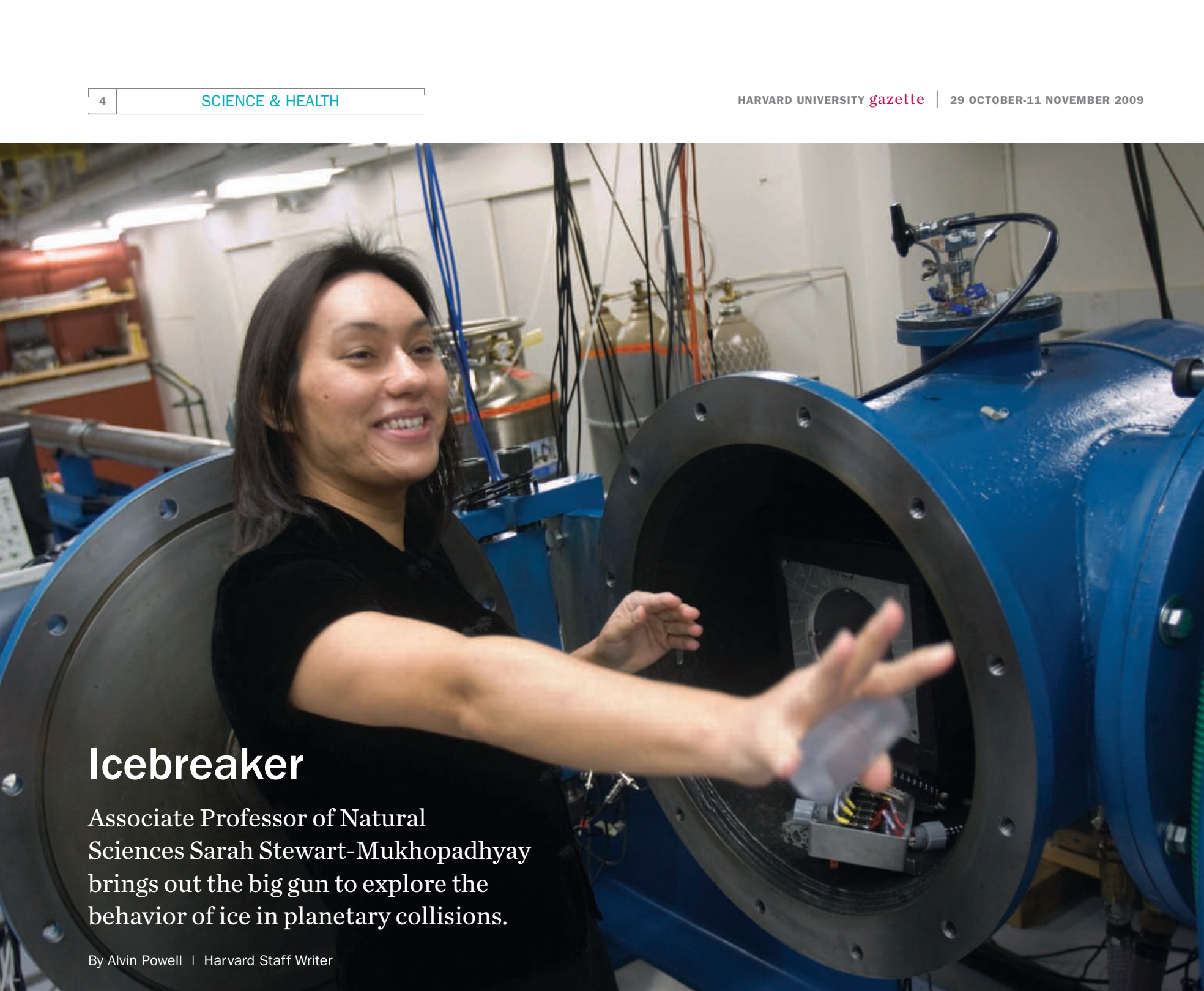
Newly tenured, the first full-time Americanist in the history of the Department of History of Art and Architecture enjoys how her studies can touch on literature, the sciences — even bird-watching. Page 15

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Austin Grimes is one of four technicians who travel across Harvard's campus, keeping its 200 pianos in tune. Page 19

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A photograph of Sarah Stewart-Mukhopadhyay, an Associate Professor of Natural Sciences at Harvard, smiling and gesturing towards a large blue industrial machine in a laboratory. The machine has a large circular opening, and she is pointing into it with her right hand. The background shows various lab equipment, including gas cylinders and wiring.

# Icebreaker

Associate Professor of Natural Sciences Sarah Stewart-Mukhopadhyay brings out the big gun to explore the behavior of ice in planetary collisions.

By Alvin Powell | Harvard Staff Writer

Every month, Sarah Stewart-Mukhopadhyay fires her 20-foot gun in the basement of Harvard's Hoffman Lab, sending shivers through the concrete and steel structure that can be picked up by seismometers upstairs.

The gun is far too big to be held by hand. Stainless-steel silver and painted blue, it has a barrel supported by an I-beam leading to a round collision chamber. The target tank's thick steel door is two feet around and is secured by a dozen bolts, looking like something on a submarine. That seems fitting because the large, head-high blast tank beyond – where the debris and expanding gas wind up – also looks a bit like a sub.

Hearing how Stewart-Mukhopadhyay, the Loeb Associate Professor of the Natural Sciences, fires projectiles at cylinders of ice, one wonders what ice ever did to her. The projectiles hurtle through the air at more than 6,000 miles per hour. They're more than an inch-and-a-half wide and weigh up to 7 ounces, packing an enormous punch.

But Stewart-Mukhopadhyay isn't trying to punish ice; she's trying to change it. The projectiles are fired in the name of science, and it takes

a lot of oomph to re-create meteor collisions on the distant moons of the solar system.

Most people think ice is simply ice, but Stewart-Mukhopadhyay knows better. Ice is ice, she says, here on Earth. Beyond this world there are 15 kinds of ice, with crystals arranged in intricate lattices. Those structures are created in the massive collisions of meteors on icy surfaces, such as those occurring on several of Jupiter's moons. These collisions are what Stewart-Mukhopadhyay studies, seeking evidence of change.

What she learned won her the Urey Prize in Planetary Science this fall from the American Astronomical Society (AAS), awarded "to recognize and encourage outstanding achievements in planetary science by a young scientist." Her research into other forms of ice has helped to explain curious pits found inside impact craters on Jupiter's moons, Europa, Callisto, and Ganymede. Like craters on other planets and moons, these enormous depressions were carved out by collisions. But some of the craters have a curious central pit, a feature that has left planetary scientists scratching their heads.



Stewart-Mukhopadhyay believes the answer lies in ice. Because these moons have icy surfaces, she believes that the pits are the signature of a phase change by the ice into one of its unearthly forms. When a meteor plows into a moon's surface, it blows out an enormous impact crater, sending shock waves through the surrounding material. At one point, the ice undergoes a phase change to a more exotic form, absorbing energy and causing the material to slow down. This creates a void in the surrounding material that, as the energy dissipates and the debris inside the crater settles, forms the central pit.

Ice is common in the solar system. It has been found on Mars by several missions, and is thought to be on almost all objects in the outer solar system, including Jupiter's moons. The ones she has studied – Europa, Ganymede, and Callisto – are thought to have significant oceans under a thick crust of ice. Even Earth's moon is thought to harbor ice, with NASA slamming its LCROSS satellite into a lunar crater in hopes of observing water in the debris plume.

To conduct her work, Stewart-Mukhopadhyay models what happens in such collisions, then re-creates them in her basement lab to test her ideas, and then goes back to revise her models. For split seconds, she has created forms of ice on Earth that otherwise exist only under intense pressure beyond this planet. They exist long enough to be measured, but vanish in microseconds.

To get the process rolling, Stewart-Mukhopadhyay has her own walk-in freezer next to the gun room. She and her lab team either make their own ice or buy ice made from distilled water. They shave it and recompress it to form target disks. Slightly larger than the projectile that slams into them, the disks are stacked, forming a multi-layer sandwich with thin copper wire in between. By creating a magnetic field around the samples, the impact generates an electric pulse in the wire, which Stewart-Mukhopadhyay measures to understand what is happening to the ice.

A great deal of effort goes into each series of collisions in the Hoffman basement. Each experiment, she said, is a prototype, run once and never again, requiring theoretical and preparatory work from her, her two graduate students, and a lab technician before the experiment is run. Once everything is ready, she said, the experiment is triggered from a control room. The researchers pull the trigger, take measurements, and start on a new prototype.

Stewart-Mukhopadhyay said initially she knew what she wanted to do with her life after taking high school physics. From there it was just a matter of specialization.

The first observed collision between two solar system bodies – the crash of Comet Shoemaker-Levy 9 into Jupiter – happened when she was a Harvard undergraduate in the 1990s. That heightened her interest in the solar system's roots.

She did her doctoral work, which she completed in 2002, at the California Institute of Technology, home to the only other big gun used for Earth and planetary science experiments.

"Once I started doing lab experiments, I realized there was a lot to do," Stewart-Mukhopadhyay said. "The collisions that grow things and collisions that destroy planets tell us a lot about the history and evolution of the solar system."

## Physician training 2.0

Doctors at Brigham and Women's Hospital team up with the New England Journal of Medicine to create online medical cases that can teach better than lectures.

By Alvin Powell | Harvard Staff Writer

A patient shows up at a hospital after having periodontal work done that morning. The problem, she says, is that her gums haven't stopped bleeding, although it has been several hours since the procedure.

With that setup, physicians and medical students in training follow a real-world case, complete with test results, audio of heartbeat, and photos of the condition. Using an online interactive interface, they can order tests, examine results, and answer questions on where to delve next. The patient's case is part of a new collaboration between physicians at Harvard-affiliated Brigham and Women's Hospital and the venerable New England Journal of Medicine (NEJM) to bring traditional case-based teaching into the Internet age.

The cases, available on the Journal's Web site, are created and translated into multimedia by Joseph Loscalzo, head of the Brigham's Department of Medicine and Hersey Professor of the Theory and Practice of Physic at Harvard Medical School (HMS), and John Ross, a Brigham physician and HMS instructor in medicine, together with other Brigham physicians – including Assistant Professor of Medicine Joel Katz and Associate Professor of Medicine Bruce Levy – and editors and technicians at NEJM.

Loscalzo said the cases are designed to appeal to physicians at all levels. Students can learn the basics and gain practice diagnosing and understanding illnesses, while established doctors can refresh their existing knowledge and expose themselves to new wrinkles they may not have encountered.

Teaching through presentation of actual, though anonymous, cases is a longstanding medical tradition, Loscalzo and Ross said. These cases are another iteration of the pathological-case series that Loscalzo has presented, along with other colleagues, monthly or bi-weekly for years. In the past, however, they've been presented in a lecture-style format.

Several years ago, Loscalzo said he approached the NEJM about reproducing the cases in the publication. A couple of years ago, the journal's editor for medical education, Graham McMahon, asked if the HMS doctors would be interested in putting the cases into a more interactive format.

McMahon said that one of the reasons the online cases can be helpful is that doctors typically don't lack for information, but are sometimes short of feedback and guidance in



John Ross, a Brigham physician and HMS instructor, shows the new online interactive interface that allows doctors to order tests, examine results, and answer questions on where to delve next.

their problem-solving, something the online cases provide.

Problem solving is what's at the heart of the cases. More important than coming up with the correct diagnosis in this training is the decision-making process along the way.

"Learning about the diagnosis is not as important as the process of thinking through the case," Loscalzo said.

Ross has helped to translate the cases, draw up storyboards, and gather resources to present to those working through the cases, and he has worked with the technical experts at the NEJM to create the models. Each goes through several rounds of review, with changes and suggestions incorporated into the next version.

"We try to use the same information clinicians get when seeing the case for the first time," Ross said, adding that this method is a way for medical education to keep up with the changing ways that doctors use technology. "The younger generation of physicians uses technology very differently than the older generation. The younger generation spends a lot of time online and expects to get a lot out of it."

All involved hope that the result is a new, engaging method of physician training. They expect to post four cases on the NEJM's Web site this fall, and several more next spring. Each model is expected to take about 15 minutes to work through and to provide continuing-medical-education credits to doctors.



Orhan Pamuk (below) spoke to a large Sanders Theatre audience: “Novels are fundamentally visual literary fictions.” The final Norton Lecture is at 4 p.m. on Nov. 3 in Sanders Theatre.



## Painting pictures in our minds

Author Orhan Pamuk, a Nobel laureate, celebrates the novel in his Norton Lecture series.

By Corydon Ireland  
Harvard Staff Writer



Novelists are either visual or verbal, Orhan Pamuk said during one of his Charles Eliot Norton Lectures. But novels themselves are both.

“We give up the perfect painting and the perfect text,” he said of novelists like himself, “and find something in between.”

Pamuk is the 2006 Nobel laureate in literature and an erudite celebrant of his native Istanbul. His most recent novel, “The Museum of Innocence,” was published in English this month. He is in residence at Harvard this year, and holds the 2009-10 Charles Eliot Norton Professorship in Poetry.

The post was endowed in 1925, and comes with an obligation to deliver lectures that explore the arts. Norton lecturers — stellar poets, artists, composers, and critics — have included T.S. Eliot, Robert Frost, Aaron Copland, Italo Calvino, and e.e. cummings (who called his series “i: six nonlectures”).

Pamuk’s Charles Eliot Norton Lectures — all at Sanders Theatre — began on Sept. 22 and conclude with his sixth on Nov. 3. The series, titled “The Naïve and the Sentimental Novelist,” explores the experience of both reading and writing novels.

The novel is the dominant literary form in the West, but Pamuk’s lectures are the first to explicitly investigate that long-prose form since the Norton series began in 1926.

The dominance of the novel accelerated in the 19th century, said Pamuk in his Oct. 20 lecture, in part because the wealth-creating Industrial Revolution flooded the world with “an abundance of objects,” which in turn flooded the world of fiction with a new physicality. (Honoré de Balzac, he said, was the first to fill his novels with bric-a-brac, and Gustave Flaubert among the first to use objects as symbols of taste and character.)

This flood of objects makes novels more complex, said Pamuk, since they give the reader “a lot of complicated instructions to form pictures in our minds.” But at the same time, “all this visual opulence ... banished the simpler meaning of life,” he said, and suggested that, unlike in traditional hierarchical worlds, “meaning was hidden somewhere in the shadows.”

Meaning remained overt and accessible in those traditional worlds, like the Istanbul of his boyhood, said Pamuk, but “reading novels provided my passage from the traditional world to the modern world.”

The series title, “The Naïve and the Sentimental Novelist,” is an allusion to “Naïve and Sentimental Poetry,” Friedrich Schiller’s 18th century essay on the aesthetics of perception. It’s a favorite read that Pamuk said would inform all of his lectures.

A “naïve” reader, he explained, is immediately lost in the world of a novel, and surrenders to its emotional landscapes. A “sentimental” reader is more reflective, wondering all the while how much of the novel is real.

But in the experience of the novel, both aesthetic views converge. The reader is at the same time childlike (enjoying the story without reflection) and adult, wondering what is real, and even wondering if the writer is the same as the hero. (The second lecture was called, “Mr. Pamuk, Did You Really Live All This?”)

Asking if the writer and his characters are intimately related within the world of fiction “is no longer a naïve question,” said Homi Bhabha, director of the Humanities Center at Harvard, which is this year’s Norton Lectures sponsor. “That’s what I learned” from Pamuk, he said, “how a writer can manipulate his own voice to shape characters, create a

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range of voices, and still retain a 'biographical' presence in the novel that is quite distinct from his imagined individuals and fabricated landscapes. The writer as chameleon, perhaps?"

Bhabha, a scholar of post-colonial literature, is also the Anne F. Rothenberg Professor of the Humanities.

To Pamuk, the novel is an imaginary space where two contradictory impressions can exist at one time. That makes the novel, he said in his second lecture, a way to satisfy a modern desire "to escape the single-logic Cartesian world."

This "absence of perfect consensus" is part of the novel's power, said Pamuk, because it is "neither a complete work of fiction, nor completely factual."

The competing creative impulses of the novel — is it more visual or verbal? — may also seem contradictory. But in the end they must live together, and in so doing they give the world a richness beyond a mere image or a set of words.

Pamuk explored this topic fully in "Pictures and Things," his third lecture.

As usual, about 1,000 people crowded into Sanders to listen. The Norton Lectures this year have made Pamuk — mild, soft-spoken, and always in a dark suit — a periodic sensation in Harvard's literary community.

Part of the draw may be that Pamuk as a young man explored so many other artistic directions. He studied architecture and wrote for television, and until age 23 was a painter rather than a writer. "For reasons I can't make out," Pamuk said, "I wanted to paint with words."

As a painter, he said he was naïve, but as a novelist he was "more adult and sentimental."

Pamuk described his creative process, which draws on the interplay of painting and writing. Fountain pen poised, he said he first sees a picture of the world or scene he wants to evoke, then struggles to express it in words.

"In the beginning, there seems to be a picture," he said, in a play on the opening of Genesis, "but it must be told in words."

This act of aesthetic conversion is then reversed by the reader, who sees the words first, and then must convert them back into pictures.

Readers skip back and forth from words to images, but in the end "novels are fundamentally visual literary fictions," said Pamuk. "Writing a novel is painting with words."

## A diva sans attitude gives voice to students' dreams

By Colleen Walsh | Harvard Staff Writer

While the word diva is often used to describe opera stars whose egos compete for equal time with their voices, such is not the case for soprano Dominique Labelle.

Gracious and genuine were the words that came to mind last week (Oct. 21) at the Memorial Church as the diminutive singer with the big voice and heart to match lent her guidance and encouragement to young Harvard singers at an afternoon master class.

The Office for the Arts at Harvard and the Harvard Baroque Chamber Orchestra sponsored the event.

The Quebec native, who now makes her home in Massachusetts with her husband and two children, was unassuming, with sparkling earrings the only hint of glamour.

"It's very special for me to get the chance to help you sing," said Labelle, who admitted that her busy performance schedule means she has little time for teaching, something she loves.

The soprano hugged each student after the young singer performed a prepared piece, offered warm praise, and asked earnestly, "How can I help you?"

Working with Robin Reinert '12, Labelle encouraged her to connect to the music's emotion and its tale of a first kiss in an effort to convey a sense of passion to the audience.

Opera virtuoso Dominique Labelle teaches a master class with brio at the Memorial Church.

"[Henry] Purcell is so sexy, it's unbelievable," Labelle told Reinert, who sang the British composer's "Sweeter than Roses."

"A rose, it's so delicate," she said of one of the song's lyrics. "We have to hear the petals in your voice. Really live it!"

Labelle's appearance was part of a Harvard tradition, the Learning From Performers program created by the Office for the Arts in 1975. Each year the program hosts 15 to 20 artists involved in music, dance, theater, film, television, visual arts, and interdisciplinary arts. The artists interact with undergraduates through lectures, seminars, master classes, workshops, and residencies.

"Students really benefit from working with professional artists. Too often, young performers get locked into a certain way of working that may not best serve what they are trying to accomplish," said program manager Tom Lee, who has managed the series since 1994.

"The experience creates a spark — an arc of learning — that can really make a difference. That arc is the 'through line' that runs throughout the entire Learning From Performers program."

Upcoming in the series are workshops with Felix Barrett and Maxine Doyle of the British theater group Punchdrunk, singer and songwriter Suzanne Vega, and actor and playwright Eisa Davis '92.

Online ►► [Complete list of upcoming events: http://ofa.fas.harvard.edu/ofa/](http://ofa.fas.harvard.edu/ofa/)

Soprano Dominique Labelle (right) guides Sofia Selowsky '12 during the master class.



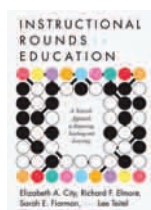
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**HARVARD BOUND**


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**INSTRUCTIONAL ROUNDS IN EDUCATION:  
A NETWORK APPROACH TO IMPROVING  
TEACHING AND LEARNING**

(Harvard Education Press, April 2009)

 By Elizabeth A. City, Richard F. Elmore,  
Sarah E. Fiarman, and Lee Teitel


A new teaching model inspired by medical rounds performed by physicians? Check. These authors dissect education and offer up their pioneering and pain-free prescription.

**EMPIRE OF TEXTS IN MOTION: CHINESE, KOREAN,  
AND TAIWANESE TRANSCULTURATIONS  
OF JAPANESE LITERATURE**

(Harvard University Press, November 2009)

By Karen Laura Thornber



Thornber whisks us to Asia at the turn of the 20th century, where she documents how Japan's literature interacted with China, Korea, and Taiwan, thus challenging Japan's cultural authority.

**THE PEOPLE FACTOR: STRENGTHENING AMERICA  
BY INVESTING IN PUBLIC SERVICE**

(Brookings Institution Press, February 2009)

By Linda J. Bilmes and W. Scott Gould



Who says the government doesn't need to work better? After Hurricane Katrina, intelligence failures, and security lapses, Bilmes and Gould argue that hiring a capable, stalwart federal workforce is central to serving the nation properly.



## Rebel with a cause

In 'Good Without God,' Greg Epstein introduces Humanism, a philosophy that rejects supernaturalism while focusing on community-based actions and decisions that can lead to a more fulfilling and purposeful existence.

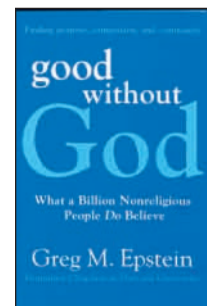
By Sarah Sweeney | Harvard Staff Writer

Chaplain Greg Epstein of the Harvard Humanist Chaplaincy isn't your typical clergy member. For one thing, he doesn't believe in God. For another, he used to be a rock star.

Epstein was a college student studying Buddhism in China when he joined a band. After recording a few albums with his group Sugar Pill, Epstein decided to focus his energies on Humanism. "Personally and professionally, I just felt a lot of people turn to music as a substitute for religion, and for all the rock scene has to offer, it's not quite that," he said.

In his new book "Good Without God," Epstein introduces readers to Humanism, a philosophy that rejects supernaturalism while focusing on community, and community-based actions and decisions that lead to a more fulfilling and purposeful existence. In light of an emergent nonreligious population, the book seems well-timed, stressing that believers and nonbelievers are more alike than not.

Epstein has a straightforward speaking style, and his message is equally direct, while also being compassionate, real, and relatable. Yet he said he never really had plans to write a book. It all came to him in roundabout fashion.



As a graduate student at Harvard Divinity School, Epstein recalls reading about most of the world's major religions, but nothing on Humanism. He asked Professor Diana Eck about that void, and the result is now in print.

"She said it was a great idea, and that I should start working on the book proposal right away. I really hadn't meant it in terms of me writing a book," he said, but quickly realized that most major books that focused on atheism highlighted what nonreligious people don't believe, instead of what they embrace.

People often ask Epstein about his title as chaplain. "I just remind them that the word 'chaplain' comes from Christianity, but so does the word 'doctor,'" he said. "Chaplain means a member of the clergy who serves outside a formal church, such as in the army, in a hospital, or at a university."

He says that helping professionals for non-Christians in these environments are necessary.

"There are Jewish, Muslim, Hindu, and Buddhist chaplains. Why not Humanists? If it is an oxymoron to say that people who no longer believe in God still need caring and community, I'm proud to be a walking oxymoron."



# Wanted: Doctors for Africa

Esther Mwaikambo is used to starting small. Until her teaching hospital was started in 1997, there was only one medical school in Tanzania, graduating 25 to 40 doctors annually.

By Elizabeth Gehrman | Harvard Correspondent



In the United States, the doctor-to-patient ratio is roughly 1 to 400. In Tanzania, the ratio is upwards of 1 to 50,000.

That astonishing disparity prompted Esther Mwaikambo, this year's Harvard Distinguished Africa Lecturer, to address the topic head-on. Mwaikambo is a physician and professor of pediatrics and child health at the Hubert Kairuki Memorial University, a teaching hospital that she helped to found in Dar es Salaam, Tanzania's principal commercial center and de-facto government seat.

Appearing at the Center for International Studies last week (Oct. 20), Mwaikambo discussed "Doctors for Africa: The Challenges of Establishing a Medical University in a Resource-Poor Country Like Tanzania." The needs are great in a country where the gross national income is \$660 per capita, and where almost two-thirds of the population lives below the poverty line, defined as earning less than \$1 a day.

"It is a grim picture indeed," Mwaikambo said after citing those and similar statistics, "but probably not all is lost."

Tanzania is hardly unique among African countries in its shortage of medical schools. According to a 2004 paper by Amy Hagopian, of the University of Washington's School of Public Health, there were only 87 medical schools in the 47 nations of sub-Saharan Africa; 11 of those countries had no medical school, and 24 had only one each. Many physicians who do graduate from African medical schools end up leaving the continent to seek higher-paying, less-frustrating jobs in the West.

The area's shortage of doctors — along with nurses and other health care personnel — contributes to the dearth of quality health care for the region's 800 million people. In addition, sub-Saharan Africa has high infant and maternal mortality and morbidity rates, rampant HIV, and higher rates of developmental disorders and preventable diseases, such as malaria and cholera.

Besides Tanzania, African nations with some of the

world's worst doctor-to-patient ratios include Malawi, Ethiopia, Mozambique, Niger, Chad, Rwanda, and Somalia.

To ease the crisis in medical training, care, and health-related research, Harvard is working in partnership with several nations across the continent. Lecturer on Medicine David Bangsberg and the Harvard Initiative for Global Health have begun a Global Health Scholars Program, providing advanced training for health professionals in Uganda who are committed to continuing to work in their home countries. Harvard-affiliated researchers are also working in state-of-the-art laboratories in Botswana's capital of Gaborone and in a similar facility at the Nelson Mandela Medical School in South Africa to get a better handle on those nations' AIDS pandemics. In addition, physicians from Harvard-affiliated hospitals are assisting in a variety of health-related projects, from improving AIDS and TB care in the mountains of Lesotho to probing the roots of the violent rape crisis occurring amidst the turmoil of the eastern Congo.

Mwaikambo was speaking metaphorically of "the picture" in Tanzania — but a slide that she showed was indeed grim. Taken in a Tanzanian pediatric ward, the photograph showed a dark, dormitory-style room with little equipment, scarce privacy, and miserable-looking children slumped two to a bed.

Unfortunately, such a scene is not atypical in her country, or in others in the region.

Until her teaching hospital was started in 1997, there was only one medical school in Tanzania, graduating 25 to 40 doctors annually. "As if that was not enough," Mwaikambo said, "a lot of these doctors would run away from the country." The "brain drain" is understandable, she said, in a nation where it is so difficult to practice medicine, and where the pay is so low. "We can forget about them, because a lot of them wouldn't consider coming home."

Though the government still has not addressed the brain drain, it has liberalized education policies, which is one reason why her teaching hospital was

able to get off the ground. In 1996, when the government passed a law to encourage the establishment of private universities in Tanzania, there were only three such institutions. Now there are 25, and Kairuki Memorial is one of the oldest and most respected.

But the hospital still faces many constraints, including finding qualified academic and administrative staff, maintaining adequate financial incentives for employees, and upgrading inadequate infrastructure. The entire university — lecture halls, labs, offices, and hospital — is housed in one nine-story building.

"It is an interesting process, starting a medical school from scratch," Mwaikambo said. "All the little things that, coming from a government university setting, you never had to worry about — phones, computers, pens, and paper, things that were just there automatically — you now have to make appear. And those are just the little things."

Though the school has collaborative relationships with the University of Utah and Duke University, telemedicine is impossible because Tanzania's electrical service is too unreliable. Other challenges include teaching medical ethics — "It's difficult to get students to do what they don't see in their seniors," said Mwaikambo — and brokering a working relationship between modern doctors and the traditional cultural "doctors" with whom most people feel comfortable.

But there is a brighter side. About 560 students are currently enrolled at Kairuki Memorial, and 161 physicians have graduated since 2004. The university hopes to expand soon by increasing its student base and by opening pharmaceutical and dental schools. Photographs of the university show neat rows of students concentrating at their desks; stacks of library books in a well-lit, modern facility; and proud graduates in colorful caps and gowns.

"We are facing our second decade with a lot of expectations of sustained growth and development," Mwaikambo concluded. "In my opinion, the future looks assured."

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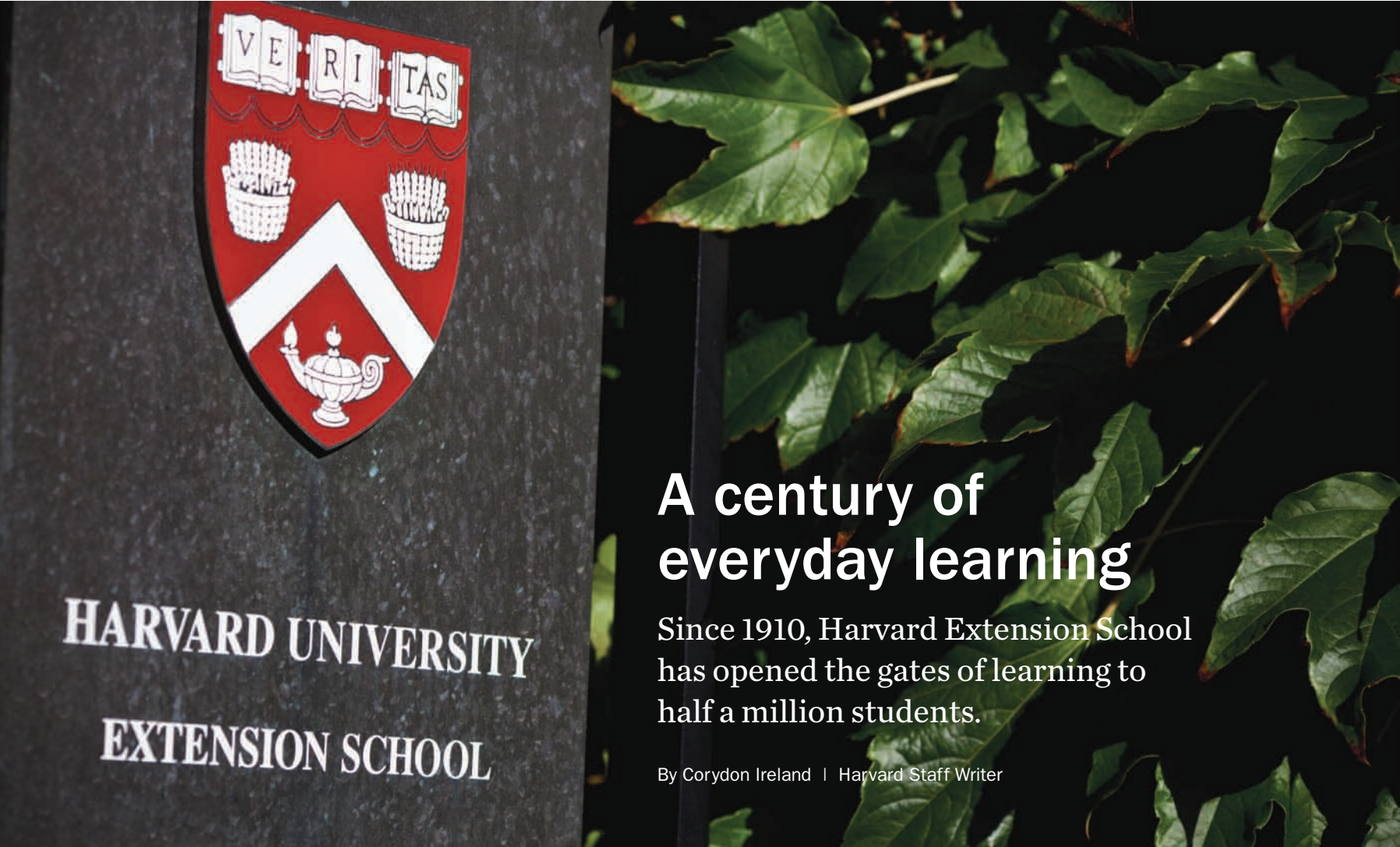


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HUMANITARIAN INITIATIVE  
PARTNERSHIP





# A century of everyday learning

Since 1910, Harvard Extension School has opened the gates of learning to half a million students.

By Corydon Ireland | Harvard Staff Writer



COVER STORY

It was 1835, and John Lowell Jr., the wealthy young scion of a prominent Boston family, sat by the Nile River in Luxor, a cradle of Egyptian civilization. Sick with fever, he drafted a long revision to his will and mailed it home to a cousin. Months later, Lowell was dead.

That revamped will included a bequest that has rippled ever wider across almost two centuries. Most notably, it led to creation of the Harvard Extension School, which is celebrating its centennial year, with the official anniversary in February.

Lowell’s idea was simple, but brilliant. Everyday people wanted to learn, he

thought, and just needed a forum that allowed them to do so. In the 19th century, that method mostly involved public lectures. In the 20th century, it was usually classroom study, and in the 21st, the trend is toward distance learning on the Web. But what has been true of the Extension School from its earliest incarnation is its devotion to public learning, and its students’ fierce desire to be taught.

Evolving far beyond its origins as a lecture series, the Extension School is now a degree-granting institution with 14,000 students that this year is offering close to 700 undergraduate and graduate courses across 65


fields, taught by faculty from nine of Harvard’s 10 Schools.

The modern Extension School has embraced video learning and podcasts. One hundred and fifty courses are available online, expanding the School’s reach to students in 122 countries. About 20 percent of its students take courses exclusively online.

Increasingly, said Michael Shinagel, the Extension School’s longtime dean, “the lectern is electronic.”

Yet it was the forward-thinking Lowell, born in 1799 near the dawn of the American republic, who launched this thriving Harvard

100 Years of the Harvard University Extension School

<p><b>1830</b> Founding of the Boston Society for the Diffusion of Useful Knowledge, a precursor to adult education</p> <p><b>1835</b> John Lowell Jr. revises his will, leaves half of his estate to endow public lectures</p> <p><b>1839</b> Lowell Institute inaugurated</p> <p><b>1871</b> First Harvard summer courses</p>	<p><b>1900</b> A. Lawrence Lowell becomes trustee of Lowell Institute</p> <p><b>1910</b> On Feb. 23, Harvard Overseers approve a Department of University Extension (Courses are \$5 each)</p> <p><b>1913</b> In June, two graduates receive first Extension degrees</p> <p><b>1949</b> Reginald H. Phelps directs and revives Extension, stepping down in 1975</p>	<p><b>1949</b> First Extension course on radio</p> <p><b>1956</b> First Extension course on television</p> <p><b>1957</b> First one-semester Extension courses</p> <p><b>1960</b> Extension introduces an A.L.B. (Bachelor of Arts) degree; starts “Polaris University” for U.S. Navy submarine crews</p> <p><b>1960</b> Harvard Extension Alumni Association (HEAA) founded</p>	<p><b>1976</b> Tuition Assistance Program opens Extension to Harvard staff</p> 	<p><b>1977</b> Certificate of Advanced Study (CAS) offered</p> <p><b>1979</b> Extension introduces an A.L.M. (master of arts) degree in liberal arts; Health Careers Program (premedical) starts</p> <p><b>1980</b> First annual Lowell Lecture, given by McGeorge Bundy; Certificate of Special Studies in Administration and Management (CSS) starts</p> <p><b>1982</b> Certificate in Applied Sciences (CAS)</p>	<p>offered</p> <p><b>1983</b> Extension Coat of Arms approved; Grossman Library for University Extension moves to Sever Hall; Harvard’s oldest living graduate (age 89) earns an A.L.M.</p> <p><b>1985</b> First Extension course for advanced secondary school students; Harvard University, Extension becomes the Division of Continuing Education (including the Extension School, the Summer School, and the Institute for Learning in Retirement)</p>
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Photos: top by Justin Ide, inset by Jon Chase | Harvard Staff Photographers



institution. Half of his wealth — the princely sum, in those days, of \$250,000 — in 1839 established the Lowell Institute, the Extension's precursor. His bequest is a trust, active to this day, charged with offering public lectures in Boston on the arts, sciences, and natural history, to students regardless of gender, race, or age.

The first Lowell lecture, on geology, was held in 1840, in an era of rising working-class clamor for education. The public's response was tumultuous, with tickets being distributed amidst near-mob scenes. The institute's collegiate "courses" — which were lecture series on a single topic — sometimes drew 10,000 applicants.

By 1898, more than 4,400 free lectures and courses had been offered through the Lowell Institute. Around that time, Boston schoolteachers were looking for ways to earn a bachelor's degree at night. The Lowell lectures and the lobbying teachers created a perfect storm of sorts, and by 1910 University Extension at Harvard was founded.

Another visionary with the Lowell surname created the modern school. Harvard-educated government scholar A. Lawrence Lowell became trustee of the institute in 1900, and by 1906 was promoting "systematic courses on subjects of liberal education," as he called them, taught by Harvard faculty.

His vision of transforming a lecture program into a school of public education gained traction in 1909 when he was named president of Harvard. His first step in office was not the curricular reform for which he later became famous. (Among other things, Lowell invented the idea of "concentrations.") Instead, he pressed to create a University Extension.

His desire, according to Shinagel, who has written a new history of the School called "The Gates Unbarred," was "to carry out more completely the idea of John Lowell Jr."

### The 'Gates Unbarred'

The heart of Extension today is still what the elder Lowell intended nearly 175 years ago: to share higher education with those outside the University gates. (Courses require no admissions exams or residency requirements.) Lowell also wanted the courses to be free for those of little means and inexpensive for others. (The fee for a six-month course, he had stipulated, should equal the price of two bushels of wheat.)

Through the 1950s, most Extension courses cost \$5 each (slightly more than two bushels of wheat). Now



Online ► Q&A with Dean Shinagel: [news.harvard.edu/gazette/story/2009/10/shinagel-qa/](https://news.harvard.edu/gazette/story/2009/10/shinagel-qa/)

any Harvard staff member can take a graduate-level course for \$40 a semester, making it possible to earn a master's degree for \$400. Regular per-course fees are relatively modest, from \$900 to \$1,850.

Age is no barrier. The Extension School has accounted for Harvard's youngest graduate, at 18, and its two oldest, at 89.

The elder Lowell wanted students to experience excellence as well as access. The early lectures were delivered by a "Who's Who" of 19th century intellectuals, including geologist Charles Lyell, memoirist Henry Adams, historian Jared Sparks, critic James Russell Lowell, Harvard psychology pioneer William James, and scientists Louis Agassiz and Asa Gray.

Echoing that excellence, the first Extension School courses in 1910 were offered by the cream of Harvard's faculty. For instance, Charles Townsend Copeland taught English literature through the 1920s. (At Harvard College, his everyday students became some of the century's foremost writers, including T.S. Eliot, Robert Benchley, and John Dos Passos.)

John Lowell Jr.'s generosity was matched by his foresight. Lectures had to be open to women as well as men, according to his will. (In the first semester, 400 of 606 Extension students were women.) He also wanted to reach out to the working class. A third of the early students were homemakers, another third were schoolteachers, and most of the rest were clerks, stenographers, and bookkeepers. Their average age, 35, was outside the college norm too.

In 1910, University Extension was part of an area consortium of colleges offering night classes. Harvard, Tufts, Wellesley, and others began awarding associate in arts degrees, equivalent then to a

bachelor's. (By the 1920s, only Harvard still had an extension program.)

In 1913, the first two graduates completed an associate in arts. John Coulson's degree read "Harvard University" and Ellen Marie Greany's "Radcliffe College." By 1975, there were still only 1,000 Extension graduates. Today, following a flurry of recent degree and certificate programs — and a tuition assistance program for Harvard staff — there have been more than 13,000 Extension graduates.

Extension offered courses on radio in 1949, and on television in 1957. By 1960, Harvard was using television kine-

scopes to bring college courses to U.S. Navy submarine crews, and later to the surface fleet.

By 1985, Extension introduced its first computer-based distance learning course in what was known then as "teleteaching." By 1997, distance education at Harvard moved to streaming video and audio, and in 2005 podcasts were added to the mix. Last year, one of Extension's online courses netted 385 registrants.

In 2004, Extension started an A.L.M. program in biotechnology to attract local research scientists working in academic and industry laboratories. It is the only program of its kind in Massachusetts to offer evening study, and it includes emerging specialties like bioinformatics, bioengineering, and nanotechnologies.

"The biotechnology program appeared late on the timeline for Harvard Extension School's first 100 years," said Director Cheryl D. Vaughan, a lecturer in Harvard's Department of Molecular and Cellular Biology. "But it is well situated to make a distinctive mark on its second."

### Who goes there?

Early on, Harvard faculty and administrators recognized the discipline and maturity of Extension students. "At the stroke of eight every lecture evening," one observer wrote of a 1910 philosophy class, "notebooks were spread and until nine o'clock not a glance wandered. ..."

From the beginning, Extension students reflected a decidedly modern diversity. The same 1910 observer noted that "young and old, black and white, artisans

(see *Extension School* next page)

## 100 Years of the Harvard University Extension School



**1985**  
Extension's first computer-based distance learning course ("teleteaching")

**1989**  
First Extension "teleteaching" course in China

**1989**  
Certificate in Museum Studies (CMS) offered

**1995**  
Certificate in Publishing and Communications (CPC) offered

**1996**  
Career and Academic Resource Center (CARC) opens

**1997**  
Harvard has 100 "distance learners" in Alaska, Hawaii, and other states; distance education moves to streaming video and audio

**1998**  
A.L.M. in information technology offered

**1999**  
Distance education strategic plan implemented; Two students ages 11 and 13 enroll in the Extension School



**2000**  
Certificate in Environmental Management (CEM) offered

**2002**  
Extension's youngest graduate, age 18, earns an A.L.B. degree; he started classes at 12

**2003**  
Extension offers Alpha Sigma Lambda honors

**2004**  
A.L.M. degrees offered in biotechnology, environmental management, and museum studies

**2005**  
First distance education courses as podcasts; A.L.M. in journalism offered

**2006**  
A.L.M. in management offered

**2007**  
First collaborative-learning classes open, mixing in-class and online learners; First mother-daughter graduation, both with A.L.B. degrees, at ages 55 and 79

**2008**  
Extension's first all-online course offered; 20 percent of Extension



students take courses all online; Total number of Extension students, after 99 years, reaches 500,000



## Extension School

(continued from previous page)

and teachers, men and women — who had questioned the meaning of life, and the universe, were eager to compare their thoughts with the questioners of all time.”

Today’s students include restless executives, soldiers in Iraq, grandmothers, former dropouts, and at least one retired railroad engineer. Seventy-five percent of them have at least a bachelor’s degree.

Rosario Del Nero, a Boston research-and-development chef, is finishing an A.L.M. in Spanish language and literature. Cevin Soling, a New York City documentary filmmaker (“The War on Kids”), moved to Cambridge last year and is exploring a degree in philosophy.

“Each and every one in that classroom wants to be there,” said Harvard anthropologist William L. Fash Jr., who has taught Extension courses for 10 years. “The students dig deep.” Fash is the Charles P. Bowditch Professor of Central American and Mexican Archaeology and Ethnology.

“Extension students invest in the course work,” said the Rev. Peter J. Gomes, Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church, who has taught several Extension courses. “They think it is as important as you do.”

“I have special affection for the Extension School,” said American studies legend Sacvan Bercovitch, Harvard’s Powell M. Cabot Research Professor of American Literature. “That’s how I made my way.” (He is a 1961 graduate of Sir George Williams College in Quebec, an extension school.)

“I understand some of your problems,” he told his literature seminar on the first night of class this fall, “and it’s a pleasure to be teaching.”

The “problems” of Extension students often involve the merciless physics of time. Many hold down full-time jobs, have limited money, or are parents of younger children.

If you count going to school, La Keisha Landrum, who is working toward an A.L.M. in journalism, has four jobs. She is an associate in the Cambridge mayor’s office, a part-time nanny, and three times a week works overnight at Harvard’s parking lots. Landrum grew up near Los Angeles and moved east last year after losing her job in real estate development, drawn to Cambridge and Harvard by an earlier visit. “So what do I love?” mused Landrum, as she rethought her life’s path. “I decided I loved journalism.”

Derek Asaff, an aspiring screenwriter and former sketch comedian, works for a technical coating company. He takes as many as four courses at a time toward his A.L.B. degree. Twelve years ago he dropped out of Cornell University — “School just wasn’t for me” — and swung back into academics after losing an earlier job.

“It offers everything you’d want,” he said of Extension. “It’s bargain-basement prices, and it’s amazing education.” Asaff’s dream is a doctorate and a writing job — on comics, comedy, the movies. To get there, he bears down hard at school. “I’m nerdy about it.”

Shirley Sun, a onetime high school English teacher who has a master’s from the Harvard Graduate School of Education, has a doctorate in mind too. She started course work at Extension last year while looking for a job, taking two literature courses last fall, and intensive French this semester. “I wanted to do something I loved.”

It’s the diversity of Extension that still amazes Sun, now working at the W.E.B. Du Bois Institute for African and African American Research. The School, she said, “opens its doors to all kinds of people.”

“Much has changed in the 10 decades” since Extension’s founding, Harvard President Drew Faust said last month, yet “Extension remains rooted in its original principles. We still honor [President] Lowell’s vision of Harvard’s own responsibility to extend the University’s intellectual benefits beyond the confines of its walls and to recognize its interconnectedness with its surrounding community, and with the world.”

Online ►► ‘One mission, 100 years’: [www.extension.harvard.edu/centennial/events/](http://www.extension.harvard.edu/centennial/events/)

## STUDENT VOICE

# Lessons from the East

‘The single most important and comforting thing that I learned this summer was that the culture of books and print is alive and well in Japan ...’

By Peter Bernard '11 | East Asian Studies (Japanese Literature)

Computers, hybrid vehicles, robots, and anime images are all part of the technological culture of Japan that is instantly recognizable internationally. This hypermodern consumerist side of Japanese life is most famously celebrated in the Akihabara district of Tokyo, the city’s “Electric Town.”

But a more ancient, quiet side to Japanese technology also exists, and it is centered around books. Woodblock printing was carried out in Japan on a remarkable scale more than 1,300 years ago — twice as long ago as Gutenberg’s celebrated implementation of movable type. In Tokyo, not far from Electric Town, there is the more venerable (though perhaps less famous) “Book Town” of Jinbocho.

Most fortunately, I found myself in Book Town earlier this year, working at one of the district’s most illustrious antiquarian bookstores, the Isseido Booksellers. Thanks to an internship from Harvard’s Edwin O. Reischauer Institute of Japanese Studies, I had a summer of extraordinary experiences that will deeply enrich my future study of Japanese literature.

For one, I learned a lot about the *physicality* of books, and how books as objects intersect with books as ideas. It’s something that is hard to grasp solely through class work.

One example: I am very interested in the author Izumi Kyoka (1873–1939), and was able to view some of his first-edition works at Isseido. I realized that his first editions were strikingly similar in composition to the publishing practices of centuries before, during the Edo period (1603–1868). In particular, Kyoka’s first editions always begin with a large, colorful woodblock print depicting a scene from the novel. Modern editions of Kyoka’s works do not feature a detail like this. I understood it fully only at Isseido, after handling Kyoka’s first editions alongside many authentic Edo period works.

At the bookstore, even the work only marginally related to my Harvard field of study was engaging and enlightening. Some of my tasks were identical to the work of full-time employees, from preparing shipments for the Harvard-Yenching Library, to helping deliver (the often rare) books purchased by various university libraries in Tokyo. I also did translation work, and fielded questions from customers as a regular member of the storefront staff.

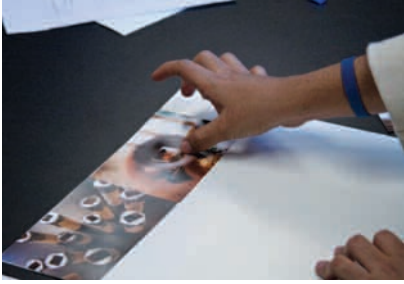
The single most important and comforting thing that I learned this summer was that the culture of books and print is alive and well in Japan, as it has been for almost fifteen hundred years. Despite apparent economic and social counter-currents, customers still come into Isseido to buy books that sell for the equivalent of hundreds or thousands of dollars — and occasionally for much, much more.

Everything I learned this summer bears positively on my studies at Harvard. But as a student of Japanese literature, it is a special gift to know that in Japan — which the world so incompletely associates with Electric Town — a culture of books still flourishes.



Photo by Rose Lincoln | Harvard Staff Photographer





## Building an arts bridge

HGSE alumni lead effort to show Allston-Brighton youth how to make their own short films.

By Colleen Walsh | Harvard Staff Writer



Harvard Graduate School of Education (HGSE) student Briget Ganske (right center) helps teens sequence their images as part of the Allston Brighton Arts Bridge initiative, which will teach 15 local teens to create short digital documentaries about their communities. Arts Bridge student Gisleinder Garcia (above) takes aim with his video camera at the Harvard Allston Farmers' Market.



On a bitter October afternoon, a handful of teens set out for the location of their first film shoot, not as the next wave of rising silver-screen stars, but as future behind-the-camera celebrities.

The group is a diverse mix of boys and girls from varied backgrounds. A few are just into their teenage years. Others will soon graduate from high school. But they share a connection to the area and a curiosity about filmmaking.

Moments before, they were at the Honan-Allston Branch Library reviewing some fundamental filmmaking techniques with the help of Austin de Besche, a local director and documentary filmmaker, who explained to them the importance of the wide shot and the closeup.

The students' task this day was to create a two-minute clip without sound or edits.

"You've got to shoot it in the order that you want it to be seen," said de Besche. "The other thing to think about is what you don't want to be shown."

Kat Morgan, a pink-haired, 16-year-old Allston resident with multiple piercings, already had an interest in image making. She used her own still camera to shoot photos en route to the film location, the Harvard Allston Farmers' Market.

"I figured it would be interesting to take a film course because it shares so many parallels with photography," she said, after pointing her video camera at a stall of vegetables. "I just filmed something, and I thought it was pretty fun."

Priscilla Lee, 13, who heard about the project through her Allston church, already has her own underlying artistic directive.

"I like producing stories and conflict," she said, "and resolving conflict."

The group is part of the Allston Brighton Arts Bridge initiative developed by a team of recent alumni from the Harvard Graduate School of Education's (HGSE) Arts in Education Program. Over the course of an 18-session workshop, the program will teach 15 local teens to create short digital documentaries about their communities.

The program's four founders met while students last year at HGSE. They hail from the fields of film, acting, and music, but all share a passion for developing a community arts organization in an urban environment. As they collaborated on a school project around their common vision, they decided to take their idea from the classroom to the real world.

"We realized that this was something that we were all very passionate about and had a lot of confidence in," said Arts Bridge co-creator Kim Dawson. "We decided on our own we might take this after school was over and approach Harvard to ask for some kind of funding."

Members of the group said they chose to work with Allston and Brighton in part because of their diverse natures, and their need for more comprehensive arts opportunities.

Their timing couldn't have been better. In March they learned of a new Harvard collaboration with the city of Boston and the Allston community, one that could provide funding. The group submitted a proposal, and in June was awarded a \$20,000 grant by the Harvard Allston Partnership Fund, which supports neighborhood improvement

*(see Filmmaking next page)*





Sarah Ahmed (left) films a short sequence under the watchful eye of Briget Ganske, a student at the Harvard Graduate School of Education.

## Filmmaking

(continued from previous page)

projects, including cultural and educational programming for Allston and Brighton.

They have also received support for their project from the Office of the Arts at Harvard. Steve Seidel, the Patricia Bauman and John Landrum Bryant Lecturer on Arts in Education, and director of HGSE's Arts in Education Program, is on their board of directors.

The teens meet on Fridays at the branch library to attend lectures and discussions with the Arts Bridge founders, as well as to hear guest speakers involved in film production. Each week the teens also will venture into the community to shoot footage for their individual short documentary films, which they will write, produce, and direct. Later they will edit their work in a lab at Brighton High School. Their films will be unveiled at a public screening in March.

“We are going to be supporting kids in creating their own stories by helping them learn and master the basics of video production, but also really the fundamental thinking behind filmmaking,” said Arts Bridge cofounder Angélica Allende Brisk, who hopes her work will help make the students develop “new ways of thinking.”

Photo by Jill Foley | Harvard Staff Photographer

In addition to working with local teens, the project is partnering with the Honan-Allston branch and Brighton High and developing partnerships with area businesses and organizations.

At a party for the program at the Cambridge Center for Adult Education last month, John Rule, president of Rule Boston Camera in Brighton, who supplied the group with their technical equipment, said he was thrilled to be part of a project with such a “fantastic vision,” adding, “it’s teaching, training, and education for my future customers.”

The work is a labor of love for the four founders, all of whom devote many hours each week to the project, while working full-time jobs elsewhere. But they are confident that their efforts will pay off. Their long-range plan is to develop a permanent, free arts and learning center in the community.

“In five years we hope to be in our own space, and to be a beacon of light for the neighborhood,” said Arts Bridge co-founder Maura Tighe Gattuso, “a place where all ages can come and learn and explore arts through media.”

The fourth Arts Bridge co-founder is Victoria Hayes-Wepler.

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PS Form 3526, September 2007 (page 2 of 3)		

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FANS ENJOY CAMBRIDGE  
FOOTBALL DAY.



ALLSTON-BRIGHTON FOOTBALL  
DAY BRINGS OUT YET ANOTHER  
SET OF FANS.



## FACULTY PROFILE



## From digging ditches to digging art

Newly tenured, the first full-time Americanist in the history of the Department of History of Art and Architecture enjoys how her studies can touch on literature, the sciences — even bird-watching.

By Krysten A. Keches '10 | Harvard Staff Writer

Growing up in the San Francisco Bay area, art historian Jennifer Roberts played soccer and focused on her school-work, at least partly to avoid some unusual chores.

“My father believed in the character-building potential of physical work,” said the recently tenured professor of history of art and architecture in the Faculty of Arts and Sciences (FAS). “I spent every weekend and most summers doing pretty hard manual labor: digging ditches, weeding, and carrying bricks, logs, and boulders.”

Though Roberts was unfamiliar with art history before going to college, she sees a connection between her childhood experiences working outdoors and the way she currently thinks about her field.

“I developed a very early sense of the resistance of things and the world of matter,” she explained with a laugh. “Now, much of what I study is the ‘materiality’ of art. Any work of art has its foot in two different worlds: the ‘other’ world that it represents or evokes, and the actual material world, where it has certain dimensions and weight, is made out of certain kinds of stuff, is hard to move around, and is difficult to protect from physical decay. It’s that side of works of art — their material presence and heft — that I’m most interested in.”

Once an aspiring scientist, Roberts spent two years in a human biology program as an undergraduate at Stanford University before switching her major to English.

“I found myself enchanted by the humanities and by a whole new world of meaning that I hadn’t had much access to in high school,” she says.

After enrolling in a modern-art class at the end of her junior year, Roberts had a revelation. She loved the interdisciplinary nature of art history and soon added it as a second major.

“In college, I had a lot of trouble deciding what I was going to do with my life; I was interested in everything,” she said. “Art history seemed to be a field where I could continue to be interested in everything, and I could continue to work on topics related to the sciences or to literature. I still very much believe that this is true of art history, and this is why I still do it, and why I’m never bored.”

Roberts continues to incorporate a variety of disciplines, such as crystallography and geology, into her scholarship. While working on a chapter of her most recent book, “Pictures in Transit: Matter, Memory, and Migration in Early American Art,” she took up bird-watching to better under-

Jennifer Roberts: “That was something that was especially exciting about coming here: the challenge and the opportunity to build a program from scratch.”

stand the illustrations of one of her central subjects, John James Audubon.

“It became quite addictive,” she said. “Bird-watching for me is similar to the kind of energization I had when I first started studying art history. By learning to be attentive in a different way, you see things that have always surrounded you but you never noticed. Your entire sensory apparatus becomes more attuned.”

Roberts received her doctorate from Yale University in 2000. When she arrived at Harvard two years later, she became the first full-time Americanist in the history of her department.

“That was something that was especially exciting about coming here: the challenge and the opportunity to build a program from scratch,” she said. “One of the things that is most gratifying for me, having been here for seven years, is that now we really do have a program in American art, where there was nothing before.”

As a teacher, Roberts hopes to instill the importance of attending to art objects as things, a message she took from Jules Prown, her adviser at Yale.

“Very simply, his attitude toward art history was that any work of art can have an infinite number of contexts attached to it and an infinite number of meanings, but that the first step one must take in any kind of art historical inquiry is to stop and pay very, very close attention to the specific material qualities of the object. This is a deceptively simple lesson, but one that I am always trying to pass on to my students.”

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**EVELYN HU, A PIONEER IN THE  
FABRICATION OF MINIATURE  
ELECTRONIC AND PHOTONIC  
DEVICES, JOINS SEAS.**



# Newsmakers



Nicholas Taylor '59 (left) of Midland, Texas, receives his Hunn Award from William Fitzsimmons, dean of admissions and financial aid. Taylor was one of seven recipients of this year's award.

## HUNN AWARD HONORS SEVEN FOR SCHOOLS COMMITTEE WORK

The Hiram S. Hunn Memorial Schools & Scholarships Award is named in honor of Hiram S. Hunn, Class of 1921, who served Harvard's Schools Committee for 55 years: 30 in Iowa and 25 in Vermont. Each year the Harvard Admissions Office honors some of its most loyal and longtime Schools Committee volunteers for their work all over the globe. This year's recipients represent more than 170 years of dedicated service to Harvard College's admissions process. The Hunn Award was initiated in 1990 to commemorate the 150th anniversary of the Harvard Alumni Association. Dana Cotton was the first recipient of the award.

### The 2009 Hunn Award recipients:

**Robert R. Bowie Jr.**, '73, Towson, Md.  
**Sheila Carr-Stewart**, A.M.P. '92, Edmonton, Alberta  
**John S. Higgins Jr.**, '61, Visalia, Calif.  
**Barbara Long**, A.M. '73, Ph.D. '82, of Atlanta  
**Lidija Ortloff**, '82, Westwood, Mass.  
**Maria Patterson**, '70, New York, N.Y.  
**Nicholas C. Taylor**, '59, Midland, Texas

## IN SUSTAINABILITY, HARVARD MAKES THE GRADE — AGAIN

For the fourth-straight year, Harvard is at the top of the College Sustainability Report Card, an annual report that grades the green credentials of 300 colleges and universities. As one of 26 institutions to receive the top A-grade in the 2010 College Sustainability Report Card, Harvard was also named an Overall College Sustainability Leader.

Started in 2007, the report serves as an independent evaluation of campus and sustainability activities at colleges and universities in the United States and Canada. The report evaluates institutions based on a number of categories including administrative engagement, commitment to reducing greenhouse

gas emissions, and student involvement in sustainability initiatives, among others.

To read the full report, visit <http://www.greenreportcard.org>.

## 2009-10 ADMINISTRATIVE FELLOWS NAMED

Continuing the legacy of a flagship leadership development fellowship for high-potential academic administrators of color, the Administrative Fellowship Program (AFP) has selected nine new fellows for the 2009-10 class. Two fellows are visiting fellows, and seven are resident fellows. Visiting fellows are talented professionals drawn from business, education, and the professions outside the University, while resident fellows are exceptional professionals currently working at Harvard, identified by their department and selected by the fellowship program review committee as having the leadership potential to advance to more senior administrative positions.

Coordinated by the Office of the Assistant to the President, AFP launched the program year with a one-day orientation at the Harvard Faculty Club in September. President Drew Faust welcomed the sponsors and nine new fellows and proceeded to lead a lively discussion on Harvard's ongoing commitment to diversity within its pursuit of academic and administrative excellence, and her continued support of the program. Following her remarks, Marilyn Hausammann, vice president for human resources, spoke to the fellows about the overarching direction for human resources and the current diversity and inclusion initiatives at Harvard. During lunch, five former fellows currently working at Harvard shared their experiences and insights for a successful fellowship.

Entering its 21st year, AFP is a University-wide program that provides outstanding professionals an opportunity to learn leadership and work in a significant academic administrative role in the Harvard community for one year. AFP reflects Harvard's strong commitment to addressing the underrepresentation of ethnic minority groups within the University's administrative workforce.

The program is supplemented with educational seminars and case studies on various aspects of higher education leadership and academic administration. The program faculty are a combination of school deans, vice presidents, major office directors, and faculty across the University. The goals of the program include enhancing the fellows' administrative and professional skills and clarifying their career objectives.

For a list of the 2009-10 Administrative Fellows, visit <http://news.harvard.edu/gazette/story/2009/10/2009-administrative-fellows/>.

## GARDNER RECEIVES HONORARY DOCTOR OF FINE ARTS DEGREE FROM BARD UNIVERSITY

**Robert Gardner**, an associate in the Department of Visual and Environmental Studies at Harvard, was awarded an honorary doctor of fine arts degree from Bard University on Oct. 25. Gardner was founding director of the Harvard Film Study Center, and served as its director from 1957 to 1997.

## SAVE WITH PREFERRED-VENDOR FAIR

Harvard University Strategic Procurement Office will host seminars Oct. 29 from 11 a.m. to 2 p.m. in Radcliffe Gymnasium on how to cut costs, work more efficiently, and be green.

Egencia will hold a seminar on booking travel plans online and the Procurement Office will host "Purchasing for the Harvard Administrator." In addition, the OfficeMax Savings Road Show will explain how to achieve cost savings on office supplies, and the Office for Sustainability will present "The Green Office Workshop," demonstrating how to reduce the environmental impact of day-to-day office activities and become a certified "Green Office" with the Harvard Green Office Program.

To register and for a complete list of vendors and seminar schedules and descriptions, visit <http://www.procurement.fad.harvard.edu>.

## 'BRILLIANT 10' RECOGNIZES JOHN RINN

Beth Israel Deaconess Medical Center (BIDMC) geneticist **John Rinn**, whose research has helped to uncover a new class of RNA, has been named to this year's "Brilliant 10" list of top young scientists by Popular Science magazine. The list appears in the magazine's November issue.

Rinn is a member of the BIDMC's Department of Pathology and is an assistant professor of pathology at Harvard Medical School (HMS).

Dubbed "The Rule Shredder" by the magazine, Rinn has a long history of bucking convention — and upending the way biologists think about the human genome. In 2003, as a graduate student at Yale, Rinn first discovered large intervening non-coding RNA, or lincRNA, a new class of molecule that has been shown to play a leading role in the human genome — though until recently had been dismissed as "genomic junk" despite Rinn's assertions to the contrary.

To read full the story, visit <http://news.harvard.edu/gazette/story/2009/10/brilliant-10/>

## HARVARD FOREST ANNOUNCES CHARLES BULLARD FELLOWS IN FOREST RESEARCH

Harvard Forest recently announced the 2009-10 Charles Bullard Fellows in Forest Research. The fellowship program was established in 1962 to support the advanced research of individuals who show promise in making important contributions to forestry, defined in its broadest sense as the human use and study of forested environments, either as scholars or administrators.

This year's Bullard Fellows were selected from a large pool of international applicants and cover a broad array of forest-related subjects. The six distinguished practitioners and academics from across the United States and globe will spend one to two semesters conducting research based in Cambridge or at the Harvard Forest in Petersham, Mass.

The fellows are supported by an endowment named after the benefactor Charles Bullard, and while in residence at Harvard, they will interact with faculty and students, give seminars, and participate in confer-





ences and symposia, while availing themselves of the University's resources for research. Applications are now being accepted for 2010-11.

To read the full story, visit [http://harvardforest.fas.harvard.edu/education/bullard\\_press\\_2009.html](http://harvardforest.fas.harvard.edu/education/bullard_press_2009.html).

#### 'THE LAB' MAKES OFFICIAL DEBUT

Members of the Harvard community are invited to celebrate the opening of The Laboratory at Harvard (aka "The Lab"), a new platform for student idea experimentation in the arts and sciences. The event will be held at 6:30 p.m. on Nov. 8.

A three-year experiment, The Lab will provide flexible exhibition space for student idea development within the arts and sciences through work-in-progress exhibits, monthly "Idea Nights," and annual experiments between leading international artists and Harvard University scientists.

The Lab is directed by David Edwards, Gordon McKay Professor of the Practice of Biomedical Engineering at Harvard's School of Engineering and Applied Sciences (SEAS), and supported by the Faculty of Arts and Sciences at Harvard, SEAS, the Harvard Graduate School of Design, the American Repertory Theater, the Harvard Office of the Provost, the Harvard Initiative for Global Health, and the Wyss Institute.

The event is free and will take place in the lobby and ground floor of the Northwest Building (52 Oxford St., Cambridge). Registration is required.

For more information or to register, visit <http://the-laboratory.harvard.edu/>.

#### FUNDS AVAILABLE FOR FACULTY CONDUCTING RESEARCH ON KUWAIT AND THE GULF

The Harvard Kennedy School (HKS) is now accepting applications for the fall 2009 funding cycle for the Kuwait Program Research Fund. With the support of the Kuwait Foundation for the Advancement of Sciences, an HKS faculty committee will consider applications for one-year grants (up to \$30,000) and larger grants for more extensive proposals to support advanced research by Harvard faculty members on issues of critical importance to Kuwait and the Gulf. Grants can be applied toward research assistance, travel, summer salary, and course buyout.

To read more, visit <http://news.harvard.edu/gazette/story/2009/10/kuwait-and-the-gulf/>.

#### RICHARD NAMED PROFESSOR OF PHILOSOPHY

**Mark E. Richard**, who specializes in the philosophy of language, philosophical logic, and metaphysics and epistemology, has been named professor of philosophy in the Faculty of Arts and Sciences, effective July 1, 2010. Richard was previously Lenore Stern Professor in the Humanities and Social Sciences at Tufts University, where he has been a member of the faculty since 1984.

#### HARRIS WANG WINS INVENTORS COMPETITION

**Harris Wang**, a biophysics doctoral student at Harvard Medical School who invented a new way of cell programming, was named the graduate grand prize winner in Collegiate Inventors Competition, a program of the National Inventors Hall of Fame. Wang, who was born in China and raised in Salt Lake City, was recognized in a ceremony at the Museum of Science and Industry in Chicago on Oct. 21 and received a \$25,000 prize for his entry. Wang, as a student in the lab of George Church, professor of genetics and member of the affiliated faculty of the Harvard-MIT Division of Health Sciences and Technology, developed a protocol designed to permit faster cell programming and put

together hardware and software to automate it. He calls the approach MAGE: Multiplex Automated Genome Engineering.

To demonstrate, Wang engineered a strain of *E. coli* bacterium that produces lycopene, a red-colored antioxidant. He added the genetic recipe for lycopene to the bacterium's chromosome and used the MAGE approach to evolve a strain of the bacteria in which production of lycopene was highly efficient. Wang developed the technology hoping that the cell programming will allow bioengineers to produce customized microorganisms much more cheaply and quickly than possible before.

#### NIEMAN FOUNDATION LAUNCHES ONLINE GUIDE TO COVERING PANDEMIC FLU

The Nieman Foundation for Journalism at Harvard launched a comprehensive online guide to covering pandemic flu. Written by and for journalists, [www.coveringflu.org](http://www.coveringflu.org) is a one-stop resource designed to help reporters, editors, producers, and other media professionals understand the complexities of the flu story. It also offers guidance and best practices for reporting on the topic.

Journalists using the Nieman guide can quickly access essential elements of the flu story and learn from veteran reporters and editors who have covered outbreaks such as SARS, avian influenza, and the first wave of H1N1 this past spring. They also can discover how to maintain their independence and continue to exercise rigorous journalistic inquiry when called on by the government and/or public health officials to share messages with the public in times of crisis.

In explaining the importance of the guide, the Nieman Foundation's special projects manager and site editor Stefanie Friedhoff said, "We believe that understanding the subject matter well and knowing where to turn for accurate information is the best way for journalists to avoid the pitfalls of both pandemic hype and pandemic fatigue. Our guide will help these journalists — whether seasoned health correspondents or general assignment reporters — provide nuanced reporting on topics that are too often painted in black and white. In the process, they will perform a vital public service."

To read more, visit <http://news.harvard.edu/gazette/story/2009/10/flu-guide/>.

#### GATES WINS 2009 MADISON FREEDOM AWARD

**Henry Louis Gates Jr.**, the Alphonse Fletcher University Professor and director of the W.E.B. Du Bois Institute for African and African American Research, was presented the 2009 Madison Freedom Award at The Madison Hotel in Washington, D.C., on Oct. 16.

The award, which has been presented five times since 2004, is given by The Madison to commemorate the legacy of James Madison, "the father of the Constitution" and fourth president of the United States.

The award came at the end of a week in which the state of South Carolina granted a pardon to Thomas and Meeks Griffin — both great-uncles of syndicated talk show host Tom Joyner — nearly a century after their execution for the 1913 murder of a Confederate Army veteran. The pardon was based on evidence uncovered by Gates and his research team in the course of filming the 2008 PBS documentary, "African American Lives 2." The film was presented to South Carolina's state parole and pardon board by Joyner and his attorney.

To read the full story, visit <http://news.harvard.edu/gazette/story/2009/10/gates-wins-freedom-award/>.

## HOT JOBS

### CTSC MANAGER OF GRANTS ADMINISTRATION, REQ. 37417, GR. 057

Harvard Medical School, FT (8/17/2009)

### ASSISTANT FINANCE MANAGER, REQ. 37955, GR. 057

Harvard Medical School, FT (10/6/2009)

### SENIOR FINANCIAL ASSOCIATE, REQ. #38062, GR. 056

Harvard Medical School, FT (10/19/09)

### SENIOR GRANTS MANAGER, REQ. 37166, GR. 056

Financial Administration, FT (7/23/2009)

### IT SUPPORT ASSOCIATE II (SENIOR USER SUPPORT SPECIALIST), REQ. 37966, GR. 055

Harvard School of Public Health, FT (10/7/2009)

Online ► See complete opportunity listings at [www.employment.harvard.edu](http://www.employment.harvard.edu) or contact Employment Services at 617.495.2772.

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To apply for an advertised position and/or for more information on these and other listings, please visit our Web site at [www.employment.harvard.edu](http://www.employment.harvard.edu) to upload your resume and cover letter. Harvard is strongly committed to its policy of equal opportunity and affirmative action.

#### JOB SEARCH INFO SESSIONS

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



Harvard College's Environmental Action Committee joined other student volunteers on the steps of Widener Library to kick off 350.org's International Day of Climate Action on Oct 24. Jackson Salovaara '11 organized the students, who worked with HEET (Home Energy Efficiency Team) volunteers to weatherize homes and churches. The students submitted their photo to 350.org with the caption: "Harvard students as carbon dioxide concentration data points outside Widener Library. 'OH NO!'"

Photo by Jane Baldwin '11 | Environmental Action Committee



## Public Service Week @ Harvard in review

On Oct. 19, Harvard began a week of events and activities relating to service and outreach that involved Schools across the University community. Officials said the week's program was designed to highlight the richness of the public service landscape at Harvard, introducing students to the many varieties and pathways into service around the University. Here is a roundup of some of those events. To learn more, visit <http://service.harvard.edu/>.

### COMMUNITY AFFAIRS

#### HARVARD STAFF, STUDENTS HELP TO REFURBISH CAMBRIDGE COMMUNITY CENTER

More than 60 Harvard volunteers descended on the 80-year-old Cambridge Community Center Inc. (CCC) Oct. 24 for a much-needed, daylong facelift. The Harvard contingent — including 20 staff members from University Operations Services (UOS) and more than 40 graduate students from Harvard's schools of education, law, medicine, public health, and the Kennedy School — painted, scrubbed, cleaned forgotten spaces, dumped old wood, and spruced up the

grounds on a cold, rainy day. By 9 a.m., the center, which provides a safe, nurturing environment for local children through after-school programs and summer camps, was brimming with activity. The effort, part of Harvard's University-wide day of service, wrapped up a week's activities, which ranged from lectures with altruistic alumni to volunteer opportunities.



HKS student Anders Vibholt preps a wall.

"We're here because we have so much, and we want to give back," Margaret Park, a student at the Graduate School of Education, said in a room that was filled with students and staff scrubbing chairs and tables, painting walls, and varnishing wood.

The CCC cleanup was one of six Harvard-sponsored service projects Saturday that drew more than 300 graduate students and Harvard community members to volunteer in Cambridge and Boston. The CCC is also one of the many organizations that Harvard faculty and staff can support through the Community Gifts Campaign, which launches next week.

Last summer UOS, located at 46 Blackstone St. less than two blocks from the CCC, decided to forge a partnership with the center. UOS staff provided building-repair support, and bought 40 backpacks for students, which were loaded with school supplies. "We want to be good neighbors," said Mary Maloley, director of finance and administration for UOS. "Especially in these tough economic times, we wanted to reach out."

"We are a community center that exists to serve the needs of the Riverside community and its children with direct service and provide opportunities for people to get involved, and that's where Harvard came in," said David Gibbs, CCC executive director.

— Lauren Marshall



#### MAKING A DIFFERENCE FOR OTHERS: HUD SECRETARY, FAUST SUPPORT NEED FOR HELP

U.S. Secretary for Housing and Urban Development (HUD) Shaun Donovan '87 (above) joined a discussion Oct. 22 with Harvard President Drew Faust on the importance of public service. Donovan recalled that shortly after joining HUD in the Clinton administration, he wondered if he had made a terrible mistake. But reading through piles of letters from families desperately needing help, he knew "he couldn't do anything else." Donovan said, "Here I was, with the ability to make a real difference in the lives of literally millions of families around the country." Faust said universities have a critical role in encouraging students to investigate a path to public service.

To read full story, visit <http://news.harvard.edu/gazette/story/2009/10/making-a-difference/>.

#### GOOD WORKS, IN HARLEM AND BEYOND: GEOFFREY CANADA RECEIVES 'CALL OF SERVICE' AWARD

Geoffrey Canada (below right), founder of the Harlem Children's Zone, a nonprofit group that uses a multipronged program to help at-risk children, told a Memorial Church audience Oct. 23 that "You've got to make sure that kids go from one high-quality, best-practice program to the next." What is needed, said Canada, is a 20-year commitment that follows a child from birth to college, with higher education the ultimate goal. "We are simply trying to replicate in poor communities what we take for granted in middle-class America."

To read full story, visit <http://news.harvard.edu/gazette/story/2009/10/geoffrey-canadas-good-works/>.



#### ASSISTANCE AT THE STATE LEVEL: GOVERNOR SAYS HELPING ADDS 'PURPOSE TO OUR LIVES'

Massachusetts Gov. Deval Patrick (above) told a Harvard Kennedy School forum on Oct. 22 that public service is a "balm for all the fear and the pain and all the uncertainty and disruption of our current economic distress." He said, "Service stirs us. It brings meaning and purpose to our lives." Yet, "Only a fool would say it's easy." Patrick '78, J.D. '82 spent a graduate year in the Darfur region of Sudan in a United Nations youth training program. He also discussed the state's health reforms. Noting that 97.4 percent of Massachusetts residents now had health insurance, Patrick said that reform added only about 1 percent to the state's budget.

To read full story, visit <http://news.harvard.edu/gazette/story/2009/10/in-praise-of-public-service/>.



#### HUMAN RIGHTS AS PUBLIC SERVICE: CARR CENTER ANNIVERSARY MARKS PROGRESS

A forum on "Why Human Rights Matter: Human Rights as Public Service" at the Harvard Kennedy School on Oct. 21 celebrated the 10th anniversary of the Carr Center for Human Rights Policy, and discussed how rights issues have taken the public stage. "None of [those working with the center] from the beginning were traditional human rights specialists," said Samantha Power (above center), the center's founding executive director. "That informed the way we looked at human rights — not a narrow-based approach, but in a sense centering on how to increase human welfare." Rory Stewart (left), the center's current director, said the anniversary is "a very, very exciting moment for us."

To read full story, visit <http://news.harvard.edu/gazette/story/2009/10/human-rights-as-public-service/>.





## ON THE JOB (AND OFF)



## The piano man

By Colleen Walsh | Harvard Staff Writer

Austin Grimes is one of four technicians who travel across Harvard's campus, keeping its 200 pianos in tune.



Photos by Stephanie Mitchell | Harvard Staff Photographer

Austin Grimes carries a small black bag, makes house calls, and tends to his patients with a gentle touch. It's just that they aren't breathing.

"I diagnose little clicks, buzzes, rattles. I would say I am fairly fluent in that language by now."

Since 2001, Grimes has been a Harvard piano technician, working on some of the more than 200 pianos scattered about campus. He looks after their "action," or more specifically their moving parts, including keys, hammers, pedals, and levers. He tunes the instruments, making adjustments and repairs.

Grimes is part of a team of four such technicians who work for Harvard's Piano Technical Services Department, located in Vanserg Hall.

On a recent fall afternoon, the Connecticut native analyzed the sound of the piano in Eliot House's F.O. Matthiesen Room. In the cool, dark library, he sat at the console of the Steinway grand, finely altering its pitch with a small tuning hammer. Grimes, who is an accomplished pianist himself, then tested his work by playing part of Claude Debussy's "Arabesque No. 1."

"I like coming to rooms like this because when I was a college student this is where I would have come," he said. "I am like the students' ally, keeping these pianos sounding really good so that they can come and enjoy playing them."

He relishes exploring some of Harvard's hidden corners. At the top of several twisting flights of stairs is another special spot for Grimes, a curious room nestled beneath the Eliot House cupola. Sunlight floods through two giant round windows, illuminating a long black mass.

"It belonged to Leonard Bernstein," he said of the well-worn Baldwin, a 9-foot concert grand piano that was a gift from the famous Harvard alumnus. Its pedals stick and squeak, and Grimes acknowledges that the instrument is "due for a major overhaul."

In the Pusey Room on the second floor in the Memorial Church, a rose-colored piano with delicate carvings rests against a far wall, beneath a mural of the Last Supper that he loves to inspect while he works.

Grimes began piano lessons as a young boy. His appreciation for music deepened at Bard College in New York, where he studied Bach and Beethoven, along with music history. After graduation he moved to Boston and worked as a restaurant cook, but his love for music never faded. He began volunteering at a local piano workshop, eventually learning the restoration and repair business well enough to branch out on his own. Now, he splits his work time between Harvard and a stable of private clients.

In Grimes's job, musical perfection often is not the real goal. Many of the pianos that he tunes need repairs that are too costly. Replacing parts on older instruments can get quite pricey, so he works with what he has.

"What I aim for with my work is the best overall improvement of the instrument."

Grimes considers himself a protector of the pianos he attends, helping them to sound as good as they can.

"During my time here I've gotten to know a lot of these pianos," he admits, "and I do think of them like old friends. I really care about them."



Online ► [news.harvard.edu/gazette/se](http://news.harvard.edu/gazette/se)

## Around the Schools



### Harvard Medical School

When programmers at the Informatics Solutions Group at Children's Hospital Boston were asked to create a grants database for researchers, they knew where to start. They simply asked the hospital's affiliated Harvard Medical School (HMS) professors about their Facebook-surfing habits.

The goal was to build an online tool to give scientists and clinicians fast, easy access to information on federal funding opportunities. If researchers could find relevant grants more quickly, then they could move on to writing the grant applications and, in turn, be able to spend more time on research. This was the idea that Harvard Catalyst, the Harvard Clinical and Translational Science Center, brought to William Crawford, director of the Informatics Solutions Group.

The tool, called Grant Central, was released publicly last month on the Harvard Catalyst Web site. The completed version boasts a searchable collection of more than 1,300 grants compiled from dozens of sources.

Users can also search through a directory of HMS personnel for collaborators and share advice through message boards. Groups of collaborators can create grant proposal projects on the site and use them to keep track of files and task lists. Through Grant Central, HMS researchers may well find relief for the most common grant-writing headaches.



### Faculty of Arts and Sciences

One year ago, former Vice President Al Gore '69 addressed a rainy-day crowd of 15,000 in Harvard Yard. Greenhouse gases pumping into Earth's finite atmosphere threaten a climate catastrophe, he said, and big steps are needed to prevent global disaster.

A few months earlier, Harvard had taken its own big step: a pledge to reduce University greenhouse gases 30 percent by 2016. (Emissions are down already, while School-by-School draft plans for energy conservation and reduction will be finished this fall.) Officials also called on Harvard students, faculty, and staff to use less, reuse more, and reduce waste in energy and materials.

Changing the culture of personal behavior is one of the goals of Green '13. Freshmen in monthly brainstorming sessions address sustainability on the scale of the dorm room and the dining hall. (Go to [www.green.harvard.edu/node/447](http://www.green.harvard.edu/node/447).) One workshop got down to the very personal scale: how to do laundry, sustainably. (Hint: Cold or warm water, not hot. And just enough detergent.)

Harvard offers classes in ancient Greek, astrophysics, and computational biology. Laundry 101 might not be a bad idea either. One freshman walked into a laundry room recently with a basket of dirty clothes. He looked around, confused, and walked out. His last words, "I have to Google this."

— Corydon Ireland



### School of Engineering & Applied Sciences

Cherry A. Murray, dean of the School of Engineering and Applied Sciences (SEAS) and John A. and Elizabeth S. Armstrong Professor of Engineering and Applied Sciences, hosted her first "all-hands" community meeting on Oct. 16 to outline her ambitious 10-year plan for the School.

To move forward, Murray has created a steering committee and area task forces to assess and implement academic and administrative plans. Particular emphasis will be placed on hiring up to 50 new faculty to "fill out gaps" and to help SEAS "realize its full potential"; enhancing the curriculum through hands-on learning and new degree programs such as bioengineering; and, most important, investing in community building.

Murray is putting a personal stake in the latter — donating a significant honorarium to the School. "I have pledged a gift to SEAS to be used specifically for community building between areas and to advertise the strengths of SEAS within Harvard and beyond," she said. SEAS staff, students, and faculty can all apply for the funding starting in late October. Murray also expects a new Dean's Lectureship series, bringing prominent SEAS alumni to campus, to begin in the fall of 2010.

Slides and a video of Murray's talk are available at <http://intranet.seas.harvard.edu>.

— Michael Rutter



ction/campus-n-community/news-by-school



### Radcliffe Institute

Don't be puzzled. Be moved and amazed. Those 10 conical piles of rock, sand, and aggregate in one corner of Radcliffe Yard are actually "Stock-Pile," a work of landscape art. The installation of pretty and pointy piles is sited on a square of fine gravel just off Brattle Street. Two of the mounds are lush with thick ferns. All of them glow with different muted colors, from buff sand to light gray and shimmering white. Some observers have called the installation, about the size of a living room and shoulder-high, "Zen-like."

"Stock-Pile" was designed by Boston landscape architect Chris Reed. It's part of this year's 10th anniversary celebration for the Radcliffe Institute for Advanced Study. Reed, a design critic at the Harvard Graduate School of Design, is principal and founder of Stoss Landscape Urbanism. The mounds line up along a grid, like a pleasing range of intentional miniature mountains. They are to degrade naturally. One of them the other day, made of light-gold sand, bore the imprint of a boot. A seeker?

Radcliffe marked the first decade of its new life on Oct. 1, but is celebrating all year. Next April, it will host a two-day conference on gender and space. "Stock-Pile," worn down and worn out a little by then, may occasion some comment.

— Corydon Ireland

## MEMORIAL MINUTES

### Paul Goldhaber Faculty of Medicine — Memorial Minute

Dean *emeritus* Paul Goldhaber, dean at the Harvard School of Dental Medicine (HSDM) for 22 years, died July 14, 2008, at the age of 84. With a passion for research and an insatiable curiosity, he worked tirelessly with the hope that his lab work would encourage others to do the same.

To read Goldhaber's full obituary, visit <http://news.harvard.edu/gazette/story/2009/10/paul-goldhaber/>.



### Alexander Hamilton Leighton Faculty of Public Health — Memorial Minute

Alexander Hamilton Leighton, whose respectful, attentive, and scholarly approach to other species colored his distinguished career in cross-cultural psychiatry at the Harvard School of Public Health, died on Aug. 11, 2007, at the age of 99.

To read Leighton's full obituary, visit <http://news.harvard.edu/gazette/story/2009/10/alexander-hamilton-leighton>.



### Donald Harnish Fleming Faculty of Arts and Sciences — Memorial Minute

At a Meeting of the Faculty of Arts and Sciences on Oct. 6, 2009, the Minute honoring the life and service of the late Donald Harnish Fleming, Jonathan Trumbull Professor of American History *Emeritus*, was placed upon the records. Donald Fleming was a scholar of intellectual history and the history of science and medicine.

To read Fleming's full obituary, visit <http://news.harvard.edu/gazette/story/2009/10/donald-harnish-fleming/>.



## OBITUARIES

### Theodore Sizer, former Graduate School of Education dean, dies at 77

One-time Harvard Graduate School of Education (HGSE) Dean Theodore Sizer, who spent half a century as a teacher, education reformer, leader, author, and mentor, died Oct. 21 at his Harvard, Mass., home. He was 77.

In 1964, at only 31, Sizer (M.A.T. '57, Ph.D. '61) was named dean. Leaving the Ed School in 1972,

he took over Phillips Academy in Andover, Mass. After nine years there, Sizer joined Brown University as a professor and founded two instrumental educational organizations: the Annenberg Institute for School Reform and the Coalition for Essential Schools.

To read Sizer's full obituary, visit [http://www.gse.harvard.edu/blog/news\\_features\\_releases/2009/10/dean-theodore-r-sizer-1932-2009.html](http://www.gse.harvard.edu/blog/news_features_releases/2009/10/dean-theodore-r-sizer-1932-2009.html).



## ATHLETICS



Andre Akpan now has 45 goals in his career and trails all-time leader Chris Ohiri by two goals.

## Crimson fall in OT to Princeton

Despite loss, Andre Akpan inches closer to all-time scoring record.

By Gervis A. Menzies Jr. | Harvard Staff Writer

Andre Akpan '10 moved two steps closer to becoming the all-time leading scorer for men's soccer at Harvard after finding the net both in the Crimson's 2-1 victory over Providence on Oct. 20 and in a 2-1 double-overtime loss to Princeton on Oct. 24.

Akpan's goal against Providence, which came in the 90th minute on a penalty kick, was the difference in the game and clinched the Crimson's fourth-consecutive 10-win season. It was also his third game-winner this season.

The senior forward's goal against Princeton also came off a penalty kick, after being tripped in the penalty box in the 66th minute. The goal was his 10th of the season and the 45th of his career. The Crimson captain now needs just two goals to tie

Harvard's all-time leader, Chris Ohiri.

For the ninth-ranked Crimson (10-3-1; 2-1-1 Ivy League), the loss was their second in the past four games, and dropped them to third in the Ivy League.

It was also Harvard's first defeat at home in nearly two years, snapping an 11-game winning streak, dating back to Nov. 24, 2007, when the Crimson lost to Central Connecticut State.

The Crimson will look to jump-start a new win streak when they host Dartmouth on Saturday (Oct. 31). Dartmouth comes in with an 8-4-1 (3-1 Ivy League) record and is tied with Brown for first in the Ivy League. Game time is 1:30 p.m.

### VOLLEYBALL BEGINS FOUR-GAME HOME STAND

The Harvard women's volleyball team (8-11; 4-4 Ivy League), which split its recent games with a 3-0 sweep of Brown (Oct. 23) and a 3-0 loss to Yale (Oct. 24), is embarking on a four-game home stand against Columbia (Oct. 30), Cornell (Oct. 31), Yale (Nov. 6), and Brown (Nov. 7).

The Crimson, who own a 4-4 record at home this season, are 4-2 in the past six games and have already tied last season's win total, when they went 8-18.

A strong performance during this home stand will be critical for Harvard, which currently is in fourth place, and will likely rely on the play of middle blockers Sandra Fryhofer '12 and Anne Carrol Ingersoll '12, as well as outside hitter Mikaelle Comrie '11.

Fryhofer, who leads the Ivy League in hitting percentage, is third on the team in kills. Ingersoll leads the league in blocks, is third in hitting percentage, and second on the team in kills. Comrie leads in kills.

Harvard takes the court again Friday (Oct. 30) at 7 p.m.

### FOOTBALL DOMINATES PRINCETON, 37-3

Homecoming was all about highs and lows in Harvard's 37-3 blowout of the Princeton Tigers on Saturday (Oct. 24).

The Crimson offense racked up season highs in points (37), rushing yards (267), and total yards (457). Not to be outdone, the defense allowed season lows in points (3), passing yards (119), rushing yards (38), and total yards (157).

Harvard got on the board early when junior quarterback Collier Winters found junior wide receiver Chris Lorditch for a 77-yard touchdown on the third play of the game. The touchdown connection was the longest of Lorditch's career and the longest pass of Winters' career.

On the ensuing possession, Princeton put together a four-minute, 11-play drive that resulted in a 19-yard field goal. But that was as close as the Tigers would get, as the Crimson (4-2; 3-0 Ivy League) finished with 30 unanswered points.

Winters finished with 190 yards on 13 completions in 19 passing attempts, along with two passing touchdowns and one rushing touchdown. Running back Gino Gordon '11 led Harvard in rushing with 86 yards and a touchdown.

The Crimson will host Dartmouth (1-5; 1-2 Ivy League) on Halloween (Oct. 31, noon) at Harvard Stadium before hitting the road to face Columbia on Nov. 7.

Online ►► See complete coverage, athletic schedules at: [www.gocrimson.com](http://www.gocrimson.com)

— Compiled by Gervis A. Menzies Jr.



# Calendar

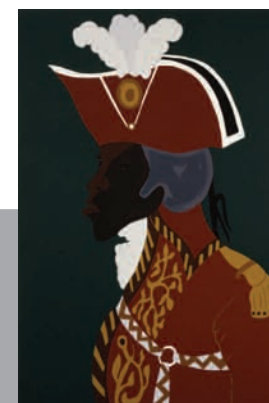
HIGHLIGHTS FOR OCTOBER/NOVEMBER 2009

See complete Calendar online ► news.  
harvard.edu/gazette/section/calendar

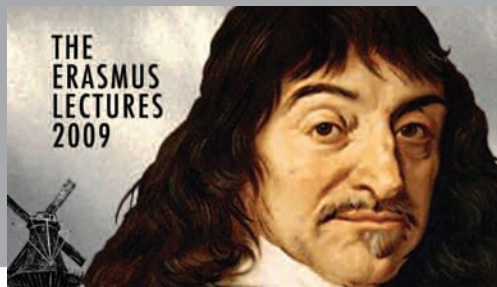
E-MAIL CALENDAR@HARVARD.EDU WITH QUESTIONS

su	m	tu	w	th	f	s
october						
25	26	27	28	29	30	31

su	m	tu	w	th	f	s
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	november				



See Oct. 29 for "Resistance and Revolution: The Toussaint L'Ouverture Prints of Jacob Lawrence."



See Nov. 2-16 for details.

## OCT. 29

### Resistance and Revolution: The Toussaint L'Ouverture Prints of Jacob Lawrence.

Sackler Museum, 485 Broadway, 6 p.m. Patricia Hills, Boston University. Between 1986 and 1997 Jacob Lawrence created 15 large silkscreen prints of key images from his 1937 painting series. This lecture will be followed by a reception and viewing of the prints at the Rudenstine Gallery, W.E.B. Du Bois Institute, 104 Mt. Auburn St. The exhibit is on display there through Dec. 15. Gallery hours are Mon.-Fri., 9 a.m.-5 p.m. Free and open to the public. [www.harvardart-museum.org](http://www.harvardart-museum.org), <http://dubois.fas.harvard.edu>.

## NOV. 2-16

### The Erasmus Lectures 2009: Descartes' Laboratory. Dutch Origins of Modern Science & Philosophy.

Room 469, Science Center, One Oxford St., 4-6 p.m. Three lectures by Klaas van Berkel Nov. 2, 9, and 16. Free and open to the public. Van Berkel will offer a related master class on "The Relevance of Dutch History of Science" Nov. 6. E-mail [kberkel@fas.harvard.edu](mailto:kberkel@fas.harvard.edu) for more information.

## NOV. 3

### Movie Night at the Schlesinger Library:

### Tales of Travel — An Evening of 5 Short Films.

Radcliffe College Room, Schlesinger Library, 10 Garden St., Radcliffe Yard, 6 p.m. Featuring "Packing a Suitcase" (ca. 1950s) by Shell Oil, "Beautiful Japan" (1918), home movies from the Schlesinger collection, including travel footage from Nanking, China (ca. 1930s), Morocco (1976), and the Alford Lake Camp in Maine (1939). 617.495.8647, [www.radcliffe.edu/schles/movie\\_night.aspx](http://www.radcliffe.edu/schles/movie_night.aspx).

## NOV. 5

### Natural History Museums in the Environmental Century.

Harvard Museum of Natural History, 26 Oxford St., 6 p.m. Michael Novacek, paleontologist and senior vice-president and provost of science at the American Museum of Natural History. 617.495.3045, [www.hmnh.harvard.edu](http://www.hmnh.harvard.edu).



## NOV. 7

### The Leer Sisters.

OBERON, 2 Arow St., 4:30 p.m. Free and open to the public. Written by Lawrence Switzky and directed by Melia Bensussen. Part ghost story, part revenge tragedy, part love poem, "The Leer Sisters" brings Shakespeare's sublime King Lear to the heart of contemporary America. This is the second play in the A.R.T.'s Shakespeare Exploded New Play Reading Series. For more information about the Shakespeare Exploded New Play Reading Series, visit: <http://www.american-repertorytheater.org/node/4274>.

## NOV. 8

### Opening Celebration of The Laboratory at Harvard.

Northwest Building, lower level, 52 Oxford St., 6:30 p.m. Exhibitions will include works of art, commercial

products, and new ideas that have emerged at the borders of the arts and sciences from Harvard University students over the past three years. Followed by an unforgettable hour-long performance of datamatics by artist Ryoji Ikeda in Sanders Theatre at 9 p.m. 857.928.6482, [hugo@seas.harvard.edu](mailto:hugo@seas.harvard.edu), [www.thelaboratory.harvard.edu](http://www.thelaboratory.harvard.edu).

## NOV. 13

### Harvard Arts Medal Presentation to Saxophonist/Composer Fred Ho.

New College Theatre, 12 Holyoke St., 5-6:30 p.m. Harvard University honors Fred Ho '79 with the Harvard Arts Medal. The ceremony includes a discussion of the artist's career and creative process hosted by actor John Lithgow '67, master of the arts at Harvard. Free and open to the public but tickets required. Tickets available through the Harvard Box Office (617.496.2222, <http://ofa.fas.harvard.edu/boxoffice/>), limit two per person. Some remaining tickets may be available at the door. 617.495.8676, [ofa@fas.harvard.edu](mailto:ofa@fas.harvard.edu), [www.ofa.fas.harvard.edu](http://www.ofa.fas.harvard.edu).

## NOV. 14

### The World of Fred Ho.

17 Kirkland St., 8-9:30 p.m. Tribute concert with the Harvard Jazz Bands and special guest artist Fred Ho '79, featuring the world premiere of "Take the Zen Train," a piece in six movements for big band and dancers commissioned by the Harvard Jazz Bands with choreography by Daniel Jaquez. Tickets are \$10 general admission; \$8 students and senior citizens, available through the Harvard Box Office. 617.496.2222, <http://ofa.fas.harvard.edu/boxoffice/>.

The deadline for Calendar submissions is Wednesday by 5 p.m., unless otherwise noted. Please submit events via the online form at [news.harvard.edu/gazette/calendar-submission](http://news.harvard.edu/gazette/calendar-submission).



Fred Ho to be honored with Harvard Arts Medal and participate in tribute concert. See Nov. 13, 14.

Photo © Robert Adam Mayer





## Harvard Rituals: Freshman Parents Weekend

Along the hallway where dignitaries often stride, first-year students and their parents amble through Wadsworth House, gazing at photographs of past recipients of honorary degrees. University Marshal Jackie O'Neill shares stories of Wadsworth, one of Harvard's most historic buildings, where George Washington lived for a time. Then, many first-year students and their parents tour Widener Library, the University's flagship reference center for the humanities and social sciences. Opened in 1915,

Widener is home to mazes of metal stacks that contain its vast holdings. Parents take in the library's grandeur — its impressive reading rooms, its specialty collections, and the grand stairwell accented by two John Singer Sargent paintings — treasures that their children will enjoy for the next four years.

Online ► View photo gallery: [news.harvard.edu/gazette/story/2009/10/freshman-parents-weekend/](http://news.harvard.edu/gazette/story/2009/10/freshman-parents-weekend/)

