

13-26 May 2010
VOL. CV NO. 16
NEWS.HARVARD.EDU/GAZETTE

HARVARDgazette



How Harvard eats

The University's dining services run with military precision, guiding the process from plants to plates, and dishing out 5 million meals annually. **Page 12**

Online Highlights



◀ HOGARTY NAMED VP FOR CAMPUS SERVICES

Lisa Hogarty, a seasoned administrator with experience in academia and the health care industry, has been named vice president for Campus Services at Harvard University.
▶▶hvd.gs/45184



◀ KAGAN NOMINATED TO SUCCEED JUSTICE STEVENS ON SUPREME COURT

President Barack Obama, HLS '91, nominated former Harvard Law School dean and current Solicitor General Elena Kagan, HLS '86, to the seat vacated by retiring Justice John Paul Stevens on the United States Supreme Court.
▶▶www.law.harvard.edu/news/spotlight/alumni-pursuits/kagan.html

LORD RETURNS

Catherine Lord '70 is known for creating challenging and provocative art that tests boundaries. But when she arrived at Radcliffe College in 1967 she was a confused and naïve first-year student. More recently, Lord returned to Harvard to receive its Arts Medal from President Drew Faust.
▶▶hvd.gs/45478

HIP-HOP'S GLOBAL REACH

A two-day conference explores the global reach of hip-hop and examines how teachers can use it in the classroom to convey important lessons about art, culture, language, and society. ▶▶hvd.gs/45442



◀ RISING SEAS, RAISING HOPES

Harvard Graduate School of Design students cap a two-year project that encourages the Dutch to look beyond engineering to cope with rising sea levels.
▶▶hvd.gs/45589

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

Christine Heenan Vice President of Harvard Public Affairs and Communications

John Longbrake Senior Director of Communications

Kevin Galvin Director of News and Media Relations

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

Jim Concannon **News Editor**

Georgia Bellas **Assistant Editor/Calendar**

Corydon Ireland **Staff Writer**

Gervis A. Menzies Jr. **Editorial Assistant/Sports**

Alvin Powell **Staff Writer**

Sarah Sweeney **Production Assistant/Books**

Colleen Walsh **Staff Writer**

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

Lauren Marshall **Communications Officer for University Planning and Community Programs**

Perry Hewitt Director of Digital Communications and Communications Services

Justin Ide **Assistant Director for Photography**

Jon Chase **Photographer**

Rose Lincoln **Photographer**

Stephanie Mitchell **Photographer**

Kris Snibbe **Photographer**

Gail Oskin **Imaging Specialist**

Kristyn Ulanday **Photo Intern**

Max Daniels **Web Specialist**

Jennifer Hodge **Web Content Producer**

Christopher Traganos **Web Developer**

Distribution and Subscriptions: 617.495.4743
Delivered free to faculty and staff offices, undergraduate residences, and other locations around the University. U.S. delivery (periodical mail) of 17 issues per year, \$32. Surface delivery in other countries (including Canada), \$39.

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

Periodical postage paid at Boston, MA.
Harvard Gazette (issn: 0364-7692) is published biweekly September, October, February, March, April, and May; once in November; and twice in December by Harvard Public Affairs and Communications, Holyoke Center 1060, Cambridge, MA 02138.

Harvard Public Affairs and Communications: 617.495.1585
News Office Fax: 617.495.0754
Calendar Fax: 617.496.9351

HARVARD **gazette**



4

SCIENCE & HEALTH

EXPLORING A WORLD WITHIN A WORLD

Lichens provide an avenue for student scientific exploration of plant complexity. Page 4

MONEY NOT CURE-ALL FOR HEALTH CARE

Analysts from around the world gathered at Harvard Business School for a think tank on health care reform. Page 5

THE RECORD IN THE ROCKS

Students travel to Italy to study how geologic records show how life on Earth shifted after a cataclysmic event. Page 6



COVER STORY

Harvard's food services are complex, sprawling operations that feed 26,000 people daily, and 5 million annually, working to please meat lovers and vegans alike. University food workers contract with local farms for produce, prepare ingredients, cook meals, clean up afterward, and even compost the scraps. It's a mammoth system that's almost militarily precise. Page 12



7

ARTS & CULTURE

FACULTY PROFILE/MICHAEL SZONYI

History professor Michael Szonyi recounts a career that began when he accepted a job at 17 working in Asia. Page 7

WHAT COMES AFTER

Joanna Klink, the Briggs-Copeland Poet in the English Department, is out with a new book chronicling a failed relationship. Page 8

HARVARD BOUND

School's not out — yet. So educate yourself with these fresh picks from Harvard professors Stephen Burt, Richard Tedlow, and Stephen Goldsmith. Page 8

9

NATIONAL & WORLD AFFAIRS

LIFE OF THE PARTY

The designated driver campaign is 21 years old. Jay Winsten, an influential force behind the anti-drunk-driving effort, reflects and looks ahead. Page 9

HARVARD FOUNDATION RECOGNIZES STUDENTS, FACULTY, RACE RELATIONS, PAGE 18

WEISSMANS SUPPORT 50 INTERNS ABROAD, PAGE 18

ATHLETICS, PAGE 18

NEWSMAKERS, PAGES 19-21

HOT JOBS, PAGE 21

MEMORIAL MINUTES, PAGE 22

AROUND THE SCHOOLS, PAGE 22

CALENDAR, PAGE 23

HARVARD RITUALS, PAGE 24



10

CAMPUS & COMMUNITY

NITIN NOHRIA NAMED NEXT HBS DEAN

A scholar of leadership, Nitin Nohria takes over at a pivotal moment for Harvard Business School and for business education more generally, says President Drew Faust. Page 10

LESSONS LEARNED, INSIGHTS SHARED

The Civil Rights Movement spurred Harvard President Drew Faust to youthful activism and influenced her choice to become a historian of the American South. But it is Martin Luther King Jr.'s 'Letters from Birmingham Jail' that continues to be an inspiration. Page 11

FROM PLANTS TO PLATE

Harvard's food service operations are a massive undertaking, producing 26,000 meals daily in ways that have to please many palates. Page 12

ON THE JOB (AND OFF)/MARTIN BRESLIN

Martin Breslin, the Dublin-born director of culinary operations at Harvard's Dining Services, lives for food. Page 14

FIVE AWARDED COLLEGE PROFESSORSHIPS

Chosen in recognition of their outstanding contributions to undergraduate teaching, advising, and mentoring. Page 15

COMMUNITY AFFAIRS/STEP UP

Harvard hosts students from two Boston schools for some grounding in the importance and attraction of basic science. Page 16

STUDENT VOICE/TYLER HALE

A Southern student reflects on what his expectations were, and how the reality differed, when he moved to Cambridge from Arkansas to attend Harvard. Page 17

YIELDING RESULTS

More than three-quarters of the 2,110 students admitted to the Class of 2014 say they will attend. Page 17

Exploring a world within a world

By Alvin Powell | Harvard Staff Writer

Lichens provide an avenue for student scientific exploration of plant complexity.

Rebecca Compton '09 (from left), Alexandra Mushegian '10, Professor Anne Pringle, and Kristi Fenstermacher '08 study lichen on Harvard gravestones.

Compton, whose future plans include medical school, spent this year examining both the species diversity of lichens and the genetic diversity within lichen species along a pollution gradient from rural western Massachusetts to Boston, adding intraspecies genetic analysis to a common exploration of lichen sensitivity to pollution.

"I really just loved this project so much and I was taking a year off before medical school so this was a good way to spend the time," Compton said. "I was excited about the project and wanted to see it to completion."

The work to better understand the local lichen community is also helping lay the groundwork for a larger project that Pringle is contemplating to explore the provocative question of whether or not lichens are immortal.

Among lichens' strange characteristics is their long lives, so long, in fact, that a whole discipline has arisen with that characteristic at its foundation. Lichenometry is the estimation of something's age by calculating the age of nearby lichens, using their size and known growth rates. Lichenometry, Pringle said, is used mainly for things that are older than the written history of an area but too young to be effectively carbon-dated. Lichens are routinely used to date things that are hundreds of years old.

Extreme long life would not be unprecedented for an organism largely made up of a fungus. Certain types of fungi are known to be among the planet's oldest living things. Individuals of the honey mushroom species, which spread by sending underground filaments through the soil, are estimated to be thousands of years old.

"There's an accepted wisdom among people who I respect that filamentous fungi are immortal," Pringle said. "To me, that seems a completely fascinating and important question."

Before she can start on the project in earnest, however, Pringle has to lay the groundwork, understanding growth rates of different lichens in a particular environment so she can know how old they are. Then, she said, she can sample younger and older individuals, examining their gene expression and their chemistry for signs of senescence.

Pringle said exploring the life span of lichens fits well into her ongoing studies of the spread and demography of fungi by helping her better understand birth and death within a population. And, even as it helps illuminate scientific questions, the study of lichens also provides ample opportunity for training a new generation of students.

"Lichen work has been an amazing tool to draw people in and get them excited," Pringle said. "I've always enjoyed having an undergraduate who is interested in science learn really how to do science. If they do it well, they walk away with a great experience, even if they never do science again."

What if your whole world consisted of the inside of a lichen?

It would certainly be a strange and unusual world. But what would your community look like? Would it be different in different places in the lichen? And, is it possible that your world might last forever?

Graduating senior Alexandra Mushegian, an organismic and evolutionary biology concentrator from Currier House, spent the past year exploring some of those questions, working on her senior thesis in the lab of Associate Professor of Organismic and Evolutionary Biology Anne Pringle. Mushegian examined bacterial communities living within lichens, trying to determine whether they differ between the older middle part of the body and the lichens' younger edges.

Lichens, Mushegian said, have a mysterious pull for those curious about the world around them. They're everywhere and nowhere at the same time, since most people walk by lichens lining trees and stones around campus without giving them a single thought.

"There's this poetic aspect that a lot of times they're overlooked, but they're sort of strange and wonderful," Mushegian said.

Pringle, an expert in fungi and lichens, spends a lot of her time tracing the path of the invasive and highly poisonous deathcap mushroom in America, but says lichens are so accessible and so many questions about lichen biology remain that they're a scientific source she's tapped repeatedly when searching for student projects.

"The lichen project ... I'm still unpacking that box.

There're millions of different things to do there and I think people walk away with a different view of the world," Pringle said. "The idea that lichens are microecosystems, worlds within worlds, it's a very powerful idea."

Mushegian sampled closely related lichens growing on headstones in a graveyard in Petersham, Mass., sampling several locations on each lichen body, known as the thallus. The results showed that the bacterial community varies depending on where in the lichen it is found — it's more diverse in the lichen's center — and that communities at the centers of different lichens are more similar to each other than they are to the communities at the edges of their own lichen. She found between 10 and 40 species of bacteria in each community and that the longer-lived communities in the middle seemed to have adjusted to lichens' acidic chemistry, since they had more acid-loving species.

In studying lichens, students get to study two organisms, not one. Lichens are a symbiosis of fungi and photosynthetic algae. In exchange for carbohydrates produced by the algae, the fungus provides housing. The partnership is one of nature's most successful, with lichens living in some of the planet's most inhospitable environments, from the desert to the tundra.

Mushegian, who plans to work in a laboratory in Sweden after Commencement, is the latest in a series of undergraduates who found their senior thesis topics in Pringle's lab. In fact, the last one to do so, Rebecca Compton, who graduated in 2009, liked the project so much she stayed on another year to expand it further.



Money not cure-all for health care

Analysts from around the world gathered at Harvard Business School for a think tank on health care reform.

By Alvin Powell | Harvard Staff Writer

Since money and health care are inextricably linked, reforms in the United States have tried to curb runaway medical inflation, while initiatives internationally have worked to provide funds that tackle health problems. But officials attending a Harvard Business School think tank said that money alone isn't the answer.

"Spending by itself doesn't really get you too far," said Julian Schweitzer, head of health, nutrition and population for the World Bank. "The poor don't always benefit from higher public spending [on health]. Resources and need are often misaligned."

Similarly, Katherine Baicker, professor of health economics at the Harvard School of Public Health (HSPH), said much of the conversation around health care reform in the United States has focused on insurance and cost, which misses the central point.

"You want to cover the uninsured to improve their health, not to save money," Baicker said. "We need to think about what we are getting for our money, not just about the money."

Baicker and Schweitzer were among dozens of authorities on health care who gathered at Harvard Business School last week for a Health Care Reform Think Tank sponsored by the Advanced Leadership Initiative at Harvard.

The think tank was one of three sponsored by the initiative this year, according to initiative chair and director Rosabeth Moss Kanter, the Arbuckle Professor of Business Administration. Kanter said that "ad-

vanced leadership" as envisioned by the institute is not merely about great leadership. "Advanced leadership," she said, is needed in areas where clarity is lacking and conflict is common, where action is needed on multiple fronts, where authority is diffuse, and the stakeholders are diverse.

"If anything calls for advanced leadership, this field does," Kanter said. "It's such a vital issue, one that affects everybody, and is a huge part of our economy and the economies of countries around the world."

The think tank, which ran May 6 to 8, featured speakers from a variety of health care backgrounds, including Barry Bloom, the former dean of the Harvard School of Public Health, who served as a think tank co-chair; current HSPH Dean Julio Frenk; Paul Farmer, Harvard Medical School professor and co-founder of the nonprofit Partners In Health; Rifat Atun of the Global Fund to Fight AIDS, Tuberculosis and Malaria; Jon Kingsdale of the Commonwealth Health Insurance Connector Authority; and Sean Hogan, vice president of global health care delivery for IBM Wellness Programs.

Topics covered over the three days included health reform, the role of the private sector in improving health, innovations in health, and lessons to be learned from developed countries.

In introducing the event, Bloom said reforming health care is difficult because so many factors affect a person's health outside the care system, such as poverty and war.

"If anything calls for advanced leadership, this field does," says Rosabeth Moss Kanter (left), the Arbuckle Professor of Business Administration. "It's such a vital issue, one that affects everybody, and is a huge part of our economy and the economies of countries around the world." Barry Bloom (background), the former dean of the Harvard School of Public Health, served as a think tank co-chair.

"Health is really affected by every other sector in society," Bloom said. "We are entirely focused on diseases, but what's killing people in developing countries is not just diseases."

U.S. health care needs reform, Bloom said, because costs are rising at an unsustainable rate. Though the United States spends almost half of all global health care dollars, the system doesn't provide the world's best care.

Schweitzer, who teamed up with Bloom and Baicker for the think tank's opening "Big Picture" presentation, said international health should be important to Americans because health problems don't respect borders. Further, new funding organizations, treaties, and international institutions bind the world tighter as it seeks solutions to health problems.

In this era of rising health spending, there have been some successes, Schweitzer said, such as the increased number of people living with AIDS because of access to life-saving antiretroviral drugs. Still, there are both "donor darlings" and "orphans," Schweitzer said, that leave the global health picture uneven. Malnutrition, for example, remains the largest cause of childhood mortality and causes lasting damage to children who survive it.

"Some things get a lot of attention; other things fall off the map," Schweitzer said.

Though the poor use just a tiny fraction of the world's health services, the impoverished in developing countries pay far more out of pocket for the care they do receive. The design of health care systems is critically important to ensure that money funds services that help those in greatest need. Public spending on health care now often goes to city hospitals that serve the urban well-off, rather than impoverished rural dwellers.

"It's the poor who have to bankrupt themselves to get a modicum of health," Schweitzer said.

Sanitation, another cornerstone of public health and a low-cost way to head off diarrheal diseases afflicting many of the world's children, gets little attention, Schweitzer said, adding that it's time for action, rather than more discussion.

"Talk is cheap, and I can assure you, in international health, there's an awful lot of talk," Schweitzer said. "We need to scale up based on evidence, not rhetoric. There's very little research funding going into what I call 'implementation science.'"

Photo by Jon Chase | Harvard Staff Photographer

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



Examining the prevalence of patterns in the natural world.
hvd.gs/45521



Trees from the Harvard Forest to the Amazon rainforest are telling their own climate story.
hvd.gs/45404

Photos by Ryan Petterson

The record in the rocks

Students travel to Italy to study how geologic records show how life on Earth shifted after a cataclysmic event.

By Caitlin Rotman | Harvard Correspondent

Before them was a sheer cliff made of whitish limestone. Tearing across the cliff was the Bonarelli, a stark black layer of rock over a meter thick, and highlighted below by flares of rusty orange. The question for these students was: How did this rock get here, and what can it tell us about Earth history?

History is written in stone. At least, it is for the geologist. One group of students in the Earth and Planetary Sciences Department journeyed to the Umbria-Marche region of Italy over spring break to study the most important book of their required reading. That book, of course, was the Earth itself, and the pages were layer upon layer of rock, each revealing part of the tale.

"This area is a really classic area for looking at Earth history," said Associate Professor Francis Macdonald, a field geologist and the trip leader. The Umbria-Marche Apennines of Italy are world renowned for their geological outcrops. One of the best recorders of Earth history is marine sediment, which is preserved layer upon layer, era to era, on the ocean bottom. The Apennine Mountains are formed from these marine sediment layers, which have been thrust upward from the depths of the sea by plate tectonic motions. Clearly exposed in Italy, like al-

most nowhere else on the planet, is an account of history from about 220 million years ago to 2.6 million years ago.

Close to sunset, below a meandering ancient Roman aqueduct, Steven Jaret looked through his magnifying hand lens at an unremarkable bit of red clay. "Oh, wow! This is really cool. Look at that spherule: big, green, perfectly round," exclaimed Jaret, a first-year graduate student, as he spotted vapor condensates that must have rained from the heavens shortly after an Earth-shattering asteroid impact. He had identified the thin layer in the rock record that divided two great eras. Below the clay layer, other students corroborated, it was evident the oceans were teeming with life. They could see the micro-organisms eternally fossilized in the rock. Above the clay, only the smallest and simplest life forms persisted. The rocks suggest the ocean underwent a catastrophic extinction event — one that correlates perfectly to the extinction of the dinosaurs. Few driving along this lonely road would suspect that it had been these rocks that spawned the asteroid impact hypothesis for the demise of the di-

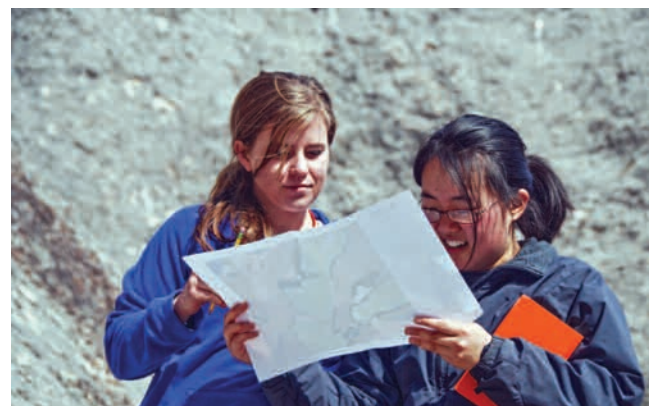
Emily Howell '13 (left) and Su Gao '10 consult the geologic map near Mt. Bove, Italy. Students (below) line up along the boundary rock layer, which marks the mass extinction that killed the dinosaurs.

nosaurus. About 30 years ago, this clay was discovered to have a spike in the rare earth element iridium. The iridium could only have come from an extraterrestrial source: an asteroid.

Students put their fingers on the thin clay layer that divides the eras, sampling the evidence that sparked one of the most fruitful geological discoveries of our time. Not only did it prove the asteroid impact, but also it catalyzed a paradigm shift in geological discourse: No longer was the Earth viewed simply as a gradually evolving system.

"It is very important to have students really appreciate how geologists think," said Macdonald, who led the trip to Italy. "You have a problem, and you have to be able to figure out a way to use this data in the field to come up with a story. ... Geology is really a question-driven science, and here there are just some really big questions exposed in the rocks."

The presence of the Bonarelli is one of the mysteries that challenge modern geologists. Biogeochemistry Professor Ann Pearson joined the trip to survey the



Online ► Video: <http://bit.ly/Harvardrocks>



rock layer. The layer is composed of organic material that must have been deposited when there was no oxygen in the oceans. But why was there no oxygen in the oceans, and could that happen again? While Pearson collected samples to study the isotope signature of the material, students measured the distance between the various rock layers below the Bonarelli to determine if natural ocean cycles predict such a massive ocean event, or if this one was something truly extraordinary and perhaps cataclysmic.

Grappling with such problems may be advanced for beginners. But all the students agreed exposure to the “real questions” was far more illustrative than “book-learning.” Emily Howell, a freshman who challenged herself to participate in this upper-level course, said, “It’s definitely been tricky, but ... I think that just going right out into the field is one of the best things because you actually get to see all these words that you keep hearing, and you get the big picture.”

The more experienced first-year graduate student, too, found the field experience indispensable. Jaret said, “You look at it in the fields and then you look at it in the textbook, and it’s like, ‘Oh, wow. That is not what it looks like in the textbook at all.’ It is really nice to actually see what geology is actually like.”

Before they left, the students did take time to experience the local culture. On the final day of the trip, after having been blessed with a week of good weather (and therefore productive fieldwork), students had an opportunity to roam the streets of the ancient city of Assisi, a fortified hilltop town famous for being the home of St. Francis.

The walls of the buildings and fortifications of the city were constructed from the very same stones that the students had been studying for a week. Well, most of the stones, at least. While savoring gelatos, a few students noticed that some of the construction materials weren’t local; these randomly placed pieces must have been carted in and integrated into the town’s architecture far more recently. The geologist observes his or her environment, and then make inferences about a place’s history. But perhaps more than just Earth history is written in stone.

A first trip, a career opening

History professor Michael Szonyi recounts a career that began when he accepted a job at 17 working in Asia.

By Elizabeth Gehrman | Harvard Correspondent

“It was mostly happy coincidences,” Michael Szonyi said when asked how he got to where he has in his career. Szonyi, a Harvard professor of Chinese history, might just as easily have wound up teaching about India or Kenya.

Having skipped some grammar school and then graduating from high school early, the Canadian Szonyi found himself with what is now known as a “gap year” before college. “When I decided I wasn’t going to go to university right away,” he recalled, “my parents said, ‘Fine, but you’ve got to do something.’ I wrote an extraordinary number of letters — maybe 300 — to every NGO I could think of. I said, ‘Look, I’m a 17-year-old with absolutely no skills. Why don’t I come work for you for awhile?’”

Perhaps not surprisingly, he got something like 297 rejections. “They made it very clear that they already had too many uneducated 17-year-olds with no skills,” he said. “But I got three yeses — one from Kenya, one from southern India, and one from China. If I’d gone to Kenya first, my life would have been very different today.”

The Tao obviously knew what it was doing the day it sent Szonyi to Wuhan rather than Pondicherry. “Students now have their direction clearly charted out,” he said. “But I was just following my interests in travel and foreign cultures.”

Szonyi, whose father is a Hungarian immigrant and management consultant and whose mother is a retired school teacher, had been to China before, on a family vacation. “The idea of being multilingual and traveling was very normal in my family,” he said. Though his parents were “not enthusiastic” about sending him off alone for a year, they thought that China seemed like a relatively safe option in comparison to the alternatives. “In the mid-’80s,” Szonyi said, “there was a sense that China was opening and changing.”

Szonyi did eventually make it to India for a few months, but spent the bulk of his year teaching English and hitchhiking around southern and western China. When he returned, he started studying Mandarin and enrolled in the international relations program at the University of Toronto. “By the end of three years, I had little interest in international relations and a huge interest in Chinese,” he said. “All of my friends from college remember me walking around with flashcards, because in those days that’s how you learned to read Chinese.”

He ended up getting a three-year degree, which is not uncommon in Canada, and went to Taiwan to study the language. He applied for a Rhodes Scholarship and “to my amazement” got it.

At Oxford, his adviser told him that if he wanted to study Chinese history he should know China. “So he sent me back,” said Szonyi, who spent a year and a half of his Ph.D. work in the countryside studying the family of the last emperor’s teacher. “Whereas an earlier generation of historians would have tried to gather all of the documents of that lineage from a library,” he said, “I went to the village where the family came from.”

FACULTY PROFILE



He was invited to stay in the home of one of his research subjects, and it turned out to be another turning point in his life. “They were very poor,” he said. “They had five people in the family and only two beds, and they shared that with me. It gave me real insight into the lives of ordinary people.” He wrote his dissertation and his first book, “Practicing Kinship: Lineage and Descent in Late Imperial China,” on material he uncovered during his stay.

He eventually worked at McGill University, but soon returned to his hometown to get married and teach at the University of Toronto, where he received tenure in 2002. When Harvard called, he couldn’t pass up the opportunity.

“They said, ‘Why don’t you come down here and teach for a semester?’ I was incredibly naïve. I had no idea that was how Harvard tried out people they would like to recruit,” he said.

Today Szonyi splits his time between Cambridge and London, Ont., where his wife, Francine McKenzie, teaches international relations at the University of Western Ontario, and where they raise their two children. “We hope to move to Boston someday,” Szonyi said, “but she loves her job.”

The new security that goes along with being a full faculty member will allow him to “catch my breath and think about what to do next,” he said. “It’s nice to have time to think about what I want to accomplish as a scholar over the next decade and beyond.” He’d like to do more popular writing — his most recent book, “Cold War Island: Quemoy on the Front Line,” has some appeal beyond the academic realm — and also gather oral histories and photographs of Chinese rituals and the country’s cultural revival.

“The rise of China today is a tectonic shift in world history,” he said, “and I don’t think we understand it adequately. I also think it’s really important that scholars in the field seize the opportunity to try to document what remains of traditional culture before it disappears or is transformed beyond recognition.”

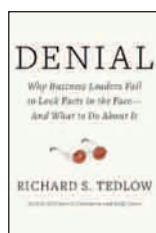
Photo by Stephanie Mitchell | Harvard Staff Photographer

What comes after

Joanna Klink, the Briggs-Copeland Poet in the English Department, is out with a new book chronicling a failed relationship.

By Sarah Sweeney | Harvard Staff Writer

HARVARD BOUND



DENIAL: WHY BUSINESS LEADERS FAIL TO LOOK FACTS IN THE FACE — AND WHAT TO DO ABOUT IT
(Penguin, March 2010)
By Richard Tedlow

Richard Tedlow, the M.B.A. Class of 1949 Professor of Business Administration, says denial is everywhere — even in business. He examines why leaders let denial threaten companies, and provides case studies of organizations that have met challenges head-on.



THE ART OF THE SONNET
(Belknap Press, April 2010)
By Stephen Burt and David Mikics

Stephen Burt, an English professor and renowned poet and critic, and co-writer David Mikics have collected 100 sonnets — the longest-lived poetic form — and offer their insights on each 14-line masterpiece.



THE POWER OF SOCIAL INNOVATION: HOW CIVIC ENTREPRENEURS IGNITE COMMUNITY NETWORKS FOR GOOD
(Jossey-Bass, March 2010)
By Stephen Goldsmith, with Gigi Georges and Tim Glynn Burke

Stephen Goldsmith, the Harvard Kennedy School's Daniel Paul Professor of Government, has written an uplifting book that details the methods public officials, social entrepreneurs, and individuals can use to improve communities and inventively solve public and social problems.



"I do best when my mind is quiet," said poet Joanna Klink. "I live for those hours when I feel most receptive and open, and can pay attention to my own imagination, listen to the line I've just written."

Klink, the Briggs-Copeland Poet in the English Department, has just published "Raptus," a heart-breaking collection about a failed personal relationship.

"I've had a ridiculously privileged life. Nobody I've loved deeply has died, and I've always had the support of close friends and family. To say that I was unprepared for heartbreak is an understatement," said Klink. "For better or for worse, my naïveté and sheer helplessness drove these poems."

In 2006, Klink's relationship started to fray. She was teaching poetry in the University of Montana's M.F.A. program, and, she recalls, "By the time I finished the book several years later, [my relationship] was more or less destroyed."

Yet the poems abstain from self-pity, and are instead immersed in the natural world.

"Living in Montana, I felt surrounded by the raw hugeness of weather and terrain — by snow and white sunlight, riverbeds, aspen. There's an intense desolation in the landscape that I came to love, a barrenness that softens and hardens as you move through it."

In "Sorting," Klink wrote: "That day in June — we heard the echo of a meadowlark. // Let go the meadowlark and the valley in which its song / repeated itself and the valley in which its song unfolded. // Let go the dream of such clear sound. // Let go the walks, dinners, drinks, talks, senses of beginnings, let go / the beginnings, we will never begin again. // Let go the still gray sky. It has propped us up long enough."

Klink said she included the natural world in her poems because, "By then, it had become my world. The deer, the valley stillness, the wild brightness of

Photo by Jon Chase | Harvard Staff Photographer

stars — these were constants at a time when everything else about who I was felt scattershot and hopeless."

Now, after "many years of procrastinating," Klink is working to finish a book on the Jewish-Romanian German-language poet Paul Celan. "It's meant to be both a lyric meditation on Celan's poetry — poetry that his critics called "obscure" — and an exploration of the strangeness of poetry in general."

Klink is also the author of "Circadian" (2007) and "They Are Sleeping" (2000).

"As a poet, part of the complete disorientation in losing someone — in my case, the most crucial person in my life — is not knowing whom to speak to, not having any idea what will hold you up or hold you together," she said.

"Halfway through 'Raptus,' I realized that what I wanted most was to hold on to the shape of the love I had for him, even if he was no longer there, to find a way to keep that love intact and redirect it toward other people and things. Although I may not have succeeded in doing this in the poems themselves, just writing the poems made me want to strive for that in my life."

In the haunting "Cargos, Islands, Shores," Klink writes:

Lest we think

the world has hardened	we do not	harden
Sleepwalker	suppose	there are other
loves		
velvet-wet	night on the tarmac	
I will always adore you	So long	

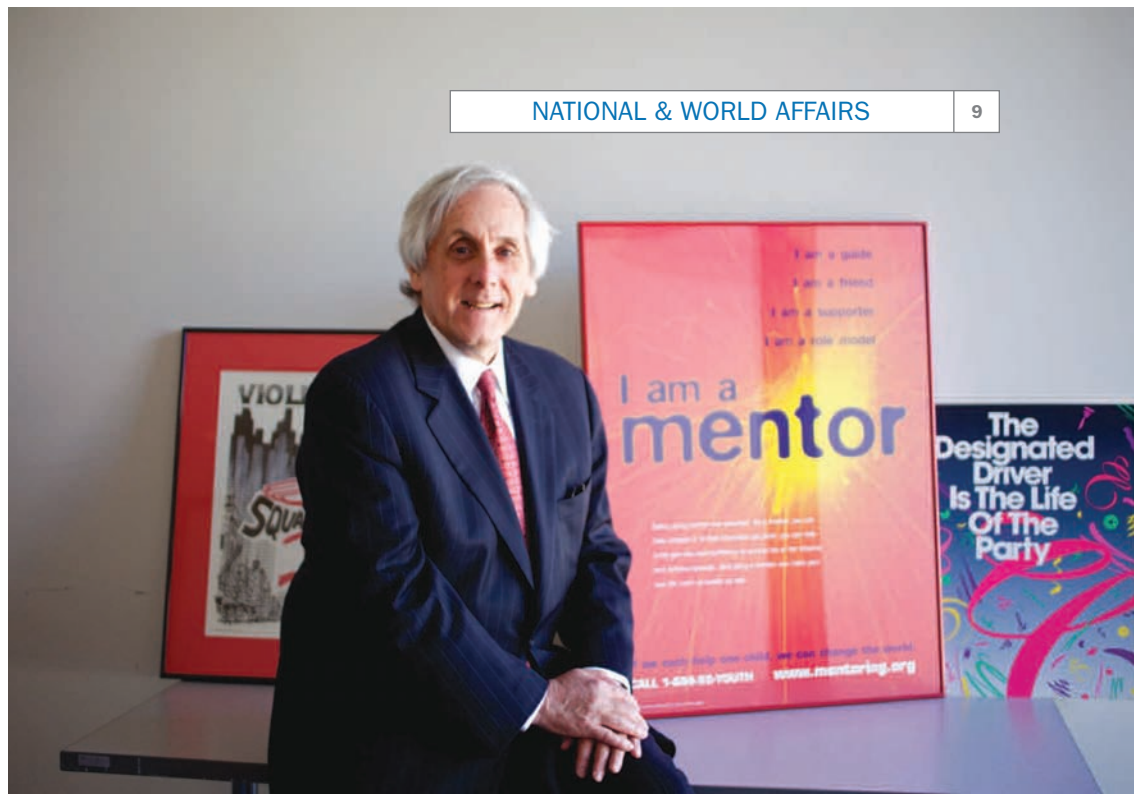


While the designated driver concept took root in Scandinavia, the U.S. campaign was born at the Harvard School of Public Health, says the man behind the movement, Jay Winsten, HSPH associate dean for health communication.

Life of the party

The designated driver campaign is 21 years old. Jay Winsten, an influential force behind the anti-drunk-driving effort, reflects and looks ahead.

By Alvin Powell | Harvard Staff Writer



More than two decades after the concept was first introduced in the United States, the designated driver is all grown up today. But, as you might expect, that driver still doesn't drink while on duty.

The idea that drinking and driving don't mix is an old one, but it was during a period of heightened attention to the problem in the 1980s that the Harvard School of Public Health's (HSPH) Jay Winsten captured lightning in a bottle.

Winsten's then-nascent Center for Health Communication scored a rare coup: creating the designated driver campaign in 1988, mobilizing Hollywood to support it, and cementing a new and enduring social reality in the public consciousness.

In reflecting on the campaign and discussing health communication today, Winsten, who currently serves as HSPH's associate dean for health communication and as the Frank Stanton Director of the Center for Health Communication, said that the ground for the campaign's success was prepared by years of highly visible work against drunk driving by the groups Mothers Against Drunk Driving (MADD) and Students Against Drunk Driving (SADD). Their work in the early 1980s made an initial cut in the nation's drunk driving death toll, but by the mid- to late part of the decade, Winsten said, the gains had begun to slip. The American public, Winsten said, had heard the message and agreed with it, but many still didn't want to give up drinking and the socializing with which it was often associated. The designated driver concept allowed them to do that in an acceptable way — by taking turns as the sober driver.

"It was a positive message, lent social legitimacy to the option of refraining from drinking, and created social pressure to conform," Winsten said. "We recognized the potential power of this and set out to make 'designated driver' a household word and to change the culture."

While the designated driver concept took root in Scandinavia, the U.S. campaign that was born at the Harvard School of Public Health grew out of a tragic crash in which a popular WBZ-TV (Boston) news-

caster, Dennis Kauff, was killed by a drunk driver in 1985, Winsten said.

"The Kauff tragedy made headlines and the local press corps was enraged and engaged," Winsten said. "This was a target of opportunity for engaging with the media, and a teachable moment for the public."

John Henning, an anchor at WBZ, joined with Winsten to mobilize Boston's press corps and they kept the spotlight on the issue until the state legislature enacted tough new penalties for drunk driving.

Working first with WBZ and then an array of partners that expanded to include Madison Avenue marketing firms, TV networks, and Hollywood media, Winsten and his colleagues at the center studied Scandinavia's experience and ran focus groups that revealed that the designated driver needed to be viewed as an integral part of the evening's fun and not as a bystander. Hence the campaign's slogan that the "designated driver is the life of the party."

What may have cemented the idea in the public's mind was Hollywood's involvement. Winsten, working with top producers and studio executives, was able to get the concept written into the scripts of more than 160 episodes of the most popular shows of the time, including "Cheers," "L.A. Law," and "The Cosby Show." Restaurants and taverns offered free nonalcoholic drinks to the designated driver. The concept endures today and is continually promulgated by a variety of proponents.

"Studies have shown that the custom of choosing a designated driver has become stably integrated into American culture, with a majority of the American public embracing the practice," Winsten said. "The concept and practice [are] being passed from one generation to young people of the next."

When the campaign began in late 1988, annual alcohol-related traffic fatalities stood at 23,626, with no decline since 1985; four years into the campaign, fatalities had dropped by 25 percent. Winsten credits a combination of factors for the drop, including new

laws, stricter enforcement, and the designated driver campaign.

Reporting on the center's campaign, The Chronicle of Philanthropy wrote, "Many grant makers say it was the success of the campaign that persuaded them that skillful work with news and entertainment media can bring about social change."

The campaign's success prompted the center to launch initiatives addressing youth violence, domestic violence, societal engagement by retirees, and good parenting. For the past decade, the center has spearheaded a national media effort to recruit mentors for at-risk youth, referring prospective volunteers to programs such as Big Brothers Big Sisters. The center's mentoring initiative gained the support of Presidents Bill Clinton, George W. Bush, and Barack Obama. More than 3 million young people are currently served by mentoring programs each year, compared with 300,000 when the center began the campaign, Winsten said.

In the 21 years since the designated driver first took the car keys, the media and communications landscape has undergone a radical transformation. Today, the center is examining new ways to reach important audiences with public health messages because the old ways are no longer adequate. The designated driver campaign hit at a time when the media market was dominated by the big three broadcast networks: ABC, NBC, and CBS.

"If we had one friend at each network — and we did — we could reach 75 percent of the public on an ongoing basis. That model is dead, due in part to fragmentation of the media marketplace. The tremendous growth of blogs, social media, and other user-generated content have rendered extinct the traditional public health model of unidirectional transmission of knowledge from experts to the general public. In the age of new media, the consumers have seized control over the content and dissemination of the message. The challenge for public health is how to reinsert ourselves into a conversation that is now going on without us."

Photo by Rose Lincoln | Harvard Staff Photographer

Nitin Nohria named next HBS dean

A scholar of leadership, Nitin Nohria takes over at a pivotal moment for Harvard Business School and for business education more generally, says President Drew Faust.

Nitin Nohria, the Richard P. Chapman Professor of Business Administration at Harvard Business School (HBS), will become the School's 10th dean, President Drew Faust announced May 4.

A scholar of leadership and organizational change, Nohria has previously been the School's senior associate dean for faculty development and chair of its organizational behavior unit. Current co-chair of the HBS Leadership Initiative and a member of the HBS faculty since 1988, he will take up his new role on July 1.

Nohria succeeds Jay Light, who in December announced his plans to retire at the end of the 2009-10 academic year after five years as dean and four decades of distinguished service on the HBS faculty.

"At a pivotal moment for Harvard Business School and for business education more generally, I'm delighted that Nitin Nohria has agreed to lead HBS forward," Faust said. "He's an outstanding scholar, teacher, and mentor, with a global outlook and an instinct for collaboration across traditional boundaries. He has an intimate knowledge of the School and a strong appetite for innovation. He cares deeply about the School's commitment to both rigor and relevance — to serious scholarship that has a powerful impact on practice. And he's a person who not only studies leadership but embodies the qualities of a leader in how he engages people and ideas, in how he thinks about organizational change, and in how he sees the consequential challenges ahead."

"I am grateful to President Faust for this opportunity, and I feel humbled and privileged to follow many outstanding deans, including Jay Light," Nohria said. "I feel a profound sense of responsibility for continuing Harvard Business School's proud legacy of groundbreaking ideas and transformational educational experiences. With business education at an inflection point, we must strive to equip future leaders with the competence and character to address emerging global business and social challenges. As we enter our second century, I look forward to working with the School's faculty, staff, students, and alumni to forge a vision for Harvard Business School that will enable it to remain a beacon for business education for the next 100 years."

"Nitin Nohria will be a wonderful dean of Harvard Business School," said Light. "He is widely respected within our extended community as a perceptive scholar of leadership and as a thoughtful and able academic leader. He believes deeply in the distinctive mission of the School and its role in the world. He will effectively carry forward the objectives and the strategies that make this institution a very special place."

Nohria received his bachelor of technology degree in chemical engineering in 1984 from the Indian Institute of Technology, Bombay, which awarded him its distinguished alumnus medal in 2007. He received his Ph.D. in management in 1988 from the Massachusetts Institute of Technology's Sloan School of Man-



Online ► Nohria's remarks to HBS: www.hbs.edu/dean/about-dean-nohria/remarks.html

agement, where he earned the outstanding doctoral thesis award in behavioral and policy sciences. He joined the HBS faculty as an assistant professor in 1988, was appointed associate professor in 1993, was promoted to tenure in 1997, and became the Richard P. Chapman Professor of Business Administration in 1999.

His current academic interests include the theory and practice of leadership, the study of human motivation, the analysis of management practices critical to corporate success, and the strategic and organizational challenges of globalization.

He has co-written or co-edited 16 books, and is author of more than 50 articles and dozens of teaching cases and notes. His most recent book, "Handbook of Leadership Theory and Practice" (2010, co-edited with Rakesh Khurana), reflects a colloquium he organized as part of the HBS centennial in 2008 to stimulate serious scholarly research on leadership.

Other recent books have explored how leaders from different backgrounds rose to power in American business ("Paths to Power," 2006, with Anthony Mayo and Laura Singleton); what management practices differentiate successful business organizations

("What Really Works," 2003, with William Joyce and Bruce Roberson); what can be learned from the decline of industrial firms in the last quarter of the 20th century ("Changing Fortunes," 2002, with Davis Dyer and Fred Dalzell Jr.); what basic drives shape human motivation and choice ("Driven," 2001, with Paul Lawrence); and how ambition shapes the making of great achievers ("The Arc of Ambition," 2000, with James Champy). His 1997 book, "The Differentiated Network: Organizing Multinational Corporations for Value Creation," won the Academy of Management's George R. Terry Book Award granted annually to the book judged to have made the most outstanding contribution to the advancement of management knowledge.

Nohria has served in a series of senior roles at HBS over the years: chair of the organizational behavior unit from 1998 to 2002, director of the division of research in 2003 to 2004, and senior associate dean for faculty development from 2006 to 2009. He became co-chair of the HBS Leadership Initiative in July 2009, and sits on the executive committee of the University's interfaculty initiative on advanced leadership.

Nohria has taught across the Business School's M.B.A., doctoral, and executive education programs. He is past head of the required first-year "Leadership and Organizational Behavior" course, and he co-directed the team that designed the required first-year course on "Leadership and Corporate Accountability." He recently taught in such executive education programs as "Building a Global Enterprise in India" and the "New CEO Workshop." A dedicated mentor to many HBS doctoral students over the past two

decades, he also taught for years in the interfaculty Ph.D. program in organizational behavior and chaired HBS task forces on case writing and course development, as well as the leadership curriculum. Earlier this year, he was one of four instructors from Harvard Schools who co-designed and taught a January term workshop on "Faith and Leadership in a Fragmented World."

In a letter to the HBS community announcing the appointment, Faust said she had "benefited from an extraordinary outpouring of thoughtful advice during the course of this search," and she expressed her gratitude to "the many [people] who shared helpful views along the way — not just about possible candidates for dean, but about the larger issues and opportunities faced by business schools in general and ours in particular." She also thanked the faculty advisory group that assisted with the search. "The search has been an invaluable education for me," she said, "and has given me great confidence that HBS moves forward from a position of strength, buoyed by a remarkably engaged and energetic community of faculty, students, staff, and alumni."

Photo by Stephanie Mitchell | Harvard Staff Photographer

Lessons learned, insights shared

The Civil Rights Movement spurred Harvard President Drew Faust to youthful activism and influenced her choice to become a historian of the American South. But it is Martin Luther King Jr.'s 'Letters from Birmingham Jail' that continues to be an inspiration.

By Alvin Powell | Harvard Staff Writer

In April 1963, Martin Luther King Jr. sat in a Birmingham, Ala., jail cell with enough time on his hands to "write long letters, think long thoughts and pray long prayers." The resulting "Letter from Birmingham Jail" laid out his rationale for civil disobedience against Southern segregation and called on moderate whites to stop sitting on the sidelines.

Nearly five decades later, 900 Harvard Business School students are hearing King's call again, reflecting on his words and on the qualities that made him continue to lead and to push ahead when the future was far from clear, as he sat in jail.

"It's about exercising leadership in the face of grave tension, resistance, and potential failure, seeing things that others don't see, and trying to mobilize them," said Joshua Margolis, associate professor of business administration. "It's a nice coupling between the mission of the School, which is to educate leaders who make a difference in the world, and a leader who at the age of 34 made an immense difference."

On Monday (May 10), a present-day leader visited Margolis' class and talked about how the Civil Rights Movement and King's words affected her. Harvard President Drew Faust told students that they don't have to enter service-related fields to foster change. If they desire it, opportunities to act will become apparent.

"Keep in mind this intense desire to make a difference, and you're going to find a lot of opportunities to do it," Faust said.

Faust's hour-long talk capped a year of students' studying leadership and ethics in HBS's mandatory "Leadership and Corporate Accountability" course. In one of the course's final assignments, students read Martin Luther King Jr.'s famed "Letter from Birmingham Jail," in which he responded to a letter from a group of white local pastors who acknowledged the injustice of segregation but counseled that the remedy be found in the courts, not on the streets.

King, in a now-famous reply, claimed that "injustice anywhere is a threat to justice everywhere" and laid out his rationale for nonviolent protest, saying that long years of waiting for remedy had yielded nothing for the area's black community and that unjust laws must not be obeyed. He also expressed deep disappointment with the local churches and with white moderates, saying their caution and silence were more pernicious than the outright opposition of the Ku Klux Klan and other extremist groups.

Faust's talk came on the heels of a lively class discussion of the material in one of the course's 10 sections. The discussion, led by Margolis, had students analyzing King's motivations, his goals, and the effects of

writing the letter, as well as their own thoughts on ethics and leadership that they might apply to their own lives and careers.

Harvard's first woman president told the students that as a girl growing up in the segregated South, the Civil Rights Movement had a big impact on her. She recalled first becoming aware that her Virginia elementary school was segregated at age 9 when the Supreme Court's decision in *Brown v. Board of Education* came down, outlawing segregated schools.

She recalled writing a letter to President Dwight Eisenhower protesting the separate treatment of people based on race. Years later, as a student at Bryn



Mawr College in Pennsylvania, Faust left her studies to join protesters across the South during the spring and summer of 1964.

For Faust, as for so many other young people of the time, the Civil Rights Movement was the dominating experience of her life, she said. The experience was even more keenly felt among those who grew up in the South's segregated communities, and that ultimately led to her decision to become a historian of the American South.

"I spent my whole life following Martin Luther King, feeling somehow accountable for the issues he raised," Faust said. "The resonance of the movement for us was even more powerful than for those who lived else-



Using King's "Letters from Birmingham Jail" as part of his curriculum, Joshua D. Margolis (third from left), associate professor of business administration at HBS, says, "It's a nice coupling between the mission of the School, which is to educate leaders who make a difference in the world, and a leader who at the age of 34 made an immense difference." Harvard President Drew Faust (below) shows her copy of King's work.

where. It also offered us a very clear way in which we could make a difference."

"Letter from Birmingham Jail" put the same questions to HBS's first-year students that the Civil Rights Movement put to Faust: What will you do to fight in-

justice? How will you make the world a better place?

First-year student Brett Gibson said it was helpful to get the perspective of someone like Faust who lived through the era. Gibson, who served in the Army in Iraq and Afghanistan and who is considering entering politics, said he is thinking about how best to use his time in a meaningful way as he weighs summer internship opportunities, including a post in the financial sector.

Stephanie Atiase, another first-year student, said she is interested in getting involved in leadership development after she leaves Harvard, perhaps through a business that engages in social enterprise, making a product whose proceeds go to a good cause.

Photos by Jon Chase | Harvard Staff Photographer

From plants to plates

Harvard's food service operations are a massive undertaking, producing 26,000 meals daily in ways that have to please many palates.

By Corydon Ireland | Harvard Staff Writer

COVER STORY



Martin Breslin (pictured), director for culinary operations, walks through the tunnels that run under the River Houses. Up until the late 1990s, all the food prepared for Harvard House dining halls was cooked in one place, boxed in warmers, and shuttled along the underground tunnels in narrow electric carts. Today, Ward's Berry Farm (center) is one of 250 local farms supplying the University with fresh produce. The University, which prepares and serves 26,000 meals each day, sends 3,400 of those to Annenberg Hall, which is reserved for freshman diners.

Dining at Harvard in the 17th century meant a meager diet of beer and bread, while foul food in the 18th century spawned America's first student protest, the Great Butter Rebellion of 1766. (The rallying cry was "Behold, our butter stinketh!") But that was then. These days, Harvard's chefs have 4,000 recipes on hand, serve vegan entrees, and embrace international cuisines. The most popular undergraduate meal now is Korean barbecued beef.

Keeping Harvard fed in the 21st century is a mammoth logistical effort, almost a military operation. The 12 University-owned restaurants, 13 dining halls, and many catered events now serve about 26,000 meals a day — about 5 million a year. University cooks make 40,000 gallons of soup, enough to fill a pool for a swim meet. Students consume 40,000 pounds of regional squash annually, and nearly as much in local tomatoes.

Numbers that big require big systems: the institutional means to buy, transport, store, cook, and serve the food, and to clean up afterward. At Harvard, those systems run on two interlocking themes: good taste (for the diners) and good stewardship (for the environment).

There has been an increasing campus emphasis in the past decade on fresh, delicious food, as well as on food that is both sustainable (grown and processed using minimal energy) and regional (grown close to Cambridge).

Depending on the season, 35 to 70 percent of the produce served at Harvard is from fewer than 250 miles away, the definition of regional,

according to Harvard University Hospitality and Dining Services (HUHDS). Produce served at Harvard is "local and sustainable, mostly," said Martin Breslin, HUHDS's director for culinary operations, who trained as a chef in Ireland. "But it shifts as the season shifts."

In addition to the thousands of recipes in the HUHDS database, master chefs gather on many afternoons and evenings to test still more — with Breslin among them. Such variety is a long way from the beer and bread of the 17th century, when poor food could topple a Harvard president.

But past eating practices have something in common with Harvard's current approach to food: It should be local, whenever possible.

In the 17th century, many families paid for Harvard's tuition with goods that soon showed up on College menus: cattle, mutton, wheat, corn, rye, barley, butter, eggs, cheese, turnips, apples, and parsnips. Each family in the colony gave one peck of corn — or 12 pence — to "the College at Cambridge." The College butler purchased the School's provisions from local merchants, though some goods, such as sugar, still came from overseas.

Today, Harvard buys much of its produce (and all of its milk and cheese) from a consortium of 250 New England farms. The University also buys much of its processed food from 29 nearby vendors, who make bread, cider, bagels, pasta, salsa, spices, peanut butter, tofu, and other products.

Another echo of the old days is the way Har-

vard handles its food-related waste: It's composted, whenever possible. Every day, nearly two and a half tons of recycling and compost come from the undergraduate dining halls alone. And composting is catching on in Harvard restaurants, offices, and even dormitory rooms.

Harvard's systems provide a case study of where food comes from, how it is prepared, and where the remains go — a narrative that can be summed up as "plant to plate to plot."

WHERE THE PLANTS ARE

In good weather, Jim Ward spends at least part of his day driving a 1986 Model 2555 John Deere tractor, a slab-sided green machine with tall, mud-caked tires.

With his brother Bob, he is co-owner of Ward's Berry Farm in Sharon, Mass., a 150-acre family operation. It's the only regional farm with which Harvard has a direct relationship. Other farms deal with the University through a Boston-area broker, Costa Fruit Food and Produce.

Ward's has 120 acres of corn, peas, beans, rhubarb, lettuce, squash, tomatoes, garlic, and other vegetables. Fruit trees and bushes take up 30 more acres. There is a long field of 7,000 blueberry bushes, acres of strawberries, a stand of dwarf cherry trees, and a grove of peach trees that this summer will yield their first fruit. The farm has 30,000 tomato plants on 10 acres, a big operation for New England. Half are heirloom varieties that preserve genetic diversity and provide good taste.

For Harvard, Ward's signature crop is squash — 40,000 pounds of it harvested each fall and



storable through the winter, just as it was for the first colonists. Some heirloom varieties on the farm were around centuries ago, he said, including New England blue hubbard, Long Island cheese, and Georgia candy roaster. This last variety matures into pale tubes as long as artillery shells.

“It sustained a lot of families before refrigeration,” he said of the old-fashioned squash. “A hundred years ago, by March, you would probably be sick of it.”

But for Harvard students, the main lesson should be the pleasure of eating locally, said Ward, a champion of cooking shows and of food writer Michael Pollan. “Savor (a food) when it’s in season,” Ward said. Meanwhile, he is grateful for Harvard’s buy-local ethic, and feels lucky to be in business at a time, Ward said, “when there’s a little bit of love for farmers.”

FROM DOCK TO KITCHEN

In August, at the height of harvest season, Ward will spend his days in a breezy, shaded loading dock at the farm, grading tomatoes, talking to his pickers, and sending out delivery trucks.

Harvard has its own food unloading dock, at 80 JFK St., at Kirkland House, across from the Harvard Kennedy School. The operation is ground zero for the tons of produce and other goods that arrive five days a week, in every season, to feed the University’s hefty appetite.

Harvard’s high standards for food safety start right at that front door, said Breslin, whose office is a few steps away. Food receivers are trained to inspect visually anything that comes in, and to check temperatures.

The University follows — and surpasses — a systematic, preventive set of food industry guidelines called Hazard Analysis Control Point. The guidelines address potential physical, chemical, and biological hazards that can accompany perishable organic matter.

All cooked food, for one, is stored at 41 degrees Fahrenheit or lower. Cooking takes place at 165 degrees or higher, and at 195 degrees for soups and sauces that are bagged and quick-chilled.

Past the loading dock, through a nearby door, is the commissary area, the first kitchen step for much of the food pouring into the Harvard pipeline, and the entry point to a spacious, clean set of rooms called the Culinary Support Group.

The everyday phrase there is *mise en place* — French for “putting in place” — a system used in professional kitchens for cleaning, cutting, and arranging everything needed for the day’s recipes.

A weekday staff of three receivers, four prep cooks, two soup makers, and four cleaners handles the details, starting at 5 a.m. They are overseen by two men wearing tall white chef’s toques made of paper. Richard Spingel, a 39-year Har-

vard veteran who started in high school as a pot washer at Radcliffe College, is chef production manager. Brian Corcoran is executive sous chef in charge of food quality, Culinary Support Group production, and the loading dock.

A few steps away is the “kettle station,” which makes the tens of thousands of gallons of soup, sauce, and pasta consumed at Harvard every year. (Harvard’s perennial favorite soup, said Breslin, is New England clam chowder.)

It takes up to an hour to make a 73-gallon batch of soup in the gleaming steam-jacket kettles that cook and stir at the same time. Behind the kettles, a temperature control panel blinks. In front of them is an air-compressed batch pump that bags soup and sauce in three-quarter-gallon spurts.

After being tagged with a recipe, date, and tracking code, each bag is fed into a tanklike chiller that brings the content’s temperature down from 195 to 41 degrees within 20 minutes. Food and Drug Administration guidelines say chilled product has a shelf life of 14 days; Harvard stores it for no more than three days before it is eaten. “We cut that way back,” said Breslin.

“Cook-chill” operations like this are now common among universities, he added, because they offer “an energy-efficient, cost-efficient, consistent way to cook on a large scale.”

(see Food next page)

By the numbers

Meals served per day: 26,000

Menu items: more than 5,000

Options at every meal: about 100

Recipes in Harvard database: 4,000

Gallons of soup made each year: 40,000

Most popular soup: clam chowder

Most popular entrée: Korean BBQ beef — 1,500 pounds per week

Places to eat on campus: 13 dining halls, 12 restaurants, one kosher kitchen, one faculty club, and a catering service for many event venues

Percentage of food budget for local ingredients: 25

Percentage of local produce: 35-70 percent, depending on the season

Number of local farms supplying Harvard: 250

Number of local food processors supplying Harvard: 29

Sample of foods processed locally: breads, granola, cider, bagels, dried fruit, pasta, salsa, spices, cheese, salad dressing, pita chips, peanut butter, tofu, soy milk, sushi

Percentage of Harvard meals that are vegetarian: 33

Pounds of regional squash grown annually for Harvard: 40,000

Pounds of regional tomatoes used annually at Harvard: 35,150

Food

(continued from previous page)

Up until the late 1990s, all the food prepared for Harvard House dining halls was cooked in one place, boxed in warmers, and shuttled along underground tunnels in narrow electric carts. Now it's cooked "15 minutes before it's eaten," said HUHDS spokeswoman Crista Martin.

By the numbers

Average daily dining hall trash: 4,360 pounds

Average daily dining hall compost and recycling: 4,700 pounds

Annual tonnage of compost: 583

Percentage of recyclable waste diverted from dining operations trash: 59

Number of undergraduate dining halls that compost: 12 of 13

Number of Houses offering trayless-optional dining: 3

Percentage of students for whom sustainable food is "extremely important": 14

Percentage for whom it is "not so important": 15

Number of Food Literacy Program undergraduate representatives: 15

Source: Harvard University Hospitality and Dining Services

cuisines. Of Harvard's 4,000 database recipes, she said, about 1,000 are used routinely in the Culinary Support Group operation. House menus rotate every month. The menus, said Breslin, "are always about choice."

FOOD IN THE CLASSROOM

Harvard students have a choice of academic courses about food too — and the options are increasing. Professors in the past have used food as a pathway to studying history, economics, culture, literature, sustainability, and the environment. The undergraduate General Education curriculum launched last fall shook loose more ways to view food as a window on the world. This year, "Nutrition and Global Health" examined malnutrition, food security, food-related disease states, and other issues affecting global health.

"American Food: A Global History" probed what is American about food, and its centrality to the cultural experience beginning in the 17th century. And next fall a Gen Ed course called "Science and Cooking" will debut at the School of Engineering and Applied Sciences, pairing eminent researchers with world-class chefs, who will use cooking to illustrate "soft matter physics" (gels and suspensions).

HUHDS also emphasizes education through its Food Literacy Project, which includes events, literature, and 15 paid student employees. The project concentrates on four areas where food and society intersect: sustainability, nutrition, food preparation, and community. The project, founded in 2005, works in partnership with nutritionists from the School of Public Health, HUHDS dietitians, and other groups like the Office for Sustainability and the Resource Efficiency Program.

"Food is that thing everyone can get in touch with," said Martin.

Starting in 1997, all of Harvard's House kitchens were renovated, in a grand plan hatched by HUHDS executive director Ted A. Mayer, who oversees 600 employees who cook, serve, cater, and educate. The last renovated kitchen, at Dunster-Mather, was finished in 2005.

Part of the challenge, said Martin, is Harvard's mandatory, unlimited board program. All students have a stake in the food plan, including those with special dietary needs and those with strong culinary desires. It makes for a food system that is vastly more complicated than it once was, but also one that is more flexible, diverse, and accommodating than ever.

As one example, 33 percent of the entrees now served in Harvard Houses are vegetarian. "We have to meet everyone's needs," said Martin, "and vegetarian is one of those."

Dishes are no longer the American and Western European standards that filled menus 20 years ago; they are derived from a medley of world



'Food Is Like Fashion'

Martin Breslin, the Dublin-born director of culinary operations at Harvard's Dining Services, lives for food.

By Sarah Sweeney | Harvard Staff Writer

Past the chilled world of the walk-in freezer, through the underground tunnels running below Kirkland House, up from the racks of vegetables and chicken thighs and kettles of stewing soup, to a tucked-away space by a storage closet stocked with spices, is where you'll find Martin Breslin.

Inside his corner office, the Dublin-born Breslin, director for culinary operations for Harvard University Hospitality and Dining Services (HUHDS), plans menus for the University's dining halls and restaurants. It's also where he ruminates on this season of Bravo's "Top Chef Masters" (he's rooting for local chef Jody Adams of Rialto), and plans for his upcoming American Culinary Federation annual competition, in which he previously won both silver and bronze medals — and four gold.

No luck of the Irish here — Breslin lives for food.

"I've always been interested in food, even as a kid," he recalled. "My parents would take us out to dinner when we were children and I always ordered something on the menu that I'd never tasted. I was an adventurous eater at an early age."

As a teen, Breslin worked as a cook and eventually graduated from the Dublin College of Catering and the City & Guilds of London. He worked as a banquet chef in London, traveling around Europe in search of superior food before landing a job at the Russian Tea Room in New York City in 1994.

"I loved New York," he said. "It's a great food city with a diverse amount of international cuisine. It really is a chef's paradise."

Breslin came to Boston on a vacation weekend and was offered a job with local operation Restaurant Associates, which named him chef of the year in 2001, at which time he was working as an executive chef at the Harvard Business School. He joined HUHDS in 2002, where today he leads a culinary team of chefs with an emphasis on sustainable and local food, and oversees food delivery across campus.

Photo by Stephanie Mitchell | Harvard Staff Photographer

— ON THE JOB (AND OFF) —

But to know Breslin is to hear his mouthwateringly rhapsodic culinary talk. "I absolutely love fish," he said. "I love wild salmon, cooked medium-rare, with some fresh herbs, some sautéed broccoli rabe with garlic, a glass of chardonnay ..."

"And I love tomatoes," he said. "Tomatoes must be picked ripe from the vine. I like heirloom tomatoes, usually the darker variety. The black plum tomato is really nice. With tomatoes, sometimes the least you do to it, the better it tastes. Some nice vinegar, extra virgin olive oil, tiny pinch of salt, and freshly ground black pepper."

At the end of the year, Breslin teaches "Cooking for the Culinary Challenged," a four-day life skills cooking class for graduating seniors. "I teach them how to make a fresh meal from scratch," he said.

"I do not use a recipe. Cooking is really about technique. You can't follow a recipe unless you understand technique. Braising, poaching, stewing ... when you understand those, only then should you follow a recipe."

On the last night, students cook a complete meal utilizing their newfound knowledge. "They're excellent," he says of the meals. "It's good food, cooked simply. If you have that basic foundation, you can take it anywhere."

On the last Thursday of each month, Breslin and his chef friends hit the town in a festive get-together they've dubbed "BNOM," Best Night of the Month.

They meet for dinner — never at the same restaurant twice — where each orders something different, and everyone shares.

"It's a chef's night out. I think it's important because as a chef you need to be current. You need to know what the food trends are."

With his handsome chef's coat and spotless toque, Breslin is never behind.

"Food is like fashion," he said. "It's always changing."

Five awarded College Professorships

Chosen in recognition of their outstanding contributions to undergraduate teaching, advising, and mentoring.

By Steve Bradt | Harvard Staff Writer

Dean Michael D. Smith announced May 11 that five professors in the Faculty of Arts and Sciences have been awarded Harvard College Professorships in recognition of their outstanding contributions to undergraduate teaching, advising, and mentoring.

“On behalf of our students, it gives me great pleasure to honor Michael Brenner, Julie Buckler, Emma Dench, Peter Gordon, and Dan Lieberman for their skill and generosity in the classroom,” says Smith, the John H. Finley Jr. Professor of Engineering and Applied Sciences. “Their wisdom, and the lessons they impart, will guide our students long after they have left Harvard Yard.”

The Harvard College Professorships were established in 1997, supported by a gift from John and Frances Loeb. The five-year appointments provide a semester of paid leave or summer salary, as well as additional support for research and scholarly activities.

“Teaching is absolutely central to our responsibilities as a faculty and as a university,” Smith says, “and the advent of our new General Education curriculum makes this an especially exciting time in our classrooms, with many of our faculty reaching new heights of creativity. The proliferation of Gen Ed courses testifies to the ingenuity, resourcefulness, and vision of our faculty.”

The new Harvard College Professors shared their guiding principles in the classroom, their views on the synergy between teaching and research, and their reaction to the recognition as exceptional educators.

Michael Brenner

Glover Professor of Applied Mathematics and Applied Physics

“I was incredibly flattered and surprised at receiving this news,” says Brenner, who teaches classes on applied math, mechanical vibrations, and multivariable calculus, among other topics. “For what it is worth, I don’t feel that I am a good teacher yet, which makes it even more humbling to receive this honor.”

Brenner’s Harvard College Professorship will help in his ongoing development of new courses and course materials, including two projects this summer: revising the class notes for his applied mathematics 201 course, with the hope of developing a textbook, and working with colleagues in the School of Engineering and Applied Sciences on a new Gen Ed class titled “Science and Cooking: From Haute Cuisine to the Science of Soft Matter,” being offered this fall.

Brenner finds teaching Harvard students “quite synergistic with mounting a world-class research program.”

“I have always felt that the students are by far the best part of Harvard, and teaching them is an honor



and a true pleasure,” he says. “Indeed, I have learned tremendously from the students in many different ways — not just about the subjects that I teach, but also about teaching in general, and what it takes to be a good teacher and to communicate effectively.”

Julie Buckler

Professor of Slavic languages and literatures

Buckler confesses to an addiction: creating new courses.

“I think a course where the professor is also learning creates a much better environment for students — although I don’t think it necessarily makes me look like I have my act completely together,” she says.

In addition to her half-dozen recent courses on Russian literature, theater, and culture, this pedagogical dynamo has launched two Gen Ed courses, “The Art of Interpretation” and “The Presence of the Past.” She’s at work on a third, titled “Masterpieces — Born or Made?” and a fourth on the former Soviet bloc.

“I used to think I would work out a set of courses and then keep teaching and re-teaching them, refining them further and deepening my expertise in these areas,” Buckler says. “But I have pretty much tossed out all of the courses I started off teaching and have learned that it is exactly the frantic scramble and the discomfort of teaching new things that I love most and find most productive.”

Buckler enjoys assignments that students can tailor to their individual interests, rather than common as-

signments that everyone completes.

“In the digital age, the most pressing question that professors have to confront is, ‘Why should students come to class?’ Certainly not to hear you read your yellowed notes aloud to them. Or even to watch you deliver an impressive one-person show.”

The questions driving Buckler’s creativity include: What can we do together in real time that can’t happen in any other way? How can students be empowered to take their share of responsibility for the quality of the course? How can courses be structured so the work is truly collaborative?

“Reinventing what a course should be is an enormous challenge, but also an opportunity,” Buckler says. “My pedagogical goal is to push myself to meet this challenge all the time. It makes me incredibly happy to feel that I am making a contribution to the life of this University.”

Emma Dench

Professor of the classics and of history

“I think of my teaching at Harvard as still very much in progress,” says Dench, a classical historian who joined the Harvard faculty in 2007. “But one thing I learned from the 14 years I spent teaching at Birkbeck College, University of London, was the value of being open to change, challenges, and learning new things all one’s adult life. So I hope my teaching here, as well as my research, will always be in progress.”

Dench has taught “The World of the Roman Empire” (see *Professors next page*)

Clockwise from upper left: Julie Buckler, Peter Gordon, Daniel Lieberman, Emma Dench, and Michael Brenner have all been awarded Harvard College Professorships, a five-year appointment.

Professors

(continued from previous page)

and “Roman Imperialism” in Harvard’s classics and history departments, and next year will co-teach a new graduate seminar in General Education titled “Rome and China” with Michael Puett, professor of Chinese history.

She says she is inspired by the immense diversity of Harvard students, and sees teaching as a process that helps make the best use of existing knowledge and past experiences while grappling with new materials and ways of thinking.

“It is exciting to try out new ideas in the classroom, and sometimes humbling,” she says. “There’s probably no better way to find out what works and what doesn’t!”

Peter Gordon

Professor of history

Gordon, a scholar of modern European intellectual history, admits he enjoys ruffling feathers in the classroom.

“I am keen to unsettle assumptions or settled convictions,” he says of his courses on topics in European intellectual history and Continental philosophy. “I love it when students take issue with what I’m saying. You know you’ve had a good session with students if, by the end of the hour, the room feels it’s strewn with feathers from the vigorous discussion.”

Teaching at the intersection of history and philosophy, Gordon has offered courses on Heidegger, Levinas, the Frankfurt School, and post-Holocaust philosophy. Next year he will offer “German Social Thought from Nietzsche to Habermas” and “French Social Thought from Durkheim to Foucault,” as well as seminars on political theology and theories of secularization.

“Teaching in my view works best when it is primarily about furnishing a model for students of what it is like to think in a critical manner,” he says. “This is what I try to do, as opposed to, say, thinking of myself as a kind of information delivery system, or as someone who contrives to affirm any sort of identity or ideology.”

It’s a joy teaching students of such high caliber, Gordon says.

Daniel Lieberman

Professor of human evolutionary biology

Lieberman’s passion for teaching courses on human evolution, human anatomy, and human physiology comes, in part, from his keen awareness of his own good fortune in having had so many extraordinary teachers.

“I try hard to make classes lively and to express my passion for the material,” he says. “I tend to get rather excited about lots of things, and I make an effort to express my enthusiasm about anything I think is worth learning.”

Lieberman says he enjoys lecturing enormously, and particularly enjoys involving students in research. He’s especially proud, he says, that so many of his students have gone on to become co-authors on some of his major research papers.

“I have never believed that there is a trade-off between teaching and research,” he says. “I find that some of my best research ideas come from teaching and talking to students. Teaching makes me think in new ways, to question assumptions, and to keep up with new ideas and data.”

In the classroom, Lieberman says he always tries to consider ideas and information from a student’s perspective.

“Frankly, I feel very humbled and honored,” he says of the Harvard College Professorship. “So many of my colleagues are extraordinary teachers and scholars.”

Photo by Stephanie Mitchell | Harvard Staff Photographer



Kiara Vazquez and Taejah Baker are willing to experiment.

Science for the young set

Harvard hosts students from two Boston schools for some grounding in the importance and attraction of basic science.

By Lauren Marshall | Harvard Staff Writer

The chorus of “ewwws” and “gross” weren’t the reactions usually heard coming from a college classroom. But these were the comments emanating from Harvard’s Maxwell Dworkin Room G115, as 22 fourth- and fifth-graders from the Elihu Greenwood School in Boston’s Hyde Park neighborhood tugged at the stringy, slimy mess in their cups.

The young scientists had just produced strings of alginate, a food thickener that is an extract of seaweed, by adding an alginate solution to water containing calcium. The experiment yielded long squishy strings that showed how polymers can be cross-linked together to form gels and other useful materials.

“This is awesome,” said Taejah Baker, holding up her blue strings. “I’m going to take this home and scare my brother.” Her lab partner, Kiara Vazquez, had another idea. “I’m going to scare my mom,” she said.

The experiment, guided by Kathryn Hollar, director of educational programs at the Harvard’s School of Engineering and Applied Sciences (SEAS), was one of dozens of science experiences that gave 200 Boston children a chance to roll up their sleeves and “do” science on five Boston-area university campuses during Step UP’s Science Across the City Day on May 3. Harvard, Boston College, Boston University, Northeastern, and Tufts are working with the Boston Public Schools and the city of Boston year-round to help boost student achievement at 10 schools linked to the Step UP program.

Step UP is a collaboration among the universities and the Boston schools. Harvard is a founding member of Step UP and has been offering after-school program support, learn-

COMMUNITY AFFAIRS

ing materials, and professional development at the schools for three years.

For the Greenwood students and the 25 more from the Agassiz Elementary School in Jamaica Plain, the Harvard activity was more than a crash course in polymers. It was a first foray into the world of chemistry.

“These children were able to be scientists for a day — guessing, experimenting, drawing conclusions in a setting they don’t have in their schools,” said Emily Barr, program coordinator for the Harvard Achievement Support Initiative that supports after-school learning in Step UP schools. “It’s a small example of what we’re doing through Step UP, providing resources and expertise to local schools to support teaching and learning.”

After the polymer experiment, Hollar asked members of the Greenwood students who wanted to be a scientist. More than half of the participants shot their hands up. “OK, if you want to be a scientist, you’ve got to study hard now. Now, how many of you want to go to college?” she asked. The whole class raised their hands.

“Many of our students were inspired to be at Harvard,” said Kate King, science specialist at the Agassiz School. “I overheard comments about wanting to go to college, especially at Harvard, wanting to be a scientist, and just appreciating the whole setting and learning environment.”

Janet C. Lynch, a Greenwood teacher, said, “This was a great opportunity for our students to experience a higher level of scientific thinking. They have not stopped talking about the great time they had and want to know when they can return.”

More online
[news.harvard.edu/gazette/
section/campus-n-community](https://news.harvard.edu/gazette/section/campus-n-community)



Kathryn Hollar of SEAS talks about the importance of science for all ages. hvd.gs/46017

STUDENT VOICE

Sit a spell, and pass the sweet tea

A Southern student reflects on what his expectations were, and how the reality differed, when he moved to Cambridge from Arkansas to attend Harvard.

By Tyler Hale '13

"So, where are you from?"

"Arkansas."

"Oh ... that's cool."

During the opening days of my freshman year, this was a typical meet-and-greet conversation for me. Somebody would ask who are you, what dorm are you in, what concentration are you thinking about, where are you from? I could get through the first three questions without a hitch, but that last question would be a little tricky. By answering it, I would admit I was from the South: home of rampant racism, delusional Southern belles, and those creepy hillbillies from "Deliverance."

Because of this fear, I worked over the summer to minimize my accent as much as possible; I didn't want to be associated with the stigma of being "one of those Southerners." It's embarrassing to admit how many times I watched "The Departed" to try to get a Boston accent; despite my efforts, my Southern accent clung to me. So, I tried to give myself a WASPish air through clothing. There are enough argyle sweaters in my dresser to clothe Sherman's army for another march. It still wasn't working. Without a proper Boston accent, with a barrelful of argyle sweaters and socks, I made the trip to Harvard. Johnston Gate loomed ahead.

Once I arrived, I started hearing the New York accents, the British accents, and I started worrying. Where are the Southern folks? Blending in wasn't working. It was too hot to wear argyle. With no other options, I started to meet and greet. I started meeting my classmates in Annenberg, in the Yard, in class, and elsewhere. But they didn't give me flak about being a backwoods hillbilly. I was a Harvard student who just happened to be from the South.

The trouble of telling where I'm from didn't come from my classmates. Most of it came from me. I expected people to giggle at my accent, to give me

dumbstruck looks when I said the word "Arkansas." However, my classmates have been very accepting of me, and my Southernness. Sure, they mentioned some stereotypes, but only in a joking manner.

Because of this acceptance, I tossed away all of the things that I used to hide my Southernness. That terrible accent that was a mixture of "The Departed" and "Good Will Hunting"? Gone. The WASPish sensibilities? Adios. The argyle? Well, I still have it; there's something to be said for argyle: It just looks good.

Instead of adapting to Cambridge, I made Cambridge adapt to me. Like Quentin in William Faulkner's "The Sound and the Fury," I have made Cambridge into my own little Southern town. Cambridge isn't an impersonal place for me; it's a town where I can talk to anybody just like I can back home. I can talk in a full-force accent and open doors for people. However, the single most important contribution that I have made at Harvard is advocating the consumption of sweet tea. That's right, sweet tea. Tea with sugar, and lots of it.

With a newfound confidence in my Southernness, I began looking deeper into my cultural heritage. I'm even taking a class on Southern literature and culture, taught by professors John Stauffer and Jason



Stevens, which has given me a greater understanding of the South's place in the United States. The course also provided an ego boost when I realized how much great literature has come out of my homeland.

I live in the South. I accepted that a long time ago, along with all of the baggage and perks (the great accent, for example) that comes with being a Southerner. But coming to Harvard was a daunting prospect that made me question whether being a Southerner would be a setback for me here. The people I've met at Harvard made me feel welcome. If anything, being at Harvard has made me more Southern. I take pride in my region now, whereas in the past it was simply a "postage stamp of soil," to quote Faulkner. Now, I feel that it's my home, a place to which I can always return. Without Harvard and the amazing people that I've met here, it's likely that I never would have realized my love for the South.

Maybe Yankees aren't so bad after all. Nah.

Yielding results

More than three-quarters of the 2,110 students admitted to the Class of 2014 say they will attend.

The 2,110 students admitted to Harvard's Class of 2014 have responded to their offers of admission so favorably that the final yield will likely exceed last year's mark of 76 percent. They were selected from a pool of 30,489 applicants, the largest in Harvard's history.

"We are delighted that so many of the nation's and world's best students have chosen to join us here in Cambridge," said William R. Fitzsimmons, dean of admissions and financial aid. "First and foremost on their minds was the opportunity to learn from Harvard's eminent faculty, and to do so across the many disciplines in cutting-edge academic facilities," he said.

"Financial aid once again played an important role in ensuring that talented students from all economic backgrounds could come to Harvard," said Fitzsimmons. "The unwavering commitment of President Drew Faust, Dean of the Faculty of Arts and Sciences Michael Smith, and Dean of the College Evelyn Hammonds to keeping Harvard's doors open during these challenging economic times sends a powerful message that reaches far beyond our University," he said.

More than 60 percent of the Class of 2014 will receive need-based scholarships, averaging \$40,000 annually. Undergraduates will benefit from a record \$158 million in grant assistance, and 70 percent will receive some form of financial aid.

"The current economic environment creates many challenges for families who seek the best educational opportunities for their sons and daughters," said Sarah C. Donahue, director of financial aid. "We spoke with many parents and students over the past month about how to make Harvard affordable," she said.

The high yield of admitted students means that Harvard will admit fewer students from the waiting list than in recent years. "Currently, we expect to be able to admit between 65 to 75 students," said Marlyn E. McGrath, director of admissions. "We will begin the selection meetings this coming week and complete our work by July 1."

At this time, the demographics of this entering class are similar to last year's. Men make up 51 percent of the class, while the geographic origins of the incoming students show little change. The percentage of students who intend to concentrate in the humanities rose from 22.3 percent to 25.3. Interest in engineering showed a similar increase, from 9.2 percent to 11.1.

Online ► Full release: hvd.gs/45711

Harvard Foundation recognizes students, faculty, race relations

Forty-five students, two race relations tutors, and a distinguished faculty member were honored by the Harvard Foundation for exceptional contributions to improving intercultural and race relations at Harvard College on April 30, as part of the annual Harvard Foundation Student/Faculty Awards Ceremony and Aloian Memorial Dinner, held in Quincy House.

Sandra Naddaff, director of studies in the literature concentration, senior lecturer on literature and comparative literature, and master of Mather House, was honored with the 2010 Faculty of the Year Award.

Said S. Allen Counter, director of the Harvard Foundation, "When President Derek Bok established the Harvard Foundation in 1980, it was his wish that in the absence of race and ethnic houses, such as those at Yale and Princeton, Harvard's residential Houses would become multicultural centers, and beacons of intercultural enlightenment with the support of their directors, or masters," said Counter adding, "No one has exemplified the mission and spirit of the Harvard Foundation in the Harvard Houses more than Sandra Naddaff. In addition to being a distinguished faculty member and administrator, she has been a source of great inspiration and support to the foundation and our mission to improve intercultural and racial under-

standing in the Houses."

Faculty, administrators, House masters, and students nominated the student award recipients, and the winners were then chosen by the faculty and student advisory committee of the Harvard Foundation. Seniors who demonstrated outstanding commitment to improving intercultural life at the College and beyond the University received Distinguished Senior Awards. Harvard Foundation Insignia Awards were given to students who displayed a sustained effort to improving racial and ethnic harmony at the College. The foundation also recognized underclassmen who made notable contributions to the intercultural life at Harvard College with Certificates of Recognition.

Jacqueline C. Hairston '10 was elected by fellow students to receive the Harvard Foundation Peer Recognition Award for commendable leadership, and Race Relations Tutors Raquel Kennon of Pforzheimer House and Carl Miller of Eliot House were also recognized with awards for their intercultural initiatives in the residence halls. Counter presented the Director's Award to Nworah Ayogu '10 to honor his outstanding contributions to undergraduate student activities and four years of dedicated service to the Harvard Foundation for Intercultural and Race Relations.

— Elizabeth Salazar

Weissmans support 50 interns abroad

Thanks to the generosity of Paul '52 and Harriet Weissman, 50 Harvard College students will travel around the globe to explore their career interests and experience new cultures.

Since 1994, Weissman internships have offered exceptional opportunities for professional, intellectual, and personal growth through a combination of work, observation, and cultural immersion. To date, more than 400 students have pursued internships in 79 countries on five continents.

This year's class will intern in 23 countries throughout Africa, the Middle East, Europe, Latin America, and Asia Pacific. They will work on a variety of projects, such as finding suitable health interventions for Alzheimer's disease caregivers at a school of

public health in China; educating former child soldiers through soccer at a nonprofit organization in Uganda; assisting an organization in the production of a summer opera festival in England; hosting wine

Online ►► This year's interns: www.ocs.fas.harvard.edu/students/global/weissman/10weiss.htm

tastings and wine cave tours at a Champagne house in France; breeding small reef fish in an ecology laboratory to study their reproductive biology in New Zealand; measuring functional traits in tropical forests with a research institute in Panama; and evaluating the efficiency of micro loans and investment projects at a bank in Rwanda.

The interns met with the Weissmans, as well as members of the selection committee and guests, during an April 28 luncheon at Loeb House where they highlighted plans for their upcoming summer internships.

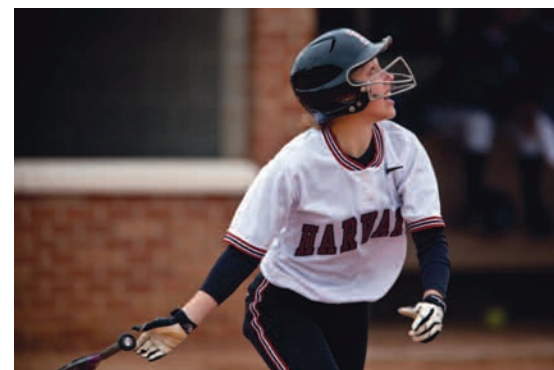
Throughout the summer, the students will stay in contact with each other and the Weissmans. They will meet again in the fall to share their experiences.

The Weissman Program is administered by the Office of Career Services.

Linda Xia '13 (left), who will be interning in Paris, and Julia Howland '12, who will intern in Barcelona, Spain, talk with Paul Weissman '52 during the spring luncheon.

Photo by Kris Snibbe | Harvard Staff Photographer

ATHLETICS IN BRIEF



Stephanie Krysiak '10 and the Crimson couldn't make it two comebacks in a row against Cornell.

SOFTBALL TEAM FALLS TO CORNELL IN IVY LEAGUE CHAMPIONSHIP FINAL, 3-2

It was a fight to the finish for the Harvard softball team, but that wasn't enough for the Crimson as the Cornell Big Red defeated Harvard on May 8, 3-2, to earn the 2010 Ivy League Championship.

Harvard, after dropping game one of the Ivy League Championship Series, 3-1, used an extra-inning, three-run home run by Jennifer Francis '10, to take game two of the series, 4-2, propelling Harvard into a decisive game three.

In the final game of the series, after falling behind 2-1, Harvard saw a fourth-inning Whitney Shaw '12 home run clear the fence and even the game, 2-2. But in the bottom of the inning, Cornell got another run on the board, and the Crimson were unable to bounce back.

Harvard completed the regular season with a 26-13 record, claimed the Ivy League North Division title with a 17-3 record in the Ancient Eight, and earned a spot in the Ivy League Championship Series.

WOMEN'S TENNIS CLAIMS NCAA AT-LARGE BID

Classes are over, but the season isn't for the Harvard women's tennis team, which received an at-large bid from the NCAA Division I Tennis Subcommittee.

The 39th-ranked Crimson, who suffered their only Ivy League loss this year at the hands of Princeton, 5-2, finished the season winning eight of their last nine to complete the season with a 14-7 (6-1 Ivy League) record.

With the at-large bid, Harvard will compete against the Georgia Bulldogs in the first round of the tournament, held on May 14 at Clemson University. The victor will advance to take on the winner of the match between Clemson and the College of Charleston match.

In addition, sophomore Holly Cao, unanimous All-Ivy first-team selection and ranked No. 73 in the nation, will compete in the NCAA singles championships May 26-31 at the Dan Magill Tennis Complex in Athens, Ga.

— Gervis A. Menzies Jr.

File photo by Justin Ide | Harvard Staff Photographer



— 359TH COMMENCEMENT —

What you need to know

The following services will be available on Commencement Day, May 27.

RESTROOMS

Restrooms for the general public are located in Weld, Thayer, and Sever halls. These restrooms are wheelchair accessible.

FIRST AID STATIONS

First aid stations will be situated in the following locations: Weld Hall (Room 11), Thayer Hall (Room 106), and Sever Hall (Room 112).

WATER STATIONS

Clearly marked water stations will be located along the perimeter of Tercentenary Theatre: on the Widener Library steps, at Weld Hall (north porch and northeast entrance), Thayer Hall (south steps), Sever Hall (main entrance), and at the College Pump (near Hollis Hall).

LARGE-SCREEN VIEWING

Large-screen televised viewing of the Morning Exercises will be available for ticketed guests at the Science Center, the undergraduate Houses, and most of the graduate and professional Schools.

TELEVIEWED VIEWING

Morning Exercises and the afternoon annual meeting of the Harvard Alumni Association will be televised live for guests who are unable to attend. The broadcast times are 9 to 11:30 a.m. and 1:45 to 4:30 p.m. These events will be aired on Comcast Cable (Channel 283 in Cambridge/Greater Boston area and Channel 12 in Boston/Brookline).

WEBCAST VIEWING

A live Webcast of the day's events can be viewed at the following Harvard Web sites: commencementoffice.harvard.edu, commencement.harvard.edu, and uis.harvard.edu.

VIDEO SERVICES

Broadcast-quality, multiple-camera DVD and VHS recordings of Commencement Morning Exercises and the afternoon Annual Meeting of the Harvard Alumni Association held in Tercentenary Theatre will be available. Class Day Exercises (held the afternoon of May 26) will also be available. Recordings of the morning and afternoon Commencement Day activities will include commentary during the processions. Single-camera recordings are made of the diploma ceremonies at all of the Houses and some of the graduate/professional Schools.

To purchase videos, or for more information, contact Commencement Video at 617.884.6000; for audio only, call the Media Production Center at 617.495.9440.

PARKING

Parking at the University during Commencement Week is extremely limited. Please view updated information regarding Commencement parking at uos.harvard.edu/transportation/parking/special_event_parking.shtml#comweekpark.

IN CASE OF RAIN

The Morning Exercises will be held rain or shine in Tercentenary Theatre.

COMMENCEMENT SCHEDULE

On Commencement morning the Harvard gates will open at 6:45 a.m. Parents and guests of degree candidates who have tickets to attend the Morning Exercises should plan their arrival accordingly. All guests will be required to show their tickets at the gates in order to enter Tercentenary Theatre. All guests should be seated by 8:30 a.m. for the start of the academic procession, which begins at 8:50 a.m.

8:00 a.m. Senior Chapel in the Memorial Church begins.

8:05 a.m. Formation of advanced-degree candidates in the Sever Quadrangle.

8:15 a.m. Senior Chapel ends. Formation of seniors in the Old Yard.

8:30 a.m. Alumni Procession begins.

8:35 a.m. Procession of advanced-degree candidates begins.

8:50 a.m. Academic Procession begins. President's Division begins processing through the open ranks of seniors. All alumni have ended their procession and have taken their seats in the theater.

9:25 a.m. President's Division ends its procession into the theater.

9:45 a.m. Commencement ceremony begins.

11:30 a.m. Commencement ceremony ends.

Noon Luncheons and diploma-awarding ceremonies at the undergraduate Houses, and graduate and professional Schools.

1:30 p.m. Formation of the Alumni Procession in the Old Yard.

1:45 p.m. Alumni Procession begins.

2:30 p.m. The annual meeting of the Harvard Alumni Association in Tercentenary Theatre begins.

4:15 p.m. The annual meeting of the Harvard Alumni Association ends.

News-makers

PULITZER WINNER GORDON-REED GETS HLS, FAS, RADCLIFFE APPOINTMENTS

Award-winning historian **Annette Gordon-Reed**, J.D. '84, will become a professor at Harvard Law School (HLS) and a professor of history in the Faculty of Arts and Sciences in July. She also will become the Carol K. Pforzheimer Professor at the Radcliffe Institute for Advanced Study.



Gordon-Reed

Gordon-Reed — recipient of the National Book Award, the Pulitzer Prize in history, and a National Humanities Medal — comes to Harvard from the New York Law School, where she was the Wallace Stevens Professor of Law, and from Rutgers University, Newark, where she was the Board of Governors Professor of History. She served as the Charles Warren Visiting Professor of American Legal History during the fall of 2009 at Harvard Law School. During this spring term, she served as a visiting professor of law at New York University School of Law.

Gordon-Reed said, "I am enormously pleased to become a part of the Harvard community once again. I look forward to working with the students and faculty members at the Law School and in the History Department, and to experiencing the rich interdisciplinary environment at the Radcliffe Institute."

To read the full story, visit hvd.gs/45359.

MONICA HIGGINS NAMED PROFESSOR OF EDUCATION AT HGSE

Associate Professor **Monica Higgins** has been promoted to full professor at the Harvard Graduate School of Education (HGSE). Higgins' expertise is focused on areas of leadership development and organizational change, and her work straddles higher education and urban public schools. She joined the HGSE as an associate professor in 2007 after teaching at Harvard Business School for 11 years.

"In her research, Monica Higgins brings insights from organizational behavior to the study of leadership. In so doing, she has been able to identify the indicators that help or hinder organizational change," said HGSE Dean Kathleen McCartney. "As our students will attest, Monica is an extraordinary teacher. And as her faculty colleagues know, she has

already contributed a great deal to the community through her work in the planning of the new doctorate in education leadership (Ed.L.D.). I am thrilled for Monica as well as for the School."

To read the full release, visit gse.harvard.edu/blog/news_features_releases/2010/04/monica-higgins-named-professor-of-education.html.

SHERRY TURKLE TO GIVE CENTENNIAL YEAR LOWELL LECTURE MAY 14

Sherry Turkle, founder and director of the Massachusetts Institute of Technology Initiative on Technology and Self, will give this centennial year's Lowell Lecture, titled "The Tethered Life: Technology Reshapes Intimacy and Solitude," on May 14 (8 p.m., Lowell Lecture Hall), hosted by the Harvard University Extension School.



Turkle

Turkle, a featured media commentator on many network and cable news programs, has focused her research on psychoanalysis and culture and on the psychology of people's relationship with technology, especially computer technology. Her focus has been on what computers do to our relationships, families, and ways of thinking about what is special about being human. Turkle considers the significant impact technology has on our personal and political lives, including the effect on our children, our families, and society's notions of privacy.

For more information about the lecture and other upcoming events, visit extension.harvard.edu/centennial/events.

KEDRON THOMAS AWARDED NEWCOMBE DOCTORAL DISSERTATION FELLOWSHIP

The Woodrow Wilson Foundation recently announced **Kedron Thomas**, a Ph.D. candidate in anthropology in the Harvard Graduate School of Arts and Sciences, as one of 20 recipients of the Charlotte W. Newcombe Doctoral Dissertation Fellowship for the 2010-11 academic year. Thomas will receive a 12-month award of \$25,000 for his dissertation, titled "The Ethics of Piracy: Intellectual Property Rights in Post-Conflict Guatemala."

(see *News-makers* next page)

Newsmakers



Newsmakers

(continued from previous page)

Funded by the Charlotte W. Newcombe Foundation, the year's group of fellows is the 30th named since the program's inception in 1981. The Newcombe Fellowship is one of the nation's largest and most prestigious awards for Ph.D. candidates in the humanities and social sciences addressing questions of ethical and religious values. The fellowship has supported more than 1,000 doctoral candidates, many of whom are now noted faculty members at colleges and universities throughout the United States and abroad.

SIX FROM HARVARD RECEIVE FELLOWSHIPS FROM THE JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION

The John Simon Guggenheim Memorial Foundation has awarded 2010 fellowships to six Harvard faculty members: **Arachu Castro**, assistant professor of social medicine at Harvard Medical School (HMS); **Caroline Elkins**, professor of history in the Faculty of Arts and Sciences (FAS); **Steven Kazuo Takasugi**, associate of the Department of Music; **Gordon Teskey**, professor of English in FAS; **Sheila Jasanoff**, Pforzheimer Professor of Science and Technology Studies at the Harvard Kennedy School; and **Walter Johnson**, Winthrop Professor of History and Professor of African and African American Studies in the Department of History.

Often characterized as "midcareer" awards, Guggenheim Fellowships are intended for scholars who have already demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts.

FAS ANNOUNCES FIVE FULL PROFESSORS FOR 2010-11

The following faculty members have been named

Photos by (left) Kris Snibbe, (right) Rose Lincoln | Harvard Staff Photographers

Outside of Dudley House, on one of our warmer afternoons, actors Kirsten Wyatt (from left), Joe Cassidy, and Alan Green perform during a sneak peek of the the A.R.T.'s "Johnny Baseball," a world premiere musical about the Red Sox.

full professors with tenure in the Faculty of Arts and Sciences:

Stephen Burt, professor of English, is a published poet and prolific critic of contemporary poetry whose scholarly interests range across the verse of many nations. He has been a member of the Harvard faculty since 2007.

Peter Der Manuelian, Philip J. King Professor of Egyptology, leads a project to digitize materials from a complex of tombs, temples, and ancient artifacts surrounding Egypt's famous Giza pyramids. He comes to Harvard from the Museum of Fine Arts (MFA) in Boston, where he is director of the Giza Archives Project and the Giza Mastabas Project, and from Tufts University, where he has been a lecturer in Egyptology since 2000.

David Howell, professor of Japanese history, is a historian whose research has reframed pre-1868 Japan using perspectives from the nation's geographic and social peripheries. He was previously Nissan Professor in Japanese Studies and chair of Princeton University's Department of East Asian Studies.

Martin Puchner, professor of English, is a prolific and wide-ranging author of works on modern drama, philosophy, and world literature. He comes from Columbia University, where he has been the H. Gordon Garbedian Professor of English and Comparative Literature.

Gu-Yeon Wei, Gordon McKay Professor of Electrical Engineering, combines computer science and electrical engineering in addressing technical barriers to faster, more efficient computers and portable electronic devices. He has been on the faculty of the School of Engineering and Applied Sciences since 2002.

For complete announcements, see fas.harvard.edu/home/news-and-notices/news/press-releases.shtml.

GOKHAN HOTAMISLIGIL RECEIVES HONOR FOR THE STUDY OF OBESITY

Gökhan Hotamisliligil, the J.S. Simmons Professor of Genetics and Metabolism and chair of the Department of Genetics and Complex Diseases

at the Harvard School of Public Health (HSPH), will receive the prestigious Wertheimer Award from the International Association for the Study of Obesity (IASO) in July in Stockholm. There, he will deliver the opening award lecture.

To read the full release, visit hsph.harvard.edu/news/press-releases/2010-releases/hotamisliligil-wertheimer-award.html.



Rappaport honored for her memoir.

NANCY RAPPAPORT WINS BOOK AWARD

Nancy Rappaport, assistant professor of psychiatry at Harvard Medical School, has won the 2010 Julie Howe Book Award for her memoir, "In Her Wake: A Child Psychiatrist Explores the Mystery of Her Mother's Suicide."

The award, presented by the Boston Authors Club, comes with a \$1,000 prize and is given to authors who live, have lived, or attended college within 100 miles of Boston. Rappaport, a Boston native, was 4 when she lost her mother to suicide, and her book chronicles her quest for answers and redemption.

Rappaport, who is also director of school-based programs at Cambridge Health Alliance, received the award May 6 at a Boston Public Library reception. For more information on the award, visit bostonauthorsclub.org.

HOUGHTON LIBRARY PRESENTS HOFER PRIZE

The Houghton Library recently awarded the 2010 Philip Hofer Prize for Collecting Books or Art to five Harvard graduate students.

Each year, the Philip Hofer prize is awarded to a student whose collection of books or works of art best exemplifies the traditions of breadth, coherence, and imagination represented by Philip Hofer '21, L.H.D. '67, founder and first curator of the Department of Printing and Graphic Arts in the Houghton Library as well as secretary of the Fogg Art Museum.

The entries are judged on purpose, consistency, and quality. The prize was established by Melvin R. Seiden '52, L.L.B. '55, to encourage student interest in collecting.

To read the full story, visit hcl.harvard.edu/news/articles/2010/hofer_prize.cfm.



Hammonds receives Obama appointment.

DEAN HAMMONDS APPOINTED TO HBCU ADVISORY BOARD BY PRESIDENT

Evelynnn Hammonds, dean of Harvard College and Barbara Gutmann Rosenkrantz Professor of the History of Science and of

African and African American Studies, was appointed by President Barack Obama to the Board of Advisors on Historically Black Colleges and Universities (HBCUs). The panel was re-established by presidential executive order on Feb. 26, 2010.

"As President Obama noted, historically black colleges and universities have made important and ongoing contributions to the nation," Hammonds said. "I look forward to working with other board members to support the administration's efforts to strengthen the educational capacity of these important institutions."

"As a graduate and current trustee of Spelman College, Dr. Hammonds has a deep knowledge of HBCUs," said John Silvanus Wilson Jr., executive director of the White House Initiative on Historically Black Colleges and Universities. "She understands their challenges and potential in a way that will enrich her contributions to the Presidential Advisory Board. The board and the president will also benefit from her understanding of what is required to strengthen HBCU offerings in the science, technology, engineering, and mathematics fields."

HARVARD BLACK MEN'S FORUM PRESENTS ANNUAL AWARDS

The Harvard Black Men's Forum (BMF), which pays tribute to the contributions that black women have made to Harvard and to society at large, recognized former Cambridge Mayor **Denise Simmons**, among others, at its Celebration of Black Women event on April 29.

The BMF's annual honorees include black women who excel in their fields and give back to the community, Harvard College seniors, who have demonstrated their dedication to making a difference, and a future female leader from the Massachusetts high school community.

The Celebration of Black Women is the BMF's biggest and oldest event. Past recipients include actresses Phylicia Rashad and Debbie Allen, as well as other prominent African-American women.

EDWARD M. GRAMLICH FELLOWSHIP ANNOUNCES TWO WINNERS FOR 2010

The Harvard Joint Center for Housing Studies
Photo (above) by Rose Lincoln | Harvard Staff Photographer



Pound and Razmilic awarded fellowship.

and NeighborWorks America are pleased to announce the recipients of the 2010 Edward M. Gramlich Fellowship in Community and Economic Development, **Abigail Pound** and **Eduardo Andres Berlin Razmilic**. They will develop analytical projects based on 10 weeks of on-site research with NeighborWorks America.

This summer, Pound, an M.P.A. candidate at the Harvard Kennedy School, will research possible strategies for the future of mortgage lending and potential intersections between nonprofit and for-profit social enterprise business models.

Razmilic, a practicing architect for 10 years and an M.Des.S. candidate at the Harvard Graduate School of Design, will explore what constitutes a "choice community" and the criteria for evaluating the sustainability of housing units and neighborhoods for individual households. He will also research the U.S. Department of Housing and Urban Development's place-based policy agenda.

Honoring the late Edward (Ned) Gramlich, the fellowship is a competitive summer program that provides a unique blend of academics and field experience. Designed for mature, forward-thinking Harvard students, the program provides an opportunity to learn, explore, and make a difference.

To learn more about opportunities for students at the Joint Center for Housing Studies, visit jchs.harvard.edu/education.

NATIONAL ACADEMY OF SCIENCES AWARDS TOP SCIENTIFIC HONOR TO NINE FROM HARVARD

Nine Harvard faculty members are among 72 newly elected National Academy of Sciences members and 18 foreign associates chosen in recognition of their distinguished and continuing achievements in original research.

The mission of the National Academy of Sciences, a private organization of scientists and engineers, is to further science and its contribution to general welfare. The academy was established in 1863 by a congressional act of incorporation signed by Abraham Lincoln that calls it to act as an official adviser

HOT JOBS

ASSISTANT DIRECTOR, HGSE FUND, REQ. 20900BR, GR. 056

Graduate School of Education, FT (4/29/2010)

ASSISTANT DIRECTOR, ALUMNI RELATIONS AND HGSE FUND, REQ. 20898BR, GR. 056

Graduate School of Education, FT (4/29/2010)

PROGRAM AND WEBSITE COORDINATOR, REQ. 20758BR, GR. 054

Harvard Law School, FT (4/20/2010)

DIRECTOR OF BENEFITS AND PENSION FINANCIAL ADMINISTRATION, REQ. 20695BR, GR. 061

University Administration, FT (4/16/2010)

SENIOR STAFF SCIENTIST - ADAPTIVE ARCHITECTURE, REQ. 20577R, GR. 060

Harvard Medical School, FT (4/15/2010)

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

HOW TO APPLY

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

JOB SEARCH INFO SESSIONS

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

to the federal government, upon request, in any matter of science or technology.

The nine newly elected members from Harvard are **Porter W. Anderson**, senior lecturer at Harvard Medical School (HMS); **Michael J. Hopkins**, professor of mathematics in the Department of Mathematics; **William G. Kaelin**, investigator at Howard Hughes Medical Institute and professor of medicine at Dana-Farber Cancer Institute and HMS; **Gary King**, Albert J. Weatherhead III University Professor in the Department of Government; **Kenneth S. Rogoff**, Thomas D. Cabot Professor of Public Policy and professor of economics, Department of Economics; **Donald B. Rubin**, John L. Loeb Professor of Statistics in the Department of Statistics; **Kevin Struhl**, David Wesley Gaiser Professor in the Department of Biological Chemistry and Molecular Pharmacology at HMS; **Mary C. Waters**, M.E. Zuckerman Professor of Sociology in the Department of Sociology; and **David A. Weitz**, Mallinckrodt Professor of Physics and of Applied Physics in the Department of Physics.

MEMORIAL
MINUTES**William Avison
Meissner**

Faculty of Medicine



William “Bill” Avison Meissner, former Harvard Medical School clinical professor of pathology and *emeritus* professor of pathology at the New England Deaconess Hospital, died on Dec. 6, 2008, at age 95. Meissner’s expertise was in thyroid, soft tissue, and oropharyngeal tumors.

To read the full Memorial Minute, visit hvd.gs/46075.

Michael Shannon

Faculty of Medicine



Michael Shannon, the first African-American full professor of pediatrics in Harvard Medical School’s history, died on March 10, 2009, at the age of 55. At Children’s Hospital Boston, Shannon directed the largest pediatric emergency medicine fellowship program in the country and trained subsequent leaders in toxicology and emergency medicine.

To read the full Memorial Minute, visit hvd.gs/46073.

**Peter Emanuel
Sifneos**

Faculty of Medicine



Peter Emanuel Sifneos, professor *emeritus* of psychiatry at Harvard Medical School, died at his home in Belmont on Dec. 9, 2008, at the age of 88. He was an internationally renowned pioneer in the areas of short-term psychotherapy and psychosomatic medicine.

To read the full Memorial Minute, visit hvd.gs/46077.

Paul C. Zamecnik

Faculty of Medicine



Paul Charles Zamecnik, the Collis P. Huntington Professor of Oncologic Medicine *Emeritus*, died in Boston on Oct. 27, 2009, at the age of 96. During a research career that spanned more than 70 years, he made a series of scientific contributions that represented multiple fields of biochemistry and molecular biology.

To read the full Memorial Minute, visit hvd.gs/46070.

Online ► news.harvard.edu/gazette/section/campus-n-community/news-by-school

Around the Schools



Graduate School of Design

A year ago, the Harvard Graduate School of Design (GSD) held a three-day international conference on the future of cities. “Ecological Urbanism” drew on disciplines as seemingly diverse as design, cultural history, medicine, economics, and literature.

This month, the book version of the conference appeared, also called “Ecological Urbanism” (Lars Müller Publishers, 2010), edited by GSD Dean Mohsen Mostafavi with doctor of design candidate Gareth Doherty. It’s big (656 pages) and gorgeous (full of color photographs, maps, charts, and other graphics).

But don’t let it rest on your shelf. “Ecological Urbanism,” a collection of 134 provocative essays, many of them by Harvard faculty, is the first attempt in the design world to consider the fate of cities, the first places on the globe to feel the pinch of dwindling resources and rising populations.

Designers and architects are slowly acknowledging the place of sustainability in what they do, Mostafavi argues. But this has to be massively scaled up to affect the complex economic, social, political, and cultural infrastructure of modern cities. The new book, he said, conjoins ecology and urbanism in order to “provide the knowledge, methods, and clues of what the urban can be in the years to come.”

— Corydon Ireland



Faculty of Arts & Sciences

What are the odds?

It is statistically improbable that a Harvard teaching award open to all graduate students for the past four years would go to members of the same department. Adding to that improbability is the fact that the department in question is among the smallest at Harvard: Statistics.

To be fair, five graduate students each year win the Derek C. Bok Award for Excellence in Graduate Student Teaching of Undergraduates, which comes with a \$1,000 prize. But only Statistics students have won in all four years. Three other departments have had winning students twice: English, Classics, and Psychology.

Winning the Bok Award from Statistics this year was Kari Lock. Previous winners from the department: Yves Chretien (2009), Paul Baines (2008), and Paul Edlefsen (2007).

In an e-mail, department chair Xiao-Li Meng, the Whipple V.N. Jones Professor of Statistics, delivered news “with extreme delight.” He also offered this head-breaking inference problem: “What is the chance that we will win again the next year? The award is given to five teaching fellows per year among those who have achieved a 4.5 or above course rating. This year, 751 teaching fellows made it to the 4.5 cutoff point, out of over 2,000 teaching fellows in total.”

— Corydon Ireland

If you have an item for Around the Schools, please e-mail your write-up (150-200 words) to georgia_bellas@harvard.edu.

Calendar

HIGHLIGHTS FOR MAY/JUNE 2010

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

su	m	tu	w	th	f	s
may/june				13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5
6	7	8	9	10	11	12

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



Colin O'Donnell and Stephanie Umoh in the A.R.T.'s "Johnny Baseball," May 16-June 27.

MAY 14

University Hall Recital Series.

Faculty Room, University Hall. Jane Sheldon, soprano, and Nicole Panizza, piano. Free. musicdpt@fas.harvard.edu, music.fas.harvard.edu/calendar.html.

MAY 14-16

Emerging America Festival.

"Emerging America" brings some of the country's most promising performers, writers, companies, and directors to Boston for a weekend filled with energy, imagination, creativity, and drama. For more information and a complete schedule of events, visit www.emergingamericafestival.org.

MAY 14-24

Cesar Monteiro, Poet-Provocateur.

Harvard Film Archive, 24 Quincy St. Films to be screened include "Memoirs of the Yellow House – A Portuguese Comedy," "Come and Go," "Silvestre," "Snow White," "God's Comedy," "God's Wedding," "Paths," and "The Hips of J.W." hcl.harvard.edu/hfa/.

▼ "Come and Go (Vai e Vem)" (Portugal, 2003) screens Saturday (May 15) at 7 p.m. in Portuguese with English subtitles.

MAY 16

The Essence of Humanism.

Phillips Brooks House, 1:30-2:30 p.m. Professor Herman Suit, Radiation/Oncology Department, Harvard University. Sponsored by the Humanist Chaplaincy at Harvard. Free. 617.547.1497.

MAY 16-JUNE 27

Johnny Baseball.

Loeb Drama Center, 64 Brattle St. An exhilarating blend of fact, fiction, and the mystical power of the game of baseball that also packs a thoughtful commentary on American social history. Directed by Diane Paulus at the American Repertory Theater. Tickets are \$25-75. 617.547.8300, americanrepertorytheater.org.

MAY 18

The Deep History of Life.

Room 341, Warren Alpert Building, Harvard Medical School, 12:30-1:30 p.m. Andrew Knoll, Harvard OEB. Coffee and snacks served at 12:15 p.m. outside the room. 617.432.1935, shannon@hms.harvard.edu.

MAY 25

William James on Ecstatic States of Consciousness.

Swedenborg Chapel, Quincy at Kirkland St., 7:30-9 p.m. Eugene Taylor, lecturer on psychiatry. Sponsored by the Swedenborg Society at Harvard in honor of returning alums, and in celebration of the centenary of William James (1842-1910).



Harvard Rituals: Return to Harvard Day

Beyond touring the campus, sampling public service programs, and attending courses and colloquiums, Return to Harvard Day was about reimmersion into the fabric of everyday life in the Harvard community for 250 alumni and alumnae.

Robert S. Blacklow '55, senior lecturer in the Department of Global Health and Social Medicine at Harvard Medical School, said of the April 7 sessions, "I was impressed by the diversity, vitality, and genuine enthusiasm of both the student body and the faculty."

Bill Alden '50, M.B.A. '52, said, "My grand-

daughter Kristina and my son Lincoln were very excited by seeing Harvard through my old eyes and the comparatively new eyes of Harvard youth. The lectures and campus tours were just great. The beat for excellence goes on."

Eeke de Milliano '11, a Crimson Key Society tour guide, said she received many insights from the alumni, adding, "This was definitely one of my favorite tours I had ever given. ... What made it special was that when I was talking about the history of Harvard, I was telling it to people who had actually lived and made that history."

Photos and text by Kris Snibbe | Harvard Staff Photographer

Online ►► View photo gallery: hvd.gs/46102

