The Master’s Technique
A GSAS Student Discusses the Making of Harvard’s Rembrandt Exhibition

The GI Bill: How the Historic Law Aided Harvard’s Postwar Graduate Students
Recycling Computing Power: Harvard’s Innovative Crimson Grid

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Thomas Davenport, PhD ’80, sociology
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A. Barr Dolan, AM ’74, applied sciences
Richard Elkan, AB ’66, PhD ’72, history of American civilization
John C. C. Fan, SM ’67, PhD ’72, applied sciences
Donald Farrar, AB ’54, PhD ’61, economics
Neil Fishman, SM ’92, applied sciences
Kenneth Froewis, AB ’67, PhD ’77, economics
Horner Hagedorn, PhD ’55, history
R. Stanton Hales, PhD ’70, mathematics
David Harnett, PhD ’70, history
George Heilborn, AM ’58, physics
Karen J. Hladik, PhD ’84, business economics
Mary Lee Inghar, SB ’46, PhD ’53, economics, MPH ’56
Andrew Jameson, PhD ’58, history
Daniel R. Johnson, AM ’82, East Asian History AM ’84, business economics, ex officio
Gopal Kadagathur, PhD ’89, applied sciences
Alan Kantrow, AB ’65, PhD ’79, history of American civilization
Gyuri Karady, PhD ’90, applied sciences
Robert E. Knight, PhD ’68, economics
Felipe Larraín, PhD ’85, economics
Jill Levenson, PhD ’67, English and American literature and language, ex officio
See-Yan Lin, MPA ’78, PhD ’77, economics, ex officio
Suzanne Folds McCullagh, PhD ’81, fine arts
John J. Moon, AB ’89, PhD ’94, business economics
Sandra O. Moose, PhD ’68, economics, chair
F. Robert Nula, SB ’51, applied sciences
Betsy M. Olsom, PhD ’63, PhD ’69, medical sciences
Maury Peiperl, MBA ’86, PhD ’94, organizational behavior
M. Lee Pelton, PhD ’84, English and American literature and language, ex officio
Nancy Ramage, PhD ’69, classical archaeology
John E. Rielly, PhD ’61, government
Allen Sangines-Krause, PhD ’87, economics
Charles Schilke, AM ’92, history
Sidney Spielvogel, AM ’46, economics, MBA ’49
David Staines, PhD ’73, English and American literature and language
Marianne Steiner, MEN ’78, SM ’78, applied mathematics
John Stuckley, PhD ’81, business economics
Dennis Vaccaro, PhD ’78, division of medical sciences
Donald van Deventer, PhD ’77, economics
Lee Zhang, AM ’91, medical sciences
Gustavus Zimmerman, PhD ’40, physics

On the cover: Rembrandt’s Zacharias and the Angel, c. 1635. Courtesy of the Fogg Art Museum, Harvard University Art Museums, the Maida and George Abrams Collection.
A Focus on Excellence in Teaching

This past September, interim President Derek Bok and I stood on the stage in Sanders Theatre and welcomed our extraordinarily talented incoming graduate students. Looking out on a sea of faces full of hope, determination, good humor, and some trepidation, I felt sure the Graduate School’s primary mission—to train the next generation of faculty and scholars—would be well-served.

Our AM and PhD programs do a fine job of preparing new researchers to push forward the frontiers of scientific knowledge and humanistic understanding. Another part of our mission needs improvement, however: the preparation of our students to teach and convey information and concepts to others, whether or not they ultimately teach in colleges and universities. Best practices in teacher training must be continually evaluated so that we can give our students the best pedagogical skills available. Excellence in teaching is not a fixed talent. Extensive research exists on the conditions that allow for effective learning, and all faculty and graduate students can master and apply such knowledge.

My appointment as chair of the University’s newly formed Task Force on Teaching and Career Development allows me to work with faculty colleagues to improve rewards and support for teaching and teacher-training at Harvard. My colleagues and I—nine professors who span the disciplines in the Faculty of Arts and Sciences—will consult widely, assemble data, and make recommendations on how the Faculty of Arts and Sciences might foster and reward pedagogical improvement. The task force plans to work closely with several “partner departments” in the humanities, social sciences, and sciences: Classics, English and American Literature and Language, History of Science, Psychology, Molecular and Cellular Biology, and Physics.

The questions we will address include: how can Harvard encourage scholar-teachers to strive for continual improvement in the quality of their teaching? How can the teaching accomplishments and qualifications of candidates be better evaluated in hiring and promotion decisions? How might the Faculty of Arts and Sciences enhance recognition and rewards for effective teaching and pedagogical improvements? And how can we better deploy the excellence resources—such as the Derek Bok Center for Teaching and Learning—that already exist at Harvard?

Harvard’s people—future scholars, brilliant faculty, and creative alumni—comprise our best assets.

The formation of this task force is well-timed. Harvard has completed a multi-year review of the undergraduate curriculum, and Derek Bok, a passionate advocate for excellence in teaching, has returned as interim president of the University. The preliminary report of the Task Force on Teaching and Career Development will be issued in February of 2007. I look forward to sharing its highlights with you.

We have a real opportunity to make a difference in Harvard’s culture through this task force and through the complementary efforts this year of the Graduate Policy Committee. If we are imaginative and bold in devising new ways to visibly reward the teaching efforts of our faculty and graduate students, we can enrich student learning—and perhaps develop institutional practices to share with other universities. In any event, we will spread ideas and influence through our human connections. Harvard’s people—future scholars, brilliant faculty, and creative alumni—comprise our best assets.
For Edward Wouk, it was the opportunity of his graduate career. This past spring, University Art Museums curators William Robinson, PhD '96, fine arts, and Ivan Gaskell approached Wouk, a fourth-year doctoral student in the history of art and architecture, about researching an exhibition on Rembrandt. Given Wouk's focus on 16th- and 17th-century Dutch and Flemish art, he naturally leapt at the chance.

This year is the 400th anniversary of Rembrandt's birth, and with Harvard's superb collection of the master's drawings, the curators knew they could present something special. But in a year in which Rembrandt exhibitions have been filling museums worldwide, Robinson and Gaskell decided to highlight an aspect of his work often ignored in blockbuster art shows: the intricacies of an artist's technique that are often eclipsed by the term "genius." The exhibition Rembrandt and the Aesthetics of Technique was launched. Working alongside a curatorial intern in the museum's Department of Drawings, Wouk—also a Mellon intern in the Department of European Painting, Sculpture, and Decorative Arts—began to comb through the Fogg's collection in search of the drawings and etchings that would best reveal the artistic technique behind Rembrandt's work.
What is different about this Rembrandt exhibition?

EDWARD WOUK: The idea was to group things so that viewers can compare drawings and prints side by side and also get so close to the object that they can see the technique. In museums, work is usually on the wall and distant, and it’s easy to overlook the technique. Viewers will be able to get close to drawings, something that doesn’t always happen.

We weren’t just interested in selling catalogues or showing the most beautiful objects, but in answering such fundamental questions as how do viewers interact with work that is 400 years old? How do we reconstruct what the artist was trying to do technically?

This is the first major exhibition in which you have participated. How do you, as a scholar, approach such a public endeavor?

EW: The first concern is space. There is so much we wanted to include, but you have to consider attention span and focus of the viewers. There is a lot of great Rembrandt work we could have pulled from the Fogg collection, but not all of it would fit into our idea for this exhibition.

Also, a concept that seems good on paper may not look so great when you see it as objects in a room. The Fogg staff was very good at helping us with understanding that if an exhibition doesn’t look good, it won’t make your point. So they would say things like, “This painting is going to get lost if the wall is painted this or that color.” And with helping us arrange the work for best viewing, as opposed to looking like a collection of postage stamps on a wall. Many of the works are similar in size—mostly about 5”x7”.

What goes into creating such an exhibition from your perspective? How were decisions made as to what pieces got into the show?

EW: Willemijn [Lindenhovius, a curatorial intern in the Department of Drawings] and I started working with the actual objects and then tried playing around with photocopied images we could toss about in building our groups. Every time we returned to the actual images, we realized just how valid the whole premise of the show is: [trying to envision the show] didn’t work with the copies, even when we had the original in mind. This exhibition is all about looking and looking once again at the actual work of art, as closely as possible.

I was interested in including one other Rembrandt painting in the Fogg’s collection, the fascinating Bust of Christ that Professor [Seymour] Slive acquired for the Museum and later published as a work by Rembrandt. The attribution of that small panel has been a big issue in the past, but I think that apart from that issue there’s so much to say about that image, and it’s a very compelling portrait as well as a fine example of a small panel painting. … Ultimately we decided to cut that work because it just wasn’t making the sort of comparison with other objects that we were hoping for. It really just stood by itself, or perhaps with one other print, the so-called Hundred Guilder Print, but it didn’t integrate into our concept, so out it went.

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It was September, but this wasn’t Fall Registration. The year was 1946, and the men were ex-servicemen submitting their GI Bill book authorization forms.

Sixty years ago, World War II was over, and millions of veterans were entering colleges and universities with support from the Servicemen’s Readjustment Act of 1944 (popularly known as the GI Bill). In the summer of 1944, Harvard was fielding about 200 letters a month from GIs. By the spring of ’46, the number passed 1,200 a week.

In 1945, University President James B. Conant, PhD ’17, chemistry, had voiced reservations about the bill, predicting that colleges and universities could be flooded with “the least capable among the war generation, instead of the most capable.” Other University officials, The Harvard Crimson, and the Alumni Bulletin favored tropes of natural disaster: It was a “great veteran tidal wave”...“a deluge”...“an overwhelming flood”...“an avalanche of students.” On September 28, 1946, the editor of the Alumni Bulletin simply ran up the white flag and titled the issue “The Veterans’ University.”

For their part, veterans hunkered down and went to work. And in surprising ways they left their mark on the University.

POSTWAR CRISIS
Harvard met the postwar challenge boldly, from leasing entire hotels to recommending baby sitters. The University Nursery School filled two Quonset huts and took in 110 children of veterans—with 200 more on the waiting list. During 1946–47, the recently created Office of the Counselor for Veterans handled 1,388 requests for full- or part-time employment from wives of veterans, successfully placing 868.

The veterans’ impact was all the greater because Harvard shrank during the war. The Graduate School dropped from about 1,100 students to a wartime low of 393 in 1943–44. Though the number climbed over the next two years, the great surge was in 1946–47, when enrollment shot up to nearly 2,000, over two-thirds of them veterans. The entire university swelled to bursting.

“The crowds are everywhere,” Mitchell Goodman ’45 complained in the Alumni Bulletin. The Crimson bemoaned the “queues, chowlines, and packed classrooms.” Bernard Bailyn—PhD ’53, history,
Adams University Professor, emeritus, and an Army veteran who entered GSAS that fall—recalls “an awful lot of people everywhere, in seminars, classes, dining rooms. It was so busy and intense I can’t remember much.”

The biggest challenge was housing. More than 1,000 married veterans (some with children) still needed places to stay in September 1946. The Housing Office had four fieldworkers canvassing neighborhoods by phone—even door-to-door—in search of accommodations. In February, President Conant had written 16,000 area alumni, asking if they could put up some of the 3,000 married vets and their families. He got 99 offers of space.

Harvard took a three-year lease on Boston’s Hotel Brunswick, arranged for 198 temporary apartments from the Federal Public Housing Authority, and turned a hospital at Ft. Devens, an Army base in Ayer, Massachusetts, into 386 one- to three-bedroom apartments, an instant bedroom community known as Harvardevens Village. Nonetheless, 40 veterans started the year bunking at the Indoor Athletic Building basketball court, hastily outfitted with chairs, ashtrays, and neat rows of bunk-bed cots.

VETERAN DIVERSITY

Not everyone praised these efforts. The Alumni Bulletin sniffed, “The Corporation has gone just about far enough. In years past, Harvard allowed the married student to fend for himself.” And many who’d known Harvard before the war found the changes disconcerting.

Veterans challenged Harvard conventions. Stan Miles, MPA ’49, PhD ’56, government, and an Army veteran, explains that suits and ties were then de rigueur classroom attire. But many vets continued wearing parts of their uniforms because that’s what they had. Samuel Eliot Morison, PhD ’12, history, “tried to keep them out of his classes,” Miles recounted. “He didn’t like those scuffy veterans. He thought they should dress properly when they were at Harvard.” Ultimately, Morison reconciled himself to less formal attire.

But vets earned a reputation for seriousness. “They worked hard at everything they undertook,” Miles says, “and the grade point average went up.” According to Counselor for Veterans Wilbur Bender, AM ’31, history, veterans were “easily the most experienced, most mature, most serious and hardworking group of students Harvard has ever seen.” Still, he criticized their “unhealthy determination to get ahead, [their] grim competitive spirit, [and] emphasis on individual success.” Likewise, The Crimson skewed vets as grinds who prostrate themselves before the Reserve Desk at Widener” and maintain “a regimen of eating, sleeping, and studying.”

Diversity was one source of the tension. As a Crimson writer put it, these men—“who would never have come here without the GI Bill”—poised “the strongest threat yet to a Brahmin coolness and a decentralized social way of life that have been refined over 300 careful years.” Perhaps meant in jest, the remark rings true. In Making Harvard Modern (2001), Morton Keller, PhD ’56, history, and Phyllis Keller, observed that until the postwar era continued on page 10

alumni notes

Anthropology

Robert H. Tykot, PhD ’95, was recently promoted to full professor in the Department of Anthropology at the University of South Florida. A student of retired Professor Nikolaas van der Merwe, he continues his work on Sardinia (Italy), where he has an ongoing archaeology field school. He is also the co-editor of a just-published volume focused on another area of his research, Histories of Maize: Multidisciplinary Approaches to the Prehistory, Linguistics, Biogeography, Domestication, and Evolution of Maize (Elsevier, 2006). Information about his work and publications is available at shell.cas.usf.edu/~rtykot.

Applied Sciences

Toby Berger, PhD ’66, professor of electrical and computer engineering at the University of Virginia, received the Leon K. Kirchmayer Graduate Teaching Award for sustained excellence in graduate education and research in information theory by the Institute of Electrical and Electronics Engineers. Berger has authored several books, including Rate Distortion Theory: A Mathematical Basis for Data Compression, a seminal text that has helped shape that branch of information theory research for more than 30 years. He has co-authored more than 60 journal articles and 250 conference papers with students.

Chemistry

Don G. Scroggin, PhD ’72, reports that he was a member of the US Department of Justice Tobacco Litigation Team, which this August won a large federal tobacco case, finding the tobacco companies guilty of racketeering. Scroggin is a trial attorney working in immigration law at the justice department.

The Classics

Louis H. Feldman, PhD ’51, writes that E. J. Brill, Netherlands, has recently published his book Judaism and Hellenism Reconsidered. The 950-page volume is a collection of previously published and new articles including an introduction on “The Influence of Hellenism on Jews in Palestine in the Hellenistic Period.” The articles deal with such subjects as “Homer and the Near East,” “The Septuagint,” “Hatred and Attraction to the Jews in Classical Antiquity,” and “Rabbinic Insights on the Decline and Forthcoming Fall of the Roman Empire.”

Economics

Ching-mai Wu, PhD ’77, announces his recent election as a Trustee of the Harvard-Yenching Institute. He is assuming the trusteeship position occupied by the United Board for Christian Higher Education in Asia, where continued on page 7
Admit it. You rarely push that 3-gig processor on your computer past second gear. Your machine drives on cruise control as you bang out a memo for work, catch up with friends and family online, and download the latest from Death Cab For Cutie so your coworkers, if not your kids, think you are somewhat cool.

You may never have asked an obvious question: What could be done with all that leftover processing power pulsing silently through the silicon? Until machines become sophisticated (or bored) enough to seize it for themselves in an attempt to become conscious, consider lending that extra oomph to the Crimson Grid.

Starting in 2004, Joy Sircar, director of information technology at Harvard’s Division of Engineering and Applied Sciences (DEAS), began to lay the groundwork for a campus-wide grid computing infrastructure. The aim of the project is to harness unused computing power around the campus to fuel a variety of computationally intense projects. By recruiting sleepy machines into active duty, a grid setup allows users to do simple tasks (like share software) and incredibly complex operations (like modeling biological events such as brain tumors, analyzing voting patterns in elections, or discovering the physics behind earthquakes) all from their own offices.

“Unlike traditional approaches to high-performance computing, either a single super machine or a bunch of dedicated processors clustered together, the grid is more flexible, taking neither extreme approach,” says Sircar.

In short, grid computing taps data and computing resources from different computing systems and makes them available when and where they are needed. That means if you don’t need that extra megahertz during your lunch break but someone wants to test a pet theory about the Big Bang, she can get it—without any noticeable slowdown on your PC.

The net result of yoking together idle processing power here and there is massive computational muscle and speed, or in tech terms: megaflops and gigaflops. FLOPS is a common benchmark, an acronym for the number of FLoating point OPerations, those involving fractional numbers, that occur per second. Megaflops involve millions of such calculations per second, and gigaflops, billions.

Creating and maintaining the Crimson Grid, of course, required collaboration beyond the circuit level. IBM supplied a grant for the servers and on-site expertise; other vendors like Intel and Microsoft joined in with software and support; and DEAS teamed with University Information Services and the Faculty of Arts and Sciences to provide a “gateway” service to extend grid nodes. These nodes are, typically, individual computers that provide access to the larger grid network and can share their own computing resources both on campus, linking places like the Medical School, and outside Harvard, ensuring future access to other institutions throughout the globe.

In the past year, the grid has grown, silently humming along with 21 faculty groups now on board and 59 participating students, including Jim Greiner, a fourth-year graduate student in statistics.

“A big part of my research is on methods to assess racial voting patterns,” Greiner says. “The secret ballot prevents us from observing how people of different races and ethnicities vote, so in redistricting litigation, we have to draw inferences based on census information and aggregated information [about] how many votes [were cast] for the Democrat and Republican in a particular area. I wrote some software to analyze this situation. I needed to use simulation to verify that the software worked.”

For testing, Greiner found the existing high-speed computers too slow. Even running at 100 percent capacity they would have prolonged his analysis by three months.

“Using the Crimson Grid, my entire verification project was done in five days,” he says. “In my research, the difference between the Crimson Grid and some other form of computing is the difference between getting research done versus not getting it done.”
A DEAS team, with help from FAS and University Information Systems, set up the hardware and networking environment for a grid computing environment, known as the Crimson Grid. Working closely with software engineers from the IBM Advanced Internet Technologies Group, Aaron Culich (pictured) and others from the DEAS information technology team designed the Harvard Grid Reference System Implementation.

Moving from the grassroots to much deeper—and shakier—ground, Jim Rice, the Mallinckrodt professor of engineering sciences and geophysics, and his team use the system to study the earth’s rumblings.

“We use the grid to study many aspects of the physics of earthquakes, achieving a level of grid refinement, or of numerical resolution, which could not be approached without it,” he explains.

In particular, DEAS graduate students Harsha Bhat and Elizabeth Templeton employ the grid to investigate how earthquake ruptures choose their paths through branched and offset fault systems. Understanding when such branch/offset junctions can stop a rupture is critical to understanding how large an earthquake will be—and for evaluating the seismic risk of earthquake-prone regions like Southern California.

The grid may even help save lives more directly. Visiting Professor Tom Deisboeck, assistant professor of radiology at the Medical School and Massachusetts General Hospital and director of the Harvard-MIT Complex Biosystems Modeling Laboratory, is developing computational cancer models for simulating malignant brain tumors.

“One of our approaches employs so-called agent-based modeling techniques. We currently run such a multiscale modeling algorithm on the grid infrastructure,” he says.

More broadly, as principal investigator of the Center for the Development of a Virtual Tumor, one of the National Cancer Institute’s nine Integrative Cancer Biology Programs, Deisboeck plans to test the grid’s potential for helping build the first international community for cancer modeling and simulation.

Sircar points out that he and his colleagues are just as interested in seeing what the grid infrastructure can do for scientific research as they are in understanding how the set-up might change the way everyone does computing. As ominous-sounding as it may seem, one day all of us might be part of a grid. Your desktop could crunch numbers or model the inner-workings of a cell, all while you’re at lunch.

Want to learn more or become a part of the grid? Contact Joy Sircar, joy@deas.harvard.edu.

Michael Patrick Rutter is communications director for the Division of Engineering and Applied Sciences.

he was recently elected Chair of the Board of Trustees. He is currently also Chairman of Corporate Finance-Taiwan for Australia’s Macquarie Securities Co., Ltd. He has been involved in Christian Higher Education in Asia for the last 15 years, including as chair of the board of Tunghai University in Taichung, Taiwan (1995–2004).

**English and American Literature and Language**

**Enoch Brater, PhD ’71,** has been appointed the Kenneth T. Rowe Collegiate Professor of Dramatic Literature at the University of Michigan in Ann Arbor, where he is also the recipient of the Distinguished Faculty Achievement Award for 2006. His new book, *Arthur Miller’s Global Theater,* will be published this year by the University of Michigan Press.


**Madison Morrison, PhD ’69,** informs us that his poetry is the subject of two recently published books: *Chaos and Cosmos in Morrison’s “Sentence of the Gods”* by Frank W. Stevenson and Madison Morrison; *The Sentence Committed,* a collection of essays. Morrison has been a professor at the University of Oklahoma and at National Taiwan University, and is the author of numerous poetry collections.

**Marianne Novy, AM ’67,** has published *Reading Adoption: Family and Difference in Fiction and Drama* with the University of Michigan Press. This book analyzes the representation of adoption by a range of writers from Sophocles and Shakespeare to Barbara Kingsolver, examining changes in the way they treat questions such as what makes a parent. It is a follow-up to her edited collection, *Imagining Adoption: Essays on Literature and Culture,* which was a Choice Outstanding Academic Title. Novy taught one of the first academic courses on adoption literature and last year co-organized the first International Conference on Adoption and Culture, in Tampa. A professor of English at the University of Pittsburgh, she is a Visiting Scholar this continued from page 5
EVER LARGER SEGMENTS OF our society accept that it is not just economically foolish but morally wrong for one generation to use up a disproportionate share of the world’s forests, or coal, or oil reserve, or to deplete the ozone or alter the earth’s climate by filling the atmosphere with greenhouse gases. While pleas on behalf of biological diversity sometimes appeal to practical notions like the potential use of yet-to-be discovered plants for medicinal purposes, we also increasingly question our moral right to extinguish other species. Opposition to the global spread of markets is often couched as much in terms of the moral emptiness of consumerism as the tangible hardships sometimes imposed by world competition and unstable financial systems.

But if a rising standard of living makes a society more open and tolerant and democratic, and perhaps also more prudent in behalf of generations to come, then it is simply not true that moral considerations argue wholly against economic growth. Growth is valuable not only for our material improvement but also for how it affects our social attitudes and our political institutions—in other words, our society’s moral character, in the term favored by the Enlightenment thinkers from whom so many of our views on openness, tolerance, and democracy have sprung. ....[T]he attitude of people toward themselves, toward their fellow citizens, and toward their society as a whole is different when their living standard is rising than when it is stagnant or falling. It is likewise different when they view their prospects and their children’s with confidence as opposed to looking ahead with anxiety or even fear. When the attitudes of the broad majority of citizens are shaped by a rising standard of living, over time that difference usually leads to the positive development of—to use again the language of the Enlightenment—a society’s moral character. 

PRIESTS VOW TO REMAIN celibate, physicians vow to do no harm, and letter carriers vow to swiftly complete their appointed rounds despite snow, sleet, and split infinitives. Few people realize that psychologists also take a vow, promising that at some point in their professional lives they will publish a book, a chapter, or at least an article that contains this sentence: “The human being is the only animal that . . .” We are allowed to finish the sentence any way we like, but it has to start with those eight words. Most of us wait until relatively late in our careers to fulfill this solemn obligation because we know that successive generations of psychologists will ignore all the other words that we managed to pack into a lifetime of well-intentioned scholarship and remember us mainly for how we finished The Sentence.
We also know that the worse we do, the better we will be remembered. For instance, those psychologists who finished The Sentence with “can use language” were particularly well remembered when chimpanzees were taught to communicate with hand signs. And when researchers discovered that chimps in the wild use sticks to extract tasty termites from their mounds (and to bash one another over the head now and then), the world suddenly remembered the full name and mailing address of every psychologist who had ever finished The Sentence with “uses tools.” So it is for good reason that most psychologists put off completing The Sentence for as long as they can, hoping that if they wait long enough, they just might die in time to avoid being publicly humiliated by a monkey.

I have never before written The Sentence, but I’d like to do so now, with you as my witness. The human being is the only animal that thinks about the future. Now, let me say up front that I’ve had cats, I’ve had dogs, I’ve had gerbils, mice, goldfish, and crabs (no, not that kind), and I do recognize that nonhuman animals often act as though they have the capacity to think about the future. But as bald men with cheap hairpieces always seem to forget, acting as though you have something and actually having it are not the same thing, and anyone who looks closely can tell the difference. For example, I live in an urban neighborhood, and every autumn the squirrels in my yard (which is approximately the size of two squirrels) act as though they know that they will be unable to eat later unless they bury some food now. My city has a relatively well-educated citizenry, but as far as anyone can tell its squirrels are not particularly distinguished. Rather, they have regular squirrel brains that run food-burying programs when the amount of sunlight that enters their regular squirrel eyes decreases by a critical amount. Shortened days trigger burying behavior without any intervening contemplation of tomorrow, and the squirrel that stashes a nut in my yard “knows” about the future in approximately the same way that a falling rock “knows” about the law of gravity—which is to say, not really. Until a chimp weeps at the thought of growing old alone, or smiles as it contemplates its summer vacation, or turns down a Fudgsicle because it already looks too fat in shorts, I will stand by my version of The Sentence. We think about the future in a way that no other animal can, does, or ever has, and this simple, ubiquitous, ordinary act is a defining feature of our humanity. 

“Choosing Our Past”: Jean-Paul Sartre as Memoirist of Occupied France
By Susan Rubin Suleiman, PhD ’69, Romance languages and literatures
Suleiman is the Dillon professor of the civilization of France and a professor of comparative literature.


THE MUCH-PUBLICIZED TRIAL in 1997 of Maurice Papon, a high French functionary accused of crimes against humanity for his role in the deportation of Jews from Bordeaux in 1942 and 1943, demonstrated that France had not yet finished with its histories of World War II more than fifty years after the event. Papon’s trial, like the others in the series of French trials beginning with that of Klaus Barbie in 1987, confirmed once again that the notion of a national history is problematic, or downright untenable. Even if certain facts are proven and accepted by all, their meaning varies according to the particular groups and moments that recall them. This understanding lies at the basis of the ambitious historical project directed by Pierre Nora, Les lieux de mémoire, and incidentally explains its huge success. If, as Nora affirms, the existence of “one France” has become purely problematic, then the only way to write the history of France is “to the second degree,” focusing less on events themselves than on the multiple ways in which they have been interpreted and passed on in public memory. Similar volumes by historians specializing in the history of memory are under way in Germany and other European countries.

Intellectuals, with their acknowledged role as interpreters of public events, contribute significantly to the shaping of collective memories. Jean-Paul Sartre, arguably the foremost French intellectual of the twentieth century, played an important role in interpreting France’s experience during World War II for the immediate postwar public, both in France and abroad. As historians have often pointed out, the problem that faced France after the Liberation was unique among European nations: how to account for four years of collaboration with the German occupant and at the same time claim a rightful place at the negotiating table as one of the conquerors of Germany. Furthermore, how could France reclaim a Republican heritage after four years of authoritarian rule under Vichy?
Harvard had always been “a Brahmín university—regional, parochial, [and] dominated by Boston’s elite ... ” In the 1920s, a quarter of all GSAS students were native New Englanders, and the Depression further cut the number from outside the Northeast.

Then, almost overnight, diversity came home to roost. According to Bender, the veterans were “more varied in background and point of view than a normal Harvard student body. They ranged in age from 18 to 40, and in rank from private or apprentice seaman to full colonel ... They average three to four years older than prewar Harvard students.”

And they were from all over the country. “I came from a farm family in Idaho,” says Army Air Force veteran Fred Glimp, PhD ’64, economics. “I’d hardly heard of Harvard, and I felt like a real rube when I got here.” The Graduate School—as GSAS Dean Payson Wild, PhD ’31, government, wrote—became “more national than it was before the war.”

TRYING MERITOCRACY

The veteran influx also launched an experiment in meritocracy. The surge in applications meant that Harvard could be (indeed had to be) more selective. At GSAS, an average prewar year saw 400 students admitted out of 800 applicants. In the spring of 1946, there were 900 accepted ... from a pool of 2,600. The Graduate School responded with more stringent application procedures. Besides transcripts, applicants for the first time had to submit three letters of recommendation. Before the war, a student with a B average generally gained admission; the postwar cutoff rose to a B+ or A– average.

And the veterans sparked lasting change. Miles and Glimp assign a pivotal role to Provost Paul Buck, PhD ’35, history. “He was a great supporter of the veteran programs,” Miles says. And Glimp stresses that Buck “wanted to maintain the direction suggested by the GI Bill, making the University more diverse, more competitive, with more financial aid to insure that no one with ability would be turned away because they couldn’t afford graduate study.”

At the height of veteran enrollment, three-quarters of all Harvard students received scholarship aid, mainly through the GI Bill, and President Conant praised it for “more nearly equalizing educational opportunity.” In 1949, Wild observed that graduate study was no longer “limited to those from well-to-do families and those few who received scholarship aid.” But veteran numbers and federal assistance were both in sharp decline. “When ‘GI’ aid is exhausted,” he pondered, “what then?”

For GSAS, the answer involved a crazy quilt of support from government, foundations, and industry, combined with more diligent fundraising and a heavier reliance on teaching fellowships. While it couldn’t match the GI Bill, it did keep graduate study within reach of students of modest means. John Monro, who succeeded Bender as Counselor for Veterans, also played a key role in these changes. During his tenure as director of the Financial Aid Center (1950–57), Monro developed the quantitative system of need analysis that is still in use, not just at Harvard but at colleges and universities across the nation.

THE LEGACY

Today the GI Bill remains a touchstone, hailed by observers of every political stripe. It is praised for empowering individuals, creating opportunities, and expanding the middle class. But its legacy is mixed, says Lizabeth Cohen, the Howard Mumford Jones professor of American studies. It was the largest social welfare program the nation has ever undertaken and undoubtedly enlarged the middle class. However, as Cohen argued in A Consumers’ Republic: The Politics of Mass Consumption in Postwar America (2003), the bill’s structure—its “funneling of federal funds through existing private institutions”—insured that “many racial, gender, and class barriers remained firmly in place.” Not surprisingly, these years brought no golden age for racial minorities or women.

Still, Bailyn points out, “the GI Bill was an enormously important piece of social legislation. It worked down through all different levels of society and brought people to the Graduate School who wouldn’t have been here otherwise.” As Wild observed, it was “a powerful force for democratizing the PhD.” And the veterans left a legacy of challenged assumptions and new standards. In short, “The Veterans’ University” was an acid bath for change, and the Graduate School (and Harvard as a whole) still bears its imprint.

James Clyde Sellman, PhD ’93, history, is copy editor of Colloquy and a freelance writer living in Newton, Massachusetts.
The so-called blockbuster art exhibitions have been derided in scholarly circles in recent years. For instance, Boston’s Museum of Fine Arts was criticized for its show of Ralph Lauren’s antique car collection. What do you think?

EW: The last Museum of Fine Arts show about Rembrandt was also a blockbuster, and it was great. Because our exhibition has a big name—Rembrandt—it’s a kind of blockbuster, and I think that’s fine. If the name gets people in the door in order to ponder the ingenuity and genius of these works, then that’s a good thing. But exhibitions that really distract from the mission of an art museum are problematic. We tend to shy away from that sort of exhibition.

What made Rembrandt’s approach so unique?

EW: In contrast to traditional landscape drawing, his use of line could be very abstract, and he conceived of negative space so that only very few lines were needed to create a vast landscape. For instance, there’s one drawing called Winter Landscape, and no one even knows for sure that it depicts a scene in winter, but because [the terrain] is so empty, people think it must be a vast stretch of snow. It’s profound abstraction. This abstraction and his way of rendering quickly, with one line defining an entire space, also made Rembrandt unique. With a few strokes, an entire face is made human. You don’t find that really with other artists of the period. Every line is capable of conveying such deep emotion, such close observation of life.

What has working on this exhibition meant to you as a young art historian?

EW: To present an exhibition like this has been fundamental to my work. Last year I was the head teaching fellow for Professor Henri Zerner’s survey class The Western Tradition: Art Since the Renaissance. For each week’s section, the other teaching fellows and I would present a small, thematic exhibit of about a dozen works drawn from the Fogg’s collection to introduce students to the week’s theme. This was a phenomenal experience, and although it was a lot of work for the museum staff, they realize how fundamental it is to the Fogg’s mission, which is to educate. For students in the course to look exclusively at museum objects in section, not at slides, is, as far as I know, pedagogically unique here. So, yes, the Fogg has been central to my experience as a graduate student.

MACARTHUR FELLOWS FOR 2006 INCLUDE HARVARD FACULTY

MacArthur Foundation “genius” grants, providing $500,000 in unrestricted funding, went to 25 scientists, artists, and scholars, including two Faculty of Arts and Sciences members. Kevin Eggan, an assistant professor of molecular and cellular biology and a principal investigator of the Harvard Stem Cell Institute, was honored for his work on therapeutic stem cell applications for human diseases. Matias Zaldarriaga, a professor of astronomy and physics, was recognized for analyzing faint signatures of the Big Bang and developing valuable interpretive tools to piece together the early history of the cosmos. Atul Gawande, an assistant professor of surgery at the Medical School and an assistant professor of health policy and management at the School of Public Health, was also honored for his work on patient safety. Gawande is also a staff writer for *The New Yorker.*

HARVARD GENETICIST RECEIVES LASKER AWARD FOR BASIC MEDICAL RESEARCH

The Albert and Mary Lasker Foundation announced in September that Howard Hughes Medical Institute (HHMI) investigator Jack W. Szostak, professor of genetics; Carol W. Greider of Johns Hopkins University; and Elizabeth H. Blackburn, SD ’06, of the University of California at San Francisco have been awarded the 2006 Albert Lasker Award for Basic Medical Research. The three scientists are being recognized for the discovery of the specialized process by which the ends of chromosomes are synthesized, and for the discovery of the enzyme telomerase. Their work has revealed how organisms rely on the enzyme to protect their genome from degradation, and laid the groundwork for later studies linking telomerase to cancer and aging-related ailments in humans. Including Szostak, nine current HHMI investigators have won the Lasker Award, the nation’s most distinguished honor for outstanding contributions to basic and clinical medical research. Since 1962, more than half of the recipients of the Lasker Award for Basic Medical Research have gone on to receive a Nobel Prize.

SCIENCE’S “BRILLIANT 10”

The October 2006 issue of *Popular Science* identified its fifth annual “Brilliant 10” scientists for the year. Among the select group of notable achievements by scientists aged 40 years or younger is Nima Arkani-Hamed, a professor of physics, who theorized that gravity is escaping our universe into two extra dimensions and now speculates that our universe is only one of billions of universes inside a larger “multiverse.”

GSAS GRADS HONORED BY HARVARD ALUMNI ASSOCIATION

The Harvard Alumni Association (HAA) Awards, established in 1990, recognize outstanding service to the University through alumni activities. This October, six alumni were honored, including two GSAS graduates, Sidney Spielvogel and Frederic P. Smith. Spielvogel, AM ’46, history, MBA ’49, of New York City has served as the Graduate School’s annual fund chair since 1996. He has been a member of the Graduate School Alumni Association Council since 1983, and has served as its chair. He has been a volunteer solicitor in New York, a regular participant at GSAS phonathons, and is also an organizer of the annual career options day panels in nonacademic fields for GSAS and the Office of Career Services. A member of the Harvard Club of New York, he hosts two events.
HARVARD ASTRONOMERS HELP LOCATE STRANGE NEW PLANET

Using a network of small automated telescopes known as HAT, Harvard astronomers have discovered a planet unlike any other known world. This new planet, designated HAT-P-1, orbits one member of a pair of distant stars 450 light-years away in the constellation Lacerta. “We could be looking at an entirely new class of planets,” said Gaspar Bakos, a Hubble fellow at the Harvard-Smithsonian Center for Astrophysics (CfA). Bakos designed and built the HAT network and is lead author of a paper describing the discovery. With a radius about 1.38 times Jupiter’s, HAT-P-1 is the largest known planet. In spite of its huge size, its mass is only half that of Jupiter. “This planet is about one-quarter the density of water,” Bakos said. “In other words, it’s lighter than a giant ball of cork!”

Although stranger than any other extrasolar planet found so far, HAT-P-1 is not alone in its low-density status. The first planet ever found to transit its star, HD 209458b, also is puffed up about 20 percent larger than predicted by theory. HAT-P-1 is 24 percent larger than expected. “Out of 11 known transiting planets, now not one but two are substantially bigger and lower in density than theory predicts,” said coauthor Robert Noyes, professor of astronomy emeritus. “We can’t dismiss HD209458b as a fluke. This new discovery suggests something could be missing in our theories of how planets form.”

The scientists will continue observing HAT-P-1 to see if such an explanation could hold in this case, but “until we can find an explanation for both of these swollen planets, they remain a great mystery,” said coauthor Dimitar Sasselov, a professor of astronomy. The HAT network consists of six telescopes, four at the Smithsonian Astrophysical Observatory’s Whipple Observatory in Arizona and two at its Submillimeter Array facility in Hawaii. More information about HAT is available online at cfa-www.harvard.edu/~gbakos/HAT/.continued from page 11

American Sociological Association’s Community and Urban Sociology Section presented the award to Professor Wellman at their Annual Meeting in Montreal.

Study of Religion
Jack Pearl Lewis, STB ’47, PhD ’53, received a Graduate Medallion at the 2006 Commencement of Hebrew Union College-Jewish Institute of Religion (Cincinnati). The honor is awarded to distinguished alumni to recognize the 25th anniversary of their PhD degrees; Lewis earned PhDs from both Harvard and Hebrew Union College. He is professor of Bible emeritus at Harding University Graduate School of Religion (Tenn.), where he taught the Bible for 35 years and continues to teach one class per semester. He has published a dozen books and more than 300 articles, and is a member of the American Academy of Religion and the editorial board of Restoration Quarterly.

Urban Planning
H. Peter Oberlander, PhD ’57, served as senior advisor to Canada’s Commissioner General for the UN World Urban Forum (WUF) in June 2006. Thirty years earlier, following the UN Conference on Human Settlements (HABITAT ’76), held in Vancouver, Oberlander founded the Centre for Human Settlements at the University of British Columbia to conduct interdisciplinary research on regional, urban, and community development. Prior to WUF the World Planners Congress met in Vancouver where Oberlander became the Inaugural Recipient of the Canadian Institute of Planners President’s Medal for Lifetime Achievement.

Submit Alumni Notes to: Colloquy, Harvard University Graduate School of Arts and Sciences, Holyoke Center 350, 1350 Massachusetts Avenue, Cambridge, MA 02138-3846; or e-mail your news to gsaa@fas.harvard.edu. Please include your telephone number or e-mail address. Alumni Notes are subject to editing for length and clarity.
CONVERSATIONS ON RUSSIA

Reform from Yeltsin to Putin

By Padma Desai, PhD ’60, economics

A leading Russia scholar and commentator, Desai based her new book on interviews with Russian and American policymakers conducted between 1999 and 2005, including Boris Yeltsin; Strobe Talbott, deputy secretary of state under Bill Clinton; Richard Pipes, PhD ’50, history, historian and national security advisor under Ronald Reagan; and Mikhail Kasyanov, Russian prime minister during the first Putin presidency. Given that US relations with Russia are, according to Desai, at “a stalemate,” her discussions center on Russia’s recent political and economic problems and what the US stance should be, now and going forward.

SAVING PERSUASION

A Defense of Rhetoric and Judgment

By Bryan Garsten, AB ’96, PhD ’03, government

The art of political rhetoric, writes the author, has been accused of superficiality for a few centuries now, though in early democracies its skilled practice was considered essential and admirable. Today, says Garsten, politics is “more often a realm of interests than of arguments, more often a marketplace than a forum.” Here, he charts a brief history of persuasive political talk and explains why it should be revived. Garsten is an assistant professor of political science at Yale University.

NO TWO ALIKE

Human Nature and Human Individuality

By Judith Rich Harris, AM ’61, psychology

Why do people’s personalities differ, even among those who share genes? Harris, a Pulitzer Prize finalist for her 1999 book The Nurture Assumption, says current theories of personality do not explain personality differences that are not genetically driven. She proposes a new theory based on three systems that individuals must respond to as they make their way in life: relationships with specific people, socialization with the larger society, and status or sense of self. Harris has published widely in scientific journals and in publications such as the Boston Globe and Los Angeles Times.

LITERARY SISTERHOODS

Imagining Women Artists

By Deborah Heller, PhD ’70, comparative literature

This new book looks at the woman artist as a literary character in novels through the centuries. Fictional painters, writers, and singers in books such as Eliot’s Daniel Deronda and Alice Munro’s Friend of My Youth served as symbols of feminine daring, existing and sometimes thriving outside the domestic sphere in which most female characters existed. Heller, an associate professor of humanities at York University, is co-editor of the 1990 book Jewish Presences in English Literature.

MEASURING HEAVEN

Pythagoras and His Influence on Thought and Art in Antiquity and the Middle Ages

By Christiane L. Joost-Gaugier, AB ’55, PhD ’73, fine arts

Harvard University GSAS
Most readers consider Pythagoras, if they consider him at all, as a father of mathematics. Here, Pythagoras is placed alongside Plato and Aristotle as “a father of Western thought” and a philosopher whose influence on culture and art has endured to the present day. As Joost-Gaugier writes: in Pythagoras’s time “the boundaries between scientific, religious, and philosophical fields appeared less sharp than they do to most modern thinkers.” The author’s previous books include Raphael’s Stanza della Segnatura: Meaning and Invention and Jacopo Bellini: Selected Drawings.

EXCELLENCE WITHOUT A SOUL
How a Great University Forgot Education

By Harry R. Lewis, AB ’68, PhD ’74, applied sciences

A Harvard faculty member—he is a Gordon McKay professor of computer science—for 30 years, Lewis was also dean of the College from 1995 to 2003. His critique of the University focuses largely on what he sees as an abandonment of character education of undergraduates. This, he contends, has adversely affected Harvard in terms of students’ academic integrity and sense of personal responsibility.

EMERGING MARKETS AND FINANCIAL GLOBALIZATION

Sovereign Bond Spreads in 1870–1913 and Today

By Paolo Mauro, PhD ’94, economics; Nathan Sussman; and Yishay Yafeh, PhD ’93, economics

Given recent international financial crises in Asia and Russia, among other places, has financial globalization gone too far? The authors strive to answer that question by comparing the contemporary situation to an earlier era of globalization in international financial markets, starting in 1870 and ending on the eve of World War I. Mauro is chief of the Strategic Issues Division in the International Monetary Fund’s Research Department; Yafeh is senior lecturer at Hebrew University and a research fellow at the Center for Economic Policy Research and European Corporate Governance Institute.

WORKING-CLASS WHITE
The Making and Unmaking of Race Relations

By Monica McDermott, PhD ’01, sociology

The author spent a year working as a clerk in convenience stores in primarily white working-class neighborhoods in Atlanta and Boston to observe race relations between employees and customers. Her findings reveal how stubborn and pervasive anti-black prejudice remains. McDermott is an assistant professor of sociology at Stanford University.

THE GARDINERS OF MASSACHUSETTS
Provincial Ambition and the British-American Career

By T.A. Milford, PhD ’99, history of American civilization

Three generations of Gardiners lived and worked in colonial Massachusetts, occupying a so-called “middle station of life” yet intertwined with the Revolutionary figures of their time. Working respectively as doctor, lawyer, and minister, each Gardiner left a life story that reveals much about the move toward American independence and the importance of the middle classes in that fight. Milford is an assistant professor of history at St. John’s University (New York).

STUDY, MEASURE, EXPERIMENT
Stories of Scientific Instruments at Dartmouth College

By David Pantalony; Richard L. Kremer, PhD ’84, history of science; Francis J. Manasek, DMD ’66

Although Harvard has a collection of historical scientific instruments of which we can be rightly proud, our own alumni have discovered marvelous things residing elsewhere. Here, the authors discuss those marvelous things comprising the Allen King Collection of Scientific Instruments. The book features the stories behind the acquisition and use of about 100 of the collection’s 3,000 or so artifacts of astronomy, physics, and electrical engineering going back to the 1770s. Richard Kremer is an associate professor of history at Dartmouth and has published widely on European science from the 15th through the 19th centuries.

ICONS AND POWER
The Mother of God in Byzantium

By Bissera V. Pentcheva, PhD ’01, history of art and architecture

This book focuses on the cult of the Virgin Mary during the Byzantine era, and explores how that cult was politicized to promote the concept of empire. Through coinage and artwork, emperors and civic leaders sought to align themselves with the idea of the Mother of God in the minds of their subjects. Pentcheva is an assistant professor of art history at Stanford University.

continued on next page
In his Introduction, the author writes that a document in the German Federal Archives lists 270 members of “princely families” who joined the Nazi Party. This is the story behind that archaic class’s support of Third Reich officials and policies, and in particular it is the story of two princes who were close to Hitler. Petropoulos is the John V. Croul professor of European history at Claremont McKenna College and author of The Faustian Bargain: The Art World in Nazi Germany, named one of the 25 Books to Remember in 2000 by the New York Public Library.

ARE HUMAN RIGHTS WESTERN?
A Contribution to the Dialogue of Civilizations

By Arvind Sharma, MTS ’74, PhD ’78, Sanskrit and Indian studies

When the United Nations adopted the Universal Declaration of Human Rights in 1948, many member nations argued that the document was tilted toward Western notions of rights. As the UN document has been continually revisited, with new member nations weighing in with their own interpretations of “rights,” some scholars have assumed that rights are indeed Western. Sharma, the Birks professor of comparative religion at McGill University, examines the concept of human rights in various cultural contexts outside the West—and also looks at how Western nations have not always lived up to their UN commitment. Sharma’s previous books include Hinduism and Human Rights.

THE LETTERS OF STEPHEN LEACOCK
Edited and annotated by
David Staines, PhD ’73, English and American literature and language

Leacock (1869–1944) was best known as a humorist, but as this collection makes clear, he was also a distinguished political scientist at McGill University, a pundit on issues of the day, and a lively, impassioned writer whose correspondence reflects the author’s celebrated wit. These approximately 800 letters provide a window into a successful mid-century literary life. Staines began this project in 1991, collaborating with Leacock’s niece, Barbara Nimmo, until her death in 1993. Staines, a professor of Canadian and medieval literature at the University of Ottawa, has published several books on Leacock, Canadian literature, and other subjects.

PROFIT WITH HONOR
The New Stage of Market Capitalism

By Daniel Yankelovich, AB ’46, GSA ’49, psychology and social relations

The recent scandals of Enron, Tyco, and the like were, writes Yankelovich, “almost inevitable” for several reasons, including a larger cultural trend toward “unenlightened self-interest.” Yankelovich, who has served on numerous corporate boards, believes that business can “do well by doing good” and that doing so will strengthen the national and global economies. Yankelovich founded the market research firm of Yankelovich, Skelly, and White, now Yankelovich Partners, in 1958 and initiated the New York Times/Yankelovich Poll. He is founding chair of the organizations Public Agenda, DYG, and Viewpoint Learning, and last year co-edited (with Norton Garfinkle) Uniting America: Restoring the Vital Center to American Democracy.

Authors: GSAS alumni who have published a general-interest book within the past year and would like it to be considered for inclusion in Alumni Books should send a copy of the book to: Colloquy, Harvard Graduate School of Arts and Sciences, Holyoke Center 350, 1350 Massachusetts Avenue, Cambridge, MA 02138-3846. Questions? E-mail gsaa@fas.harvard.edu.
The GSAS English Language Program: Not Lost in Translation

By Patrick Raleigh

International graduate students who take part in the English Language Program (ELP) tend to rave about how it introduces them to American history and culture, and how it gives them the chance to bond with other students acclimating to life in a foreign country.

For Anil Kumar Somani, an economics student from India, ELP also provided a rare glimpse into other academic disciplines. “When I begin my studies in economics, I know I will still think about the many fields—architecture, math, philosophy—my fellow graduate students introduced me to over this one month,” he says. “We shared so many ideas, and I made good friends who come from all over the world.”

ELP course content is designed to make students comfortable in the American graduate school atmosphere, not only now, when interacting with faculty and fellow ELP students, but later as well, when they themselves stand in front of a class.

“The program helped me to build confidence in speaking English and in speaking to a class,” Somani adds. “The workshops that ELP provides are a very good way to learn.” As part of the program, students prepare and deliver presentations to the rest of the class about their individual fields of study.

“One of ELP’s many objectives is preparing our students to teach,” explains Margot Gill, administrative dean of the Graduate School of Arts and Sciences. “Sooner or later, perhaps sooner than they realize, they must be able to step in front of a classroom or take charge of a lab or seminar. We want them to be able to do so confidently and skillfully.”

ELP includes a week at the Derek Bok Center for Teaching and Learning, where future teaching fellows present practice lectures critiqued by their classmates. “It’s an obligation we have both to our graduate students and ultimately to our undergraduates,” says Gill.

Now in its seventh year, ELP is offered free to first-year students from non-English-speaking countries. They spend the month of August in intensive, full-day classroom study and workshops, six days a week, with evening homework required. Instructors are based at the Harvard Institute for English Language Programs, which also provides a range of English language classes for international students during the academic year.

“ELP is a unique opportunity for international students to get a head start, to help them understand what it’s like to study at an American institution,” says Karl Reynolds, an instructor at the Institute and ELP. “At the same time they are they learning challenging material in another language, they are trying to understand and function within another culture.”

Jianing Liu, a Division of Medical Sciences student from China, was also impressed by the homework. “How much we gain from this very fine program depends on how much effort we put into it,” she says. Program activities “built a wonderful sense of community through contact with people from diverse backgrounds,” she adds. “I found that I and other participants needed to rethink many of the ideas and prejudices we came with.”

Continues Liu, “I found the portions [of the program] devoted to current affairs and modern American history and culture very helpful, interesting, and important.” For example, until the class visited Boston’s John F. Kennedy Presidential Library and Museum, she hadn’t realized that President Kennedy led the effort to achieve a lunar landing.

Liu says that she still finds that Americans speak very quickly but knows that the patience and assistance of ELP teachers has given her an excellent grounding for studying and teaching in this country.

For his part, Somani remains grateful for his introduction to American culture. “I am honored to have been able to participate,” he says. “I hope they never stop the program.”

The English Language Program’s continued success depends on the ability of GSAS to provide participating students with the necessary financial support. The Graduate School Fund provides discretionary funding for areas where it is most needed, such as ELP. For more information on giving to GSAS, please contact Marne Perreault at 1-800-VERITAS or marne_perreault@harvard.edu.
Alumni Events and Notices

For more information on GSAS alumni matters, contact GSAS Alumni Relations (e-mail: gsaa@fas.harvard.edu; tel.: 617-495-5591), or visit www.gsas.harvard.edu/alumni.

**Wednesday, October 25, 2006**

New York, New York

Benjamin Friedman, the William Joseph Maier professor of political economy, will speak on “The Moral Consequences of Economic Growth” at the Harvard Club of New York City. An excerpt of Friedman’s new book is on page 8.

**Thursday, November 16, 2006 | Chicago, Illinois**

John Coatsworth, the Monroe Gutman professor of Latin American Affairs and Harvard College Professor, will speak on “The Resurgent Left in Latin America: Threat, Irritant, or Ally?”

**Thursday, March 8, 2007 | New York, New York**

Daniel P. Schrag, professor of earth and planetary sciences, will speak on “Global Warming: Ancient Omens and Modern Solutions” at the Harvard Club of New York City.

**POST.HARVARD: THE HARVARD ONLINE COMMUNITY**

Post.Harvard is available to alumni and current students. You only need to register at www.post.harvard.edu/ once and then can find classmates and fellow alumni, set up your Post.Harvard e-mail address, sign up to offer career advice to students and alumni, join or start a discussion group, and enjoy other privileges.

**ALUMNI WEEKEND**

Friday, April 13, 2007 | Cambridge, Massachusetts

Department of Music Graduate Alumni Reunion

Be a part of the first-ever reunion of graduate alumni of the Department of Music.

Saturday, April 14, 2007 | Cambridge, Massachusetts

GSAS Alumni Day

Hear from Harvard faculty about their recent scholarship, catch up with old friends, and enjoy a day of intellectual and social refreshment.

More information on these events will be mailed to GSAS alumni early in 2007 and posted at www.gsas.harvard.edu.

**CAREER OPTIONS PANELS**

Thursday, April 26, 2007 | Cambridge, Massachusetts

Academic Career Options Panels will feature GSAS alumni panelists who teach and conduct research in a variety of academic settings.

Friday, April 27, 2007 | Cambridge, Massachusetts

Nonacademic Career Options Panels will feature GSAS alumni who have parlayed their advanced degrees into exciting careers in the arts, education, communications and publishing, public policy, international development, government, financial services, patent law, consulting, high tech, and biotech.

Contact the Office of Career Services at 617-495-2595 or go to www.ocs.fas.harvard.edu for more information.