**Tales from the Classroom**

*Teachers in training find a lot to learn at the Bok Center’s Winter Conference, where Tfs bonded over shared wins and near misses.*

BY NICHOLAS NARDINI

On a Thursday morning in late January, a roomful of graduate students were struggling, for the moment, to be students.

“Who, me?” one asked, surprised to be called on.

“Yeah, you,” said Virginia Maurer, Associate Director at Harvard’s Derek Bok Center for Teaching and Learning. “You were making eye contact so I picked you.”

The eye-contactor was a confounded-looking graduate student in history. “I was making eye contact because I was paying attention.”

“Just answer the question.”

The question being, what profession besides teaching would you use to describe your approach to teaching?

“Gardener, I guess,” the graduate student conceded. “Because it’s your job to foster intellectual growth.”

“Good,” said Maurer. “Now we’ve broken the ice.”

And so kicked off the Bok Center’s Winter Teaching Conference, an annual primer for graduate students launching their teaching careers. The session was “Fundamentals of Teaching Humanities and Social Science Discussion Sections,” and attendees seemed to be doing their best to provide a typology of the students encountered in section.

In addition to the shy, there was the loquacious:

“I’d say tailor,” answered one woman, “because you need to customize your teaching to suit individual students. Of course today we associate tailors just with haute couture, because we live in a prêt-à-porter culture. But before prêt-à-porter, if you were middle class you’d take all your clothes to a tailor to have them fitted. One size fits all doesn’t look good!”

“Prêt-à-porter comes in many sizes,” said a student from comparative literature, fulfilling the role of combative sectioneer.

“I chose doctor,” said another. “Because a doctor doesn’t need to explain why what works works.”

After the icebreakers, attendees were given the chance to pose questions to a panel of experienced departmental teaching fellows.

What do we do when a student gives a wrong answer?

**Spotlight**

**Prizing Mentors**

Nominate your mentor for the annual Mendelsohn award!  p.2

**Scholarly Life**

**Street Talk**

At the GSD, exploring connections between buildings and byways.  p.3

**Student Affairs**

**Students for Students**

How the GSC advocates for grad student success.  p.4

**Don’t Miss**

**March at Dudley**

Spring Swing and more!  p.5

SEEKING MARSHALS TO LEAD THE WAY

Nominate a peer (or yourself) to serve as a 2013 Commencement Marshal! Chosen on the basis of demonstrated service to the graduate community, Marshals help organize and lead the GSAS procession down Oxford Street and into Harvard Yard, playing a highly visible role in the pomp and circumstance of Commencement. Nominations due by April 5; see www.gsc.fas.harvard.edu for criteria and to apply.

Everything you need: www.gsas.harvard.edu/commencement

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Everything you need: www.gsas.harvard.edu/commencement
GSAS students, do you know a faculty member who deserves to be recognized for outstanding mentoring?

Make your nomination for the Graduate Student Council’s Everett Mendelsohn Excellence in Mentoring Awards

Nominate online: www.gsc.fas.harvard.edu

Nominations for 2012-2013 will be accepted on a rolling basis through March 8, 2013. Winners will be announced in April 2013. Nominate your favorite faculty member today!

Nominees and winners will be honored at the 15th annual Everett Mendelsohn Excellence in Mentoring Awards Ceremony April 10, 2013 Dudley House

Honor Your Mentor!

It’s Tax Time

• Visit the IRS online (www.irs.ustreas.gov) for tax forms, publications, instructions for electronic filing, and answers to frequently asked questions.
• Visit the Massachusetts Department of Revenue online (www.mass.gov/dor) for forms for filing state taxes.
• International students: Please refer to the Harvard International Office (visit www.hio.harvard.edu and click Taxes & Social Security).
• The annual brochure Tax Information for Harvard University Domestic Students offers general information for GSAS students who are US citizens or residents. Find it at www gsas.harvard.edu/current_students/tax_information.php

March 26, 2–4 p.m.
Dudley House Common Room

Are you starting to think about submitting your dissertation? Come to this essential workshop and get an overview of formatting requirements and submission procedures.

Dissertation Nuts & Bolts Workshop

What Does It Mean to Be a Global Citizen?

The Mahindra Humanities Center at Harvard and the Silk Road Project present

• A Symposium on Global Citizenship
  With Homi K. Bhabha * Yo-Yo Ma *
  Diana Sorensen * Members of the Silk Road Ensemble
  Saturday, March 9, 2 p.m.
  Paine Hall, Music Department

Imaging the Ineffable: Representation and Reality in Religion and Film

• The 2013 Interdisciplinary Humanities Graduate Student Conference
  Friday, March 29, 9 a.m., to Sunday, March 31, 2 p.m.
  Barker Center and other locations

The paradox of showing what cannot be shown is a perennial issue in the fields of both religion and film studies. This conference focuses on the intersection of religion and film in their aspirations to challenge the limits of signification. Looking at the works of specific film-makers, participants will explore topics including the representation of the unrepresentable, the confluence of illusion and reality, and notions of embodiment and religious experience.

mahindrahumanities.fas.harvard.edu/content/imaging-ineffable

Contact: humcentr@fas.harvard.edu
617-495-0738
mahindrahumanities.fas.harvard.edu
Digital Humanities Across the Spectrum: From Academia to Commercial Use
Wednesday, March 6, 4–5:30 p.m. Forum Room, Lamont Library
Scholars are probing texts, objects, and historical data in exciting new ways with emerging computational techniques, and new opportunities are developing in academia and beyond. This panel, moderated by Diana Sorensen, Dean of Arts and Humanities for FAS, will explore this new set of practices.

Scientific Storytelling: Pitch Your Research to the Public and Scientific Peers
Friday, March 8, 2–4 p.m. Cambridge, Maxwell Dworkin 119
Describing your research in a compelling way to different audiences is essential to your success as a scientist — and a skill that can be learned, as this interactive workshop will explore. Led by Rafael Luna, a research fellow at Harvard Medical School and a dynamic speaker who has delivered talks on this subject to audiences in the US and Europe.

Beyond the PhD: Postdocs, Funding, and Academic Jobs
Thursday March 14, 4:30–6 p.m. Longwood, TMEC 227
Come hear from Division of Medical Sciences faculty and postdocs and learn how to: 1) land a great postdoctoral research position, and 2) begin preparing for the faculty job search during your postdoc. You’ll also learn about funding sources during the postdoc and beyond.

Big Data in the Life Sciences: Academia and Industry
Thursday, April 4, 4–6 p.m., Longwood, TMEC 227
“Big Data” — a.k.a. “analytics” — is a burgeoning field with growing opportunities for those in the life sciences who also have advanced quantitative, analytical, and computational skills. Come explore this emerging field!

Job Talk
PERIODIC UPDATES ON CAREERS, PROFESSIONAL DEVELOPMENT, AND LIFE AFTER GRADUATE SCHOOL

Architecture and the Street
A GRADUATE STUDENT CONFERENCE EXPLORES THE CONNECTION AND SHARED HISTORY OF BUILDINGS AND BYWAYS

Cambridge Talks VII
A Conference Organized by the PhD Program at the Graduate School of Design

Friday, March 29, 9 a.m.–6 p.m.
Piper Auditorium, Harvard University Graduate School of Design
40 Quincy Street, Cambridge

Conference Description:
No building is an island — and in the context of the city, architecture takes shape in relation to the street. Arcades and façade treatments, lighting fixtures and shop windows, setback and building height restrictions: each of these mediate how buildings interact with streets as spaces of visual display and public sociability.
More recently, the construction of flyovers and underground transport systems has transformed streets into ever-more complex, multi-layered spatial armatures for architectural intervention. Streets serve as the liminal zones by which architectural form and symbolism meet with the contingencies of urban life.

Cambridge Talks VII seeks to bring fresh historical themes and tools to bear on the problem of “Architecture and the Street.” New research promises to enrich and challenge perspectives pioneered by Spiro Kostof, Jane Jacobs, and Stanford Anderson.

Among the questions we’ll be asking:
- How does the infrastructural function of streets as circulation (of people, goods, water, and waste) press against the static character of architecture?
- How do streets serve as the spatial framework for social control, ceremony, procession, and protest?
- How might we theorize and historicize modern streets as sites of cultural memory and nostalgia?
- And above all, what are the effects of such social, political, and technological forces on architectural form?

Learn more:
www.gsd.harvard.edu/cambridgetalks2013

Are You Unsure Where to Turn for Help?

CONTACT Ellen Fox,
Director of GSAS Student Services
efox@fas.harvard.edu;
617-495-5005

Help is available for any issue, however big or small. I am available to talk about any academic or personal concerns. I serve in an advisory role, provide support, and make referrals to other resources, as necessary. Conversations are confidential. I invite you to make an appointment to talk.

Morgan Ng and Jason Nguyen are PhD students in architecture who are organizing the Cambridge Talks VII conference at the GSD this month.

MARCH 2013 | GSAS BULLETIN 3
Students for Students

AMID A DEBATE ABOUT ITS ROLE, THE GSC WORKS BEHIND THE SCENES TO IMPROVE QUALITY OF LIFE FOR GRAD STUDENTS

BY BARI WALSH

Whether the issue is mentoring, access to mental health services, transportation, or improvements in parental accommodations, the Graduate Student Council (GSC) has long been an advocate for the wellbeing and success of GSAS students, enjoying a rare degree of access to and credibility with faculty and administrators.

Serving as a voice for graduate students in academic, residential, and administrative matters, on topics both programmed and personal, the GSC takes as its primary mission the cause of improving the quality of life for students, says current president Cammi Valdez, a PhD student in biological and biomedical sciences. Through regular meetings and continual dialogue, the GSC brings student concerns to the attention of the GSAS deans and administrative staff. It also connects student groups for conference travel and research, and it sponsors GSAS student organizations and January@GSAS mini-courses.

Over the last year, a debate has emerged about whether the GSC ought to play a more activist role on campus — whether it should take positions on issues relating to Harvard investment strategies and labor practices, for instance, or have a voice in a broader discourse on national or political issues. As that debate plays out in elections this April, current GSC officers express differing views about how the group can best fulfill its commitment to its student constituents.

“At the most fundamental level, I see the GSC as performing two related, yet qualitatively different, services for GSAS students,” says Patrick Rich, a PhD student in linguistics who serves as GSC secretary. “The first is referring people to resources already available to the Harvard community that they might not be aware of. The second is becoming a resource for people who have identified a problem that isn’t already addressed — or insufficiently so — through existing resources. Put differently, the GSC is both a reference and an advocate.”

Valdez, who traces the roots of her GSC involvement to challenges she faced when changing labs and struggling to find her place at Harvard, also sees the GSC as a valuable resource for students navigating particular roadblocks, whether academic or administrative. “I know how difficult it can be,” she says, “and I know that other students go through similar challenges. I’m interested in how we can look at these challenges, policy-wise, and see what we can do to address them.”

Andrew Pope, a PhD student in history who was the GSC’s treasurer last year, believes that the group should become “a political body that works to identify and advocate for graduate student interests at Harvard.” In the wake of the Occupy movement in 2011, Pope says, a number of students became interested in seeing the GSC chart a different direction. “In addition to taking up issues of free speech,” he says, “we recognized a serious need for a collective graduate student voice on issues like parental leave, child care costs, teaching loads, and many other issues. Graduate students have their own interests that are related to, but ultimately independent of, the professors and administrators at Harvard. The GSC is one way to articulate them and forcefully push for their implementation.”

One of the discussions in which the GSC has played an influential part concerns the role of advising and mentoring in a successful graduate student career. In 2012, following up on a detailed survey it had launched in 2009, the GSC released a report, titled The State of Mentoring at GSAS, which found that although a majority of GSAS students said they felt satisfied in their primary advising relationship, a sizable number (38 percent) said they did not. (The report can be downloaded at gsc.fas.harvard.edu.)

As a result of the GSC’s advocacy, former GSAS Dean Allan Brandt made effective mentoring at the graduate level a centerpiece of the second half of his deanship. He held discussions with faculty, pushing for the articulation of best practices in each discipline — and shining a spotlight on an issue whose importance was under-acknowledged in the broader Harvard community.

Alumni jumped on board, further encouraged by Brandt’s successor as dean, Xiao-Li Meng, who had long been a champion of effective mentoring in his own Department of Statistics. Alumni-led initiatives such as the EMS Paths program and the recent January initiative to spotlight business applications of the PhD reflected the new energy.

Since the fall of 2012, the GSC has distributed a “Letter on Graduate Student Mentorship and Advising” to all new faculty, attempting to encourage healthy dialogue and clear expectations on both sides of the mentoring relationship. And to publicly celebrate the qualities that play into effective mentoring, the group also bestows an annual award that recognizes faculty mentors nominated by their students as exemplary.

The GSC was also instrumental in helping international students augment their teaching hours. Because student visas limit the number of hours students can work, international teaching fellows were able to lead only two sections each term, curtailing their income and professional experience. The GSC advanced the issue with the GSAS administration, and a scheduling solution was ultimately found that allowed international TFs to take on an additional section.

And the group has worked to enhance access to — and recognition of — mental health resources at Harvard. It helped spur the recent decision by Harvard University Health Services to expand its coverage of outside mental health visits. And it is now partnering with HUHS to conduct a confidential mental health survey of the graduate population, informing future policy work on treatment and coverage options.

“The relationship we have with the administration is a rarity,” says Valdez. “Having met with peers, we know this isn’t always the case.” She says that at the annual Ivy Summit (a coming-together of graduate student councils from peer institutions), “there are always panels on how you get time with the administration, how you get access. Other councils are seeking what we have.”

Funding for GSC activities, programs, and facilities comes directly from GSAS students themselves, via a $25 GSAS fee assessed on the November term bill of each resident student. Rich says he’s particularly interested in engaging more of that membership in the group’s ongoing activities. “The GSC has always had a small and active cohort of representatives and committee members but little effective communication with people who didn’t regularly attend our open meetings. I’d like to solicit feedback from people who would never attend a meeting,” he says.

One way of doing that is through a new Google Moderator page that the GSC will soon launch, allowing it to take questions, ideas, and suggestions from students, who will also have the ability to “like” or “dislike” the suggestions of other students. “Then the executive board, for example, can respond to these questions in the same forum, creating a live feedback tool for student concerns,” says Rich. “I think that’s exactly where we need to be heading as an organization.”

The GSC’s “Letter on Graduate Student Mentorship and Advising” is given to all new faculty to URGE HEALTHY DIALOGUE and CLEAR EXPECTATIONS on both sides of the mentoring relationship.
Senior Common Room Reception and Dinner
**MONDAY, MARCH 4, 5:30 P.M.,** Graduate Student Lounge.
Our guest is Professor Jonathan Walton, Pusey Minister in the Memorial Church, whose primary field of interest is the intersection of religion, politics, and media culture. Tickets available at the Dudley House office; students on the Longwood campus may call 617-495-2255 to arrange for tickets.
◆ Contact dudley.intellectual@gmail.com.

The Annual Spring Swing
**SATURDAY, MARCH 9, DANCE LESSONS 8:30 P.M., DANCE 9:30 P.M.–12:30 A.M.** Enjoy an evening of live jazz music, socializing, and dancing. Tickets $10 at the Dudley House office or $15 at the door (if any remain). Ticket price includes hors d’oeuvres, desserts, and drinks. ◆ Contact dudley.social@gmail.com.

Taza Chocolate Factory Tour
**SUNDAY, MARCH 10, NOON.** Learn how Taza makes its stone ground, Mexican-style organic dark chocolate — join us on a tour of its factory in Somerville and sample delicious chocolate produced on-site! Tickets $5 at the Dudley House office; space is limited.

Writing Boot Camp
**SATURDAYS AND SUNDAYS (DATES BELOW), 9 A.M.–4 P.M.,** Café Gato Rojo. We provide a quiet setting, two days of breakfast and lunch, and plenty of caffeine. Come — you’ll get work done. Cost $25, strictly nonrefundable, to encourage attendance on both days. Sign up, pay in advance at the Dudley House office; Longwood students may call 617-495-2255.
◆ Contact dudleyhouse.literary@gmail.com.

March 23 and 24
April 20 and 21
May 11 and 12

Submissions to the *Dudley Review*
Summoning all creatively inclined graduate students: whether you scribble poems on napkins, compose full-fledged plays, perambulate through personal essays, snap photographs on the streets of Cambridge or Calcutta, sculpt, paint, or compose music, the *Dudley Review* — our annual literary journal — wants to publish your work! Send questions and submissions to dudleyhouse.literary@gmail.com.

**Dudley House** Your Graduate Student Center since 1991
Lehman Hall, Harvard Yard ◆ www.dudley.harvard.edu ◆ 617-495-2255
**HOUSE MASTERS** James M. Hogle and Doreen M. Hogle ◆ **HOUSE ADMINISTRATOR** Susan Zawalich
someone asked. “How do we correct them without hurting their feelings?”

“I find it helpful to accept all responses as fundamentally benevolent,” offered a fellow from Near Eastern Languages and Civilizations, dressed in elegant checkered pants. “Be sure not to judge. Then, find a position of humor from which to refashion the response.”

“Are we allowed to ban laptops? Will they hate us for it?”

Toward the session’s end, the fellows solicited contributions to a blackboard list of common stereotypes about Harvard undergraduates. The final list ran:

ANXIOUS
BUSY
NEED RULES + STRUCTURE
ENTITLED
HIGH EXPECTATIONS
YOUNG/UNRELIABLE
DIVERSE

One of the fellows regarded the list, nodding. “Yes, exactly, diverse. So obviously, none of these stereotypes can really be true.”

Meanwhile, in a room upstairs, an undergraduate was crying. “I was just, really surprised,” she got out between sobs, “to see my grade on the midterm. I studied so, so hard. I did everything I was supposed to, and I just don’t understand why I got a C. My dad is going to kill me!”

The graduate student she was appealing to studied her like a dangerous animal. Finally he put out a hand, and touched her shoulder. “It’s OK,” he said. “It’s OK. I know you’ve been trying really hard.”

“OK, great!” Lee Warren, Bok Associate Director Emerita, was clapping. The sobbing “undergraduate” was really an actress from the “Bok Players,” and the teary scene that had just unfolded was an improvisational exercise in TF crisis management. “Have you ever had a situation like that with one of your real students?” she asked the graduate student, who still looked shaken up.

“Yes, once.”

“What did you do?”

“I went to the vending machine. I got her an orange juice.”

After lunch, the false undergraduates were swapped out for a pack of real ones, who huddled at the end of a long table while graduate students swooped down hungrily around them.

Trevor Baca, the departmental teaching fellow from the music department, was leading the session. “Here we’ve captured some students for you,” he began, “so you can ask them whatever you want.”

The first question was about their best experience with a TF. A math concentrator answered: “Availability. I had a TF who literally would let me reschedule lab for whenever I wanted. He even gave us his cell phone number. I called him at one a.m. the night before the final.”

Baca waved his hands, shouting over the collective groan. “Just to be clear: you don’t need to be perpetually available for your students.”

On came the questions: what should I do for the first meeting of section? What kind of feedback do you want on assignments? Should I aim to teach to the highest or lowest denominator? And then, “What do you want your TFs to wear?”

“I actually wrote a series in the Crimson about this,” replied a psychology concentrator. “First, don’t smell. After that, we appreciate TFS with a unique fashion sense, but it’s not necessarily a requirement.”

“Final questions?” Baca asked, as the conference drew to a close.

A hand went up. “If we ban laptops, will you hate us?”

“Be sure not to judge. Then, find a position of humor from which to refashion the response.”

Continued from page 1

ANNOUNCEMENTS

Announcing Chiasmi 2013

CULTURAL MATERIALS | MATERIAL CULTURE

Presenting the 6th annual joint graduate student conference in Italian studies, in collaboration with Brown University.

March 8–10, 2013
Harvard Yard

An interdisciplinary, multimedia effort to engage Italian studies with art history, design, film studies, and the fine arts. Culminating in a screening of Io Sono Li (“Shun Li and the Poet”), in Italian and Chinese with English subtitles, and a Q&A with director Andrea Segre.

Complete information: chiasmiconference.com

Chiasmi 2013 is a GSAS student organization sponsored by the GSC, the Department of Romance Languages and Literatures, and the Lauro De Bosis Foundation.

Announcing the HGBC Conference Sponsorship Program

To enable its members to access a range of educational and networking opportunities, the Harvard GSAS Business Club (HGBC) sponsors the attendance of HGBC members at a number of local business-related conferences throughout the year. HGBC will typically sponsor 2-3 people per conference, by paying or partially subsidizing entrance fees.

These conference sponsorship opportunities (as well as a number of other events) will be announced exclusively through the HGBC mailing list; join the list here: www.hcs.harvard.edu/hgbc
MINING THE SOUNDS AND SPIRIT OF A ‘70S JAZZ ARCHIVE

BY LESLEY BANNATYNE

“A Lofty Scene
as part of the Cambridge Science Festival
Second Monday of every month, 7 pm

In most standard jazz survey textbooks,” says Michael Heller, PhD ’12, “the decades are mapped like this: ’30s—swing; ’40s—bebop; ’50s—hard bop or cool jazz; ’60s—avant-garde. When it comes to the ’70s, they just shrug their shoulders.”

But musicians connected to the era talk about how vibrant the jazz scene in lower Manhattan was, how you could walk to five different rehearsals in a single night. Musicians were organizing their own performance spaces, Heller says; rather than being controlled by nightclub owners, they were holding performances in parks, churches, and, mainly, lofts.

“It was the exact opposite of the narrative I’d read in history books,” he says. “The 1970s loft scene was exciting, eclectic, and uncharted. It was any number of styles: fusion, jazz rock, a continuation of early forms, avant-garde, mainstream revival. History hasn’t yet figured out how to map the decades.”

Lofts didn’t always have the cachet they do today, says Heller, former Dudley House Jazz Band director, now an instructor in Harvard’s Music Department and an archivist for the Loeb Music Library. They were dilapidated 19th-century manufacturing buildings, abandoned after the post-World War II industrial exodus from New York City. Visual artists moved in first, creating the Soho scene of the post-World War II industrial exodus from New York City. Visual artists moved in first, creating the Soho scene of the 1960s, and jazz musicians followed, giving life to what’s now known as the “Loft Jazz Era.”

“This was the beginning of artist-run concert space,” explains Heller. “Jazz concerts in lofts didn’t depend on producers or outside backers. At the same time, this was a musician-run activity that came out of Black Nationalism and the Civil Rights movement. It was a narrative of empowerment, of re-taking control of the economies of performance. The combination of political thinking and physical space created a community structure.”

Loft music tended to be experimental and avant-garde, and few record companies were willing to take the financial risk to produce it. Luckily for jazz, the period also saw the emergence of affordable reel-to-reel recorders. The first generation of musicians who could buy their own recording equipment produced an explosion of concert and improvisation during the era.

Records released it in 2011; Heller wrote the liner notes.

The archive was stored in a barn in upstate New York for 25 years. When Heller learned about it, Sultan had begun collaborating with Clarkson University to preserve the music. Heller joined Sultan in the barn in 2009, helping him organize, catalogue, and digitize material.

The first outcome was a boxed set from Sultan’s band, Aboriginal Music Society, called Whisper from the Archive. Heller wrote the liner notes. After all these years, it was the band’s first record. And now there has been a second release, on Porter Records.

In Celebration of Robert Levin

Wednesday, March 27, 2013
Sanders Theatre

This unique concert features works commissioned by, premiered by, or commissioned for international concert pianist and Dwight P. Robinson Professor Robert Levin, who will retire from Harvard University in 2014.

The concert will also mark the launch of an endowment founded by the Music Department to recognize Levin’s contribution to musical life at Harvard. The endowment will fund an annual prize to honor the best musical performer in each graduating year. The award will be called the Robert Levin Prize in Musical Performance.

Free; tickets at Harvard Box Office or at the door

Science By The Pint

FREE events hosted by Science in the News
Second Monday of every month; 7 pm at The Burren, 247 Elm Street, Davis Square, Somerville EXCEPT April 18 at Champions Sports Bar, Kendall Square, Cambridge
as part of the Cambridge Science Festival

What to Expect
• A great menu and beer list (www.burren.com)
• A short introduction from the featured scientist, a faculty researcher at Harvard or MIT
• Plenty of time to talk one-on-one with the featured scientist and their lab members

Full details and directions at https://sitn.hms.harvard.edu/sitnflash_wp/science-by-the-pint/

Science in the News is a graduate student group generously supported by Harvard Division of Medical Sciences, GSC of Graduate School of Arts and Sciences, and the Harvard COOP
Good Deal
DISCOUNTED TECH AT THE CAMPUS COMPUTER STORE

шей All Computes
Grad students (and all Harvard ID holders) can get appealing discounts on Apple and Dell products, software, and accessories.
Connect with this great benefit via the web (www.computers.harvard.edu), Facebook/Twitter (HarvardCCS), or in person, in the Science Center.

SURVIVING GRADUATE SCHOOL: THE CONTEST

Results of Our February Contest
What app has had the biggest impact on your life as a grad student?

OUR WINNER
Sleep Cycle
“It has helped me to increase both the amount and quality of my sleep, and it’s given me insight about how different things in my life affect my sleep quality. It’s also the most effective alarm clock I’ve ever had. I really notice the difference every day.”

—Katharine Jensen
Physics Department

OUR RUNNERS UP
Open MBTA
“It gives real-time data for the T and local buses. There are a few apps that are in the same niche, but this one is by far the best and most reliable, especially during Snowmageddon.”

—Jen Howk, Government Department

Memrise
“To do research for my dissertation, I have to read sources in many different languages. To stay on track with all those languages (Arabic, Persian, Russian, Uzbek, French), I use Memrise to learn vocabulary whenever I have a free minute.”

—Mira Rossipaul, visiting scholar in Islamic art

*Note: the Memrise app is currently being redeveloped; see Memrise on the web to learn more.

NEW: MARCH CONTEST
Who is your favorite Harvard librarian, and why?
Share a quick anecdote about how a librarian’s tip led to a research breakthrough.

E-mail your answer to bulletin@fas.harvard.edu.

The contest is open only to students at the Graduate School of Arts and Sciences. When submitting, include your full name and your department/program. We allow only one submission per person per contest.