After years of being mentored, how does one prepare oneself to become a mentor? To answer that question, the Graduate Student Assembly and the Graduate School called on four Graduate School Mentor Award winners, two from this year and two from last. The Mentor Award is given annually to student-nominated faculty members in recognition of their outstanding success as teachers and mentors (see page 3).

“Becoming Mentors: A Panel Discussion on Making the Transition from Graduate Student to Faculty Member” was organized and moderated by Caroline Stark (Classics) and Stephen Gosden (Music). It was part of Yale’s third annual “Mentoring Week,” February 12 to 19, coordinated by the gsa and the gsas.

So it was that the four professors—Suzanne H. Alonzo, Patrick H. Vaccaro, Elliott Visconsi, and John Harley Warner—met on a snowy February afternoon before a lively crowd in the Hall of Graduate Studies to... well, to mentor future mentors about mentoring.

Alonzo, an assistant professor of Ecology and Evolutionary Biology, focuses her research on the reproductive traits of fishes using mathematical models and empirical studies. She is one of this year’s Mentor Award winners.

Vaccaro is a professor in the Chemistry Department and a Fellow of the American Physical Society. His work explores the

For more information: http://gsa.yale.edu/mentoring
The GSA has many exciting plans for the remainder of the semester. As you surely know, Dean Butler will be stepping down at the end of this year, and as the Search Committee undertakes the process of selecting a new dean for the Graduate School, they will be meeting with GSA representatives in order to incorporate student perspectives.

The 2–4 Review deadline is coming up. Departments are expected to report on what they have done to improve the quality of years 2 to 4. Focusing on qualifying exams and mentoring. The GSA is working with Dean Butler to ensure that graduate students will be part of the review process. Additionally, we are considering options that would allow for independent feedback in order to verify that the reports accurately reflect the opinions of both faculty and students.

Housing remains a top concern of both faculty and students. Our meetings remain focused on these options as well. The Director of Graduate and Professional Student Housing, George Longyear, will be leading a discussion at our March 24 assembly meeting that will focus on off-campus housing issues. Our meetings are open and all graduate students are invited to attend.

The next Conference Travel Fund cycle is quickly approaching. Applications will be accepted April 5–May 3.

Interested in the issues discussed in this column? Have other issues you want brought to the administration’s attention? Consider running for the GSA. Elections will be held in April. Being a GSA member is a great way to serve your department and the grad school community and to gain a wider perspective on inter-departmental issues.

### Submitting an Item, continued

provenance of molecular behavior, with special emphasis placed on the unique features that give rise to physical properties and chemical properties.


Warner is the Avalon professor of History and Chair of the Program in the History of Science and Medicine. He is also a 2010 Mentor Award winner. Some highlights of the panel discussion follow.

Q: Why be a mentor?
Vaccaro: In the words of Winston Churchill: “We make a living by what we get; we make a life by what we give.”

Vaccaro: We need to help students realize that they’ve made a decision to organize their lives around pursuing certain academic enterprises. We’re all in a common enterprise, and it’s important to remember that we’re learning from each other—in asymmetrical fashion, but nonetheless learning from each other.

Q: What makes a good mentor?
Vaccaro: A good mentor listens carefully, meets with mentees frequently and proactively, and keeps confidentiality. Don’t be overhearing!

Alonzo: I’ve only been here for five years, so I’m still pretty green. Until a few weeks ago, I didn’t know how it was going! But I think the key is to know in mind what you value now as a student. That will help you understand what it means to be a good mentor.

Warner: It sounds silly, but don’t be too concerned about establishing your gravitas. You will be mentoring people who aren’t that much younger than you. In my case, I mentor people who are often much smarter than I am! Don’t waste time and energy trying to establish gravitas—it will just interfere.

Visconsi: The moment you realize you love what you do, that recognition sets you up to be a good mentor. It communicates to the people you’re mentoring and working with that you’ve committed yourself to something. It would be hard to be a good mentor without having that passion and demonstrating it.

Q: How can one become a good mentor?
Vaccaro: My own mentor helped me see that mentoring is not something we can teach. It must be learned by experimentation. Which, of course, leads to glorious successes and abysmal failures. So try to learn from the former and improve on the latter. On my first day in my laboratory when I came to Yale, the lab was cleaned out except for one thing: a malted. Printed on the side, it says “Teaching Aids.” That’s the old standard. I wanted to change that—to bring in trust, empathy, confidentiality.

Alonzo: And on top of a very individual relationship. It takes thought. You have to try to really know the mentee. But the truth is that we’re guessing, and we hope it works.

Warner: Don’t despair, though! Mentoring is not done in a vacuum—you won’t have to do it alone. A long time ago I was given some good advice: Use your friends. Your mentee asks you what archive to use, or how to negotiate with a publisher, and you don’t know? Look to your network of friends.

Vaccaro: Certainly, you learn most from your own mentors. But when I was starting out teaching, the resources I remember using most were senior colleagues. Subtle things, teaching a course, running a research group—these are things we need to know but aren’t taught. Senior colleagues are your first line of defense. Learn and build upon what other people have done.

Q: How do you teach those you mentor to manage “graduate student guilt”—too much to do and not enough time to do it all?
Alonzo: I’ve often been in the enviable position of telling my students, “I really think you need to work a little less.” Tailor your advice to each student. Even more important, though, is to show students the balance in your life. Talk about it, but also demonstrate it.

Vaccaro: To build on Suzanne’s comment, you live your experience. The main thing is to let the students know that I know who they are. They’re not just here to contribute to my greatness.

Alonzo: Managing a full life, an academic life—you can’t do everything perfectly. If I were to mentor students 100 percent of the time, I wouldn’t be around to mentor anyone next year! So even mentoring must be balanced.

Q: What kind of advice should a mentor give?
Vaccaro: Each mentor has his or her own set of needs, and what the mentor needs now is different from what he or she needs in the future. Always keep in mind the fundamental goal: to establish an environment where the mentor can succeed to the absolute limit of his or her talent and ability.

Warner: I think of myself as a sounding board. I have two kinds of conversations with the person I’m mentoring. First, “grubby practical.” Graduate school training is also job training. An article published here or presented at this conference matters, and I talk about that in strategic terms. Second: Intellectual life training. The passion part.

Visconsi: John’s point about the two conversations is valid. It’s one thing to be compassionate and so forth, but without the strategic points, you’re a friend, a companion. Mentoring demands both conversations. Empathy is not enough. You have to say, “Here are the tools to get what you want.”

Alonzo: And sometimes mentoring means not being the “good guy.” You might need to break unwelcome news.

Warner: If something needs to be said, you might not be the best person to say it—good news or bad. Don’t think about your life as being scaled off. Let your mentee know that you have problems too, and that you’re nervous too. I’m still tremendously nervous before every lecture. Talking about my anxieties can open a space to talk. Whether it’s about writing, or teaching, or long-distance relationships… Let the person you mentor see you being passionate about what you’re doing.

Alonzo: And sometimes good mentoring means holding your tongue.

### Other Events During Mentoring Week

**Naturally Obsessed: The Making of a Botanist**
A documentary by Richard and Caroline Felikson (see www.naturallyobsessed.com)

**Clawds Department: Professional Development Panel Discussion**
Featuring Professors Joseph Manning, Pauline LeVen, and Celia Schultz

**“The Student Becomes the Teacher: Mentoring as a Post-Doc”**
With post-doctoral fellows Dennis Matthews, NCGD; Ella McCarthy, Physiology; and Jane Plachy, Physiology, and moderated by Professor Barbara Shipik

**“With Romance in Mind: Mentoring and Professional Development in the Romance Languages”**
A panel discussion with Professors Daniel Luongo (Italian); Edwin Boud (French), Renato Buondolce (Spanish & Portuguese); and Pauline LeVen, director of the Graduate Teaching Center

**“Mentoring in the Humanities”**
With guest speaker Professor Anthony Grafton of Princeton University

**“Mentoring in the Life Sciences”**
Featuring Alan Ly (MSB), Rachel Mittley-Frey (UBM4 post-doctoral fellow), and Professors Yonge Nalis and Ronald Bruder

**In the Company of Scholars Lectures**

**Elizabeth Alexander**
Tuesday, March 30, 4 pm
Elizabeth Alexander, Professor of African American Studies, American Studies and English, will present “A Preliminary of African American Studies” in Room 119 HOB, 320 York Street. A reception will follow in the Common Room.

**James Hepokoski**
Monday, April 18, 4 pm
James Hepokoski, Professor of Music History, will present “Art Hoots Techno-logy: Music and the Earlier Orchestral Recordings” in Room 119 HOB, 320 York Street. A reception will follow in the Common Room.
Graduate Mentor Award Winners

The Graduate School has named three Graduate Mentor Award winners for 2010. In the Social Sciences, the winner is Kelly Brownell, professor of Psychology and Epidemiology & Public Health and director of the Rudd Center for Food Policy & Obesity; in the Humanities, John Harley Warner, the Avalon Professor of the History of Medicine, and professor of American Studies and History; and in the Sciences, Suzanne Alonzo, assistant professor of Ecology & Evolutionary Biology.

"The Graduate Mentor Award recognizes teachers and advisors who have been exceptional in their support of the professional, scholarly, and personal development of their students. It is the University’s principal award for superb teaching, advising, and mentoring and signals the commitment of the University and the Graduate School to effective and empathetic student guidance in all graduate programs," Dean Jon Butler wrote in making the announcement.

The three outstanding advisors were honored during Mentoring Week in February (see accompanying article) and will be further celebrated at Commencement.

The Graduate Mentor Award Committee, composed of graduate students and faculty, selected the award recipients based on letters of nomination from graduate students.

KELLY BROWNELL

Brownwell studies the causes and prevention of obesity and other nutrition problems. His work integrates many disciplines and specialities ranging from the basic physiology of body weight regulation to world politics and legislation affecting issues such as agricultural subsidies and international trade policies. On the clinical front, he directs the Yale Center for Eating and Weight Disorders, where individuals with anorexia, bulimia, binge eating problems, body image issues, and obesity are provided clinical services. Brownwell’s public health work focuses mainly on how the social and commercial environments contribute to poor diet and obesity. This work is done in the context of the Rudd Center for Food Policy and Obesity, which he directs. In 2006 Time magazine listed Kelly Brownwell among “The World’s 100 Most Influential People.” Author of 14 books and more than 300 scientific articles and chapters, he earned his Ph.D. from Rutgers University.

One student, placing Brownwell’s name in nomination, wrote, “My mentor Professor Kelly D. Brownwell has fundamentally changed the way I view the world. He has taught me to think big, inspiring me to try to improve the world through my research. Kelly has taught me that science can be a powerful tool in shaping public policy and effecting change on a national and international scale.”

Another said, “While Professor Brownwell is an international leader on food policy and obesity, often traveling the world and voted one of Time magazine’s 100 most influential people, he rarely misses his weekly meeting with his graduate students.”

A third added, “Kelly exceeded all of my expectations in terms of providing personal development training. He advises us on navigating communications with collaborators and how important it is to be kind and generous to others.” And finally, “Dr. Brownell is a wonderful, academic role model. He is always ready with an encouraging word and pushes us all to make a difference in the world around us. He suggests that we pursue a career that inspires us and then provides us with the resources and support to reach those goals. My graduate experience has been defined by his mentorship, and I hope to one day be able to ‘pay it forward’ to my own advisees.”

JOHN HARLEY WARNER

Warner’s research focuses chiefly on American medicine and science. He received his M.S. from Harvard University, and from 1984–1986, was a Postdoctoral Fellow at the Wellcome Institute for the History of Medicine in London. His research interests include the cultural and social history of medicine in 19th and 20th century America, comparative history (particularly British, French, and North American medicine), and medical cultures since the late 18th century. He is especially interested in clinical practice, orthodoxy and alternative healing, the multiple meanings of scientific medicine, and the interactions among identity, narrative, and aesthetics in the grounding of modern medicine.

A letter urging the committee to honor Warner said, “One might expect that at this point in his career, Professor Warner would be tired, or at least less inclined to nurture young students. And still, despite a busy schedule and numerous personal and professional commitments and responsibilities, Professor Warner is always accessible. He finds time to meet, talk about my work, formulate a broad career development strategy, and give tips about research, writing, and grant applications.”

Another said, “Having Professor Warner as my academic mentor is like winning the lottery. Prior to coming to Yale, I had studied in two other universities and considered myself fortunate to work under a number of excellent, compassionate, and warm professors. At Yale, Professor Warner has never ceased to raise the mentorship bar to unprecedented levels.”

A third letter commented, “During meetings to discuss a student’s progress, whether the topic is classes, prepping for exams, writing the dissertation, John’s advice is never overwhelming—he does a great job of helping you think through the best way to solve a problem that you’re facing, rather than prescribing the solution himself.”

SUZANNE ALONZO

After earning her Ph.D. from the University of California at Santa Barbara in Ecology, Evolution, and Marine Biology, Alonzo was a postdoctoral fellow in Environmental Studies at the University of California, Santa Cruz. Her lab explores the evolution of reproductive traits of fishes, using mathematical models and empirical studies. Her fieldwork in Conico (on the ocellated wrasse) and in Connecticut (on the tessellated darter) examines how interactions within and between the sexes affect the evolution and expression of reproductive behaviors.

Students placing Alonzo’s name in nomination were enthusiastic about her mentoring gifts. One wrote, “Suzanne’s confidence in my ideas and judgment throughout this process enabled me to develop intellectually to the point that I now feel she treats me more as a colleague than a student.”

A second student reflected on Alonzo’s ability to keep her professional and private life in balance: “Suzanne is perhaps most remarkable for the way she is able to enjoy both her work and her family. As a woman preparing to enter a career in science, I can say it is rare to find a female professor who doesn’t seem to be under strain from balancing work and personal commitments, but Suzanne is just that.”

One nominating letter noted, “What makes Suzanne truly exceptional is that her helping hand is not limited to the people in her lab. On numerous occasions, I have witnessed her sit down with other students in the department to talk about their research ideas, career plans, and job applications.”

And another letter stated, “In addition to all of her contributions to my professional development, Suzanne has been a terrific personal mentor. She always took the progress in my research with great enthusiasm and pride, but also expressed her confidence in my abilities when things were not going so well. Also, Suzanne has been a great role model for a prolific scientist who can keep her work and her family life in a wonderful balance.”
Chatted with guests over dessert and had his picture taken with eager students. Crackling fires, elegant cocktail tables, white and black tenting, a 50-foot-long table of desserts, and a silver and white art deco ballroom awaited. Live music has always been an important part of the Winter Ball, and the music has become more student-centered over the years. Previous dances featured a swing orchestra, but for the past few years, a graduate student-faculty rock band has played for the first two hours, followed by student DJs.

This year, Helen Gerardi (Chemistry) and her band “Twice on Sunday” opened in the ballroom, playing danceable rock and pop hits from the 80s to today. “I love seeing everyone relax and smile at the Ball. It’s definitely an event that brings people out of their offices and labs and helps to break up the stressful routine of writing, research, and teaching,” Gerardi says. “It was great to share that with fellow students by rocking out at the Winter Ball. We were excited that everyone was dancing and singing along and having a good time.”

Andrew Johnson, a Yale College Admissions Office staff member (famous for his “Why Yale?” video), played music that ranged from movie themes to Lady Gaga on the baby grand piano in the dessert area.
Winter Ball is a semi-formal event, so students left their lab coats and jeans at home and dressed in cocktail attire, tuxedos, and ball gowns. National dress, including saris, kilts, and a dress military uniform were on display.

The Winter Ball Team was led by McDougal Social Fellows Ulrike Muench (Nursing) and Maggie Bennewitz (ENAS), with Coordinating Fellow Patricia Maloney (Sociology). Ulrike noted, “It was amazing how everything came together—the desserts were incredible, the band and DJs complemented each other beautifully, and the dance floor was action-packed at all times. This was our best team effort as McDougal Fellows yet.”

Maggie said, “The Winter Ball is an event that I look forward to every year. This year in particular was special to me, since I was actively involved in the planning and execution of such a grand event. Other students kept saying that this year’s Ball topped their experience from previous years, which made me know that we had done a great job.”

Patricia added, “I love seeing everyone relax and smile at the Ball. It’s definitely an event that brings people out of their offices and labs and helps to break up the stressful routine of writing, research, and teaching.”

Graduate Students interested in organizing next year’s Winter Ball can apply to become McDougal Graduate Student Life Fellows. The application will be online in late March 2010. www.yale.edu/mcdougal/studentlife

Having overseen 10 Winter Balls, each larger than the last, Brandes noted, “Yale College students no longer hold a winter semi-formal or formal dance, but our Winter Ball is going strong. The McDougal Graduate Life Office is thrilled to help coordinate and sponsor this event, and we’re even more proud that, like most great Student Life ideas and programs, the Winter Ball is planned and supported by grad students.”
**Sciences**. The award, one of the most prestigious national prizes in the field, will be presented at the Fred Hutchinson Cancer Research Center in Seattle, Washington, later this spring. A student in the M.D./Ph.D program, Allison’s dissertation, advised by John Carlson, is titled “Odorant reception in the malaria mosquito Anopheles gambiae.” Her research investigates the molecular basis of how mosquitoes use their sense of smell to locate humans. “We isolated the genes for the odorant receptors of the Anopheles mosquito and expressed them in a mutant fruit fly that was missing one of its own odorant receptors,” she said. “We exposed the neurons to various odors and recorded the responses to identify the ones that activate or inhibit the mos- quito receptors,” she says. Her research identified a number of receptors that respond strongly and with high specificity to human sweat, which may enable future scientists to develop new mosquito control methods. Allison completed her undergraduate studies at the Pennsylvania State University.

**KUDOS**

**ANDREY IVANOV**

An article by Andrey Ivanov (History) was published recently in the Journal of Early Modern History, Volume 13, Number 5. “Conflicting Loyalties: Fugitives and ‘ traitors in the Russo-Manchurian Frontier, 1651–1689” explores shifting alliances in the borderlands between the Qing Empire and Russia. It considers the motivations of Russian Cossacks who left Siberia for Beijing to enroll in the service of the emperor and of the native chieftains in Northern Manchuria who moved to Siberia and swore allegiance to the case. Using 17th-century published archival correspondence, travel accounts by Russian diplomats, and letters and diaries of Jesuit priests working in the court of the Qing emperors, Andrey was able to determine how emissaries of Emperors Kangxi and Peter the Great resolved the problem of these cross-border fugitives in negoti- ating the 1689 Treaty of Nerchinsk. Andrey’s dissertation explores Russian reform in the early modern period and is advised by Paul Bushkovitch, Laura Engelstein, and Carlos Eire. Andrey earned his bachelor’s degree from Fresno Pacific University in California.

**ALLISON CAREY**

Allison Engellin (Ph.D. in the Neuroscience Program) has won a Harold W. Weinstein Award for outstanding graduate research in the biological sciences. The award, one of the most prestigious national prizes in the field, will be presented at the Fred Hutchin- son Cancer Research Center in Seattle, Washington, later this spring. A student in the M.D./Ph.D program, Allison’s dissertation, advised by John Carlson, is titled “Odorant reception in the malaria mosquito Anopheles gambiae.” Her research investigates the molecular basis of how mosquitoes use their sense of smell to locate humans. “We isolated the genes for the odorant receptors of the Anopheles mosquito and expressed them in a mutant fruit fly that was missing one of its own odorant receptors,” she said. “We exposed the neurons to various odors and recorded the responses to identify the ones that activate or inhibit the mos- quito receptors,” she says. Her research identified a number of receptors that respond strongly and with high specificity to human sweat, which may enable future scientists to develop new mosquito control methods. Allison completed her undergraduate studies at the Pennsylvania State University.

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**Symphony of Light, continued**

**andrew I. Fishler**

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Three History of Art graduate students have been awarded fellowships for research and travel. Meredith Gamer has won the Paul Mellon Fellowship; Dana Byrd, the Wyeth Fellowship; and Nathaniel Jones, the Finley Fellowship.

The Paul Mellon Fellowship is awarded annually for 36 months to enable a candidate completing a doctoral dissertation in Western art to study abroad for two years, developing expertise in a city or region related to the research. The third year is spent in residency at the Center. Meredith’s dissertation, “Criminal and martyred: Art and religion in Britain’s early modern 18th century,” explores the relationships among art, religion, and public execution. “Unfolding as a series of five case studies, it traces the culture of capital punishment and related notions of criminality and martyrdom through a wide range of images, objects, and texts—from aesthetic theory to graphic satire, from anatomical illustration to funerary sculpture, and from high religious painting to cartoon—while at Yale. Scholarship is a responsibility as much as it is a privilege, not only toward our disciplines but also toward our local and global communities, where our skills and talents can have special resonance,” he says.

The Wyeth Fellowship is awarded annually for 24 months to support doctoral research that concerns an aspect of art of the United States. Dana’s dissertation research examines the beginnings, in the late first century A.D., of the Picture Gallery in Augustan Rome. “His research examines the beginnings, in the late first century B.C.-C.E., of a specific genre in Roman wall painting—the fictive picture gallery, or poecilotheca—which it reflects the broader artistic culture of Augustan Rome. Nathaniel focuses especially on “the Roman relationship with art of the Greek past—and the various ways in which Greek artistic genres and forms were replicated and insinuated in the Roman sphere.”

The Finley Fellowship is awarded annually for 36 months. The first two years of the Finley Fellowship are intended for research and travel in Europe to visit collections, museums, monuments, and sites related to a dissertation in Western art. The third year is to be spent in residence at the Center to complete the dissertation and to perform curatorial work. Nathaniel will live in Rome during the fellowship years, working in that city and in the areas around Yevsuvis: Naples, Pompeii, and Herculanum. His dissertation, advised by Diana E. Kleiner, is titled: Nobilissimae Poecilothecae Sae Romainae: The Inception of the Fictive Picture Gallery in Augustan Rome.”

Art Historians Win National Fellowships for Research and Travel

April 6 is Census Day at Yale

Every 10 years, as mandated by the U.S. Constitution, the federal government conducts a census to recalibrate the distribution of seats in the House of Representatives and the allocation of funds that now total $400 billion to support schools, hospitals, public works projects, and more.

Because Yale students living on and off campus make up more than nine percent of the New Haven population, their participation in the census will significantly affect the state’s representation in Congress and the amount of federal funding New Haven receives over the next 10 years.

The University has declared April 6 to be Census Day, and volunteers and staff members will distribute and collect census forms that day. To ensure an accurate and complete count, Yale administrators have already begun working closely with the Census Bureau. The Graduate Housing Office will distribute forms in ICs, Helen Hadley Hall, Harkness, and 276 and 354 Prospect Street. The 2010 census aims to count all U.S. citizens and non-citizens alike. Each person is to be counted in his or her place of residence, which means that students in residence at Yale are legally required to be counted in New Haven, not in their hometowns. Students living off campus are to be counted in the city where they reside most of the time.

Students living in campus housing will complete a shortened, seven-question Group Quarters Census, says Faculty of Arts and Sciences Registrar Jill Carlton. The short form asks name, gender, date of birth and age, race, and whether or not the dormitory is the student’s primary residence as of April 1. The University will then turn the information over to the U.S. Census Bureau. Students living off campus will receive a 10-question form by mail. The questions can be found online at http://2010.census.gov/academic/how/interactive-form.php, but the form itself must be completed and submitted on paper. For more information, go to www.yale.edu/census.
Established School of Fine Arts. It has been 140 years since that institution was founded, and women have continued to make their mark on the University, in their communities, and on the world. The weekend promises to be inspiring, stimulating, enlightening, and thought-provoking. And, most important, it presents us with a great opportunity to reach out, become active, and reconnect with Yale.

In fact, the idea that we are all connected to each other through a string of social networks and acquaintances has been around since at least the turn of the 20th century. With the advent of powerful computers in the 1960s and 70s and the use of sophisticated Monte Carlo simulations, this hypothesis was subjected to more rigorous scientific scrutiny. Also, during the 1960s, Yale Professor Stanley Milgram conducted his “Small World Experiment” setting forth a mathematical model describing social networks and the degree of connectedness among all individuals in a given society. Others expanded on this work and set forth the hypothesis that any two individuals on this earth are connected by a network of only six intermediary social contacts, or “six degrees of separation.”

What does this mean for alumni of the Graduate School? It means that each of us is connected by no more than six other people. In fact, the six degrees of separation is based on a global population. The GSA population, approximately 25,000, is far smaller than the 7.5 billion inhabitants of this planet. Therefore, in theory, GSA members should have only three degrees of separation. We therefore have the potential to personally reach out to every single one of our alumni through a relatively small number of contacts.

The GSA Executive Committee sets forth this challenge. We challenge all Graduate School alumni who have read this column to personally contact at least two other alumni. These alumni should contact at least two other alumni, who in turn … (you get the idea). It is time to reconnect with Yale. Are you ready to take the challenge? It will be interesting to see how many alumni are reached through this experiment—and, perhaps, we will all get together at one of the upcoming events!

— By Maria Kantaridis (Ph.D. Pharmacology), Anthony Salatielli (Ph.D. Chemistry), and JoAnn Caplin (MAT, English), Institute. She is also a founding editor of the online, peer-reviewed, open-access journal of Transnational American Studies. A discussion of the first class of women to graduate from Yale College in her book Feminist Engagements: Essays into American Literature and Culture (Palgrave/Macmillan 2009) includes a description of her own experiences in that pioneering cohort. The volume was named a “Choice Outstanding Academic Title of 2010.” Choice is a publication of the American Library Association that recognizes outstanding academic books each year. More than 35,000 academic librarians and faculty members rely on the reviews in Choice magazine and Choice Reviews Online for collection development and scholarly research. Choice reaches almost every undergraduate college and university library in the United States.