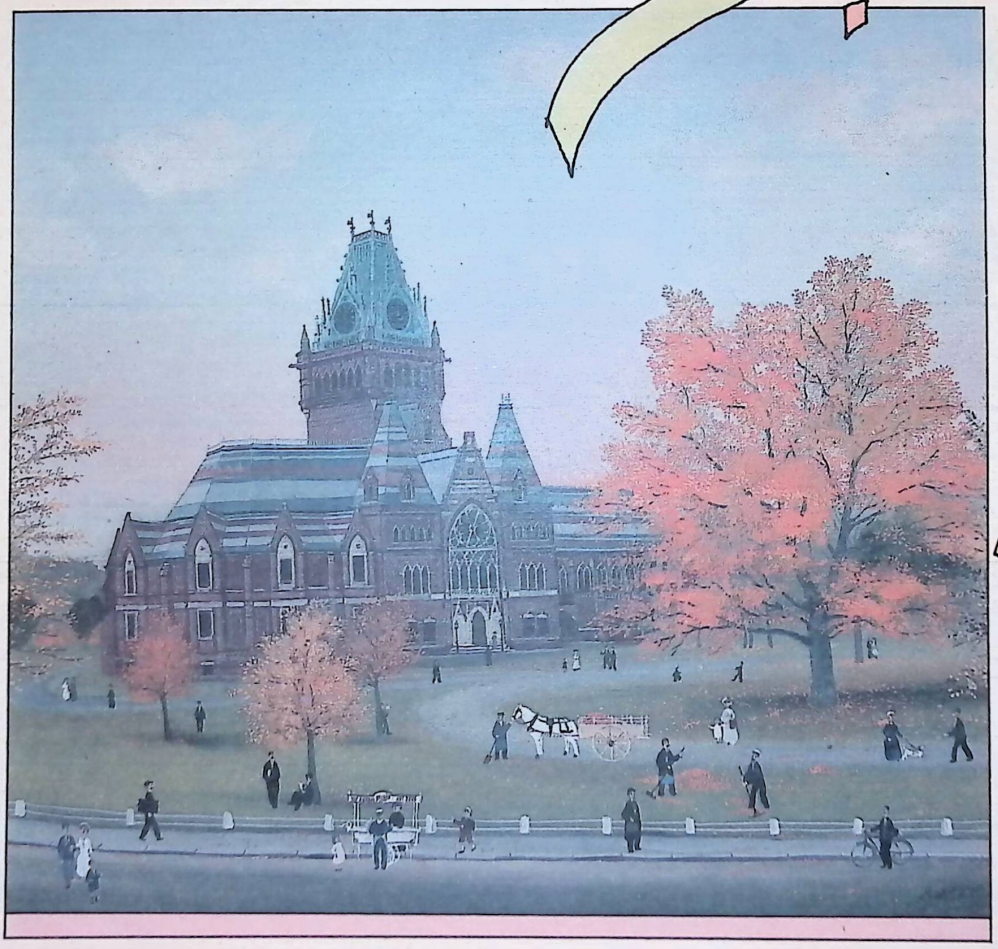
HARVARD at 350

The nation's oldest university celebrates a birthday



MEMORIAL HALL

Special section
The Boston Globe
August 31, 1986

F. Stanton Deland, Jr.
1913 - 1986

AB '36
LL. B. '39
Member, Board of Overseers, 1969-1975
President, Board of Overseers, 1972-1975
Harvard Medal, 1982



Stan Deland loved to sail, and he brought many of the qualities which made him a fine sailor to his able work in guiding Brigham and Women's Hospital, and its predecessor institutions, into the second half of the twentieth century. He was steady at the tiller and far-sighted, and he brought us safely past many shoals and rocky spots while he was captain of our ship.

He was steadfast in his goals, gentle and jocular in manner. He embodied for his family and many friends the true spirit of charity and love.

H. Richard Nesson, M.D. President,
Brigham and Women's Hospital

B W H

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Introduction

[AN OPEN LETTER TO THE GLOBE]

We are pleased that *The Boston Globe* has chosen to mark Harvard's 350th anniversary with a special commemorative magazine devoted to our celebration.

The activities surrounding Harvard's 350th birthday offer an opportunity to pursue several goals that are important to the University. The most obvious effect of the celebration will be to provide a lively, stimulating, and memorable experience for thousands of faculty, students, staff, alumni, and residents of the Greater Boston community. Another purpose of the occasion is to give all the participants a heightened sense of the University as a whole, a single community of learning that transcends a mere collection of separate schools and programs. Still another benefit will be the opportunity to examine our past, consider our present circumstances, and look to our future directions and priorities. Finally, discussions and speeches during the celebration about the human concerns and social problems of our time will give the larger world a sense of the many, varied contributions that a modern university can make to the society that sustains it.



We welcome this salute from *The Boston Globe* and express our thanks to all who helped produce a portrait of Harvard on its 350th anniversary. — Derek Bok

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Assistant Editor: Anne Wyman
Copy Editors: Irving R. Post, Barbara Huebner
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350 years
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—John Gardner
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FILENE'S

Years of CHANGE

Derek Bok reflects on a decade and a half as Harvard's president

BY MURIEL COHEN

Derek Curtis Bok was dean of Harvard Law School in April of 1969 when Harvard president Nathan Pusey called in the police to clear university buildings of striking students and supporters who were protesting the Vietnam War.

Bok was among the deans who objected to the strong-arm tactics used by the administration. Two years later he was appointed Pusey's successor, pledging that he would unify the university.

This spring, 15 years after he became president of Harvard, a new generation of student demonstrators set up a ramshackle collection of huts in front of University Hall in a protest against apartheid and Harvard's refusal to divest itself of South African investments. Bok did not interfere. The protesters were allowed to remain in place through the commencement exercises in June.

A graduate of Stanford, he was the first president since the seventeenth century who had not attended Harvard College, although he took his law degree from Harvard Law School.

As law school dean from 1968 to 1971, he calmed a restive faculty and earned respect for his capabilities as a mediator.

In July 1971, when Bok, then 40, became the university's 25th president, he faced demands for black studies, a university with mounting deficits, and a faculty and student body still rent by differences over the Vietnam War. Since that time he has presided over a dramatic increase in endowment and in budget; the expansion of the administration; the redesign of the undergraduate curriculum; and the construction of new buildings, including a science center, an architecture building, a new museum and a controversial energy plant to serve the hospital complex allied with the Harvard Medical School in Boston.

At the time of his appointment Bok, an authority on labor and antitrust law, said, "The last several years should have taught us that universities should be rather modest in their capacity to solve a great many problems of the world. Their major responsibility must be teaching and scholarship. That does not preclude social action, but we must understand our priorities."

In an interview with Globe education writer Muriel Cohen in May, Bok talked about his 15 years as Harvard's president.

MURIEL COHEN IS A MEMBER OF THE *GLOBE* STAFF



Joe Wrinn, Harvard News

"We need to find ways of challenging the students more to think for themselves."

The changing student

In the past 15 years, Harvard's student body has reflected the economic, social and ethnic changes that have made major differences in the country as well as on campuses.

How would you define an educated man or woman?

I think the biggest difference in defining an educated person today from how you might have defined an educated person at the turn of the century is that we've become very, very much aware that the volume of knowledge, even important knowledge, is vastly greater than it was, and it is changing and increasing at a very rapid pace. Many people would define an educated man or woman in terms of a fixed body of knowledge that one would have, or a list of books, or a command of certain authors and certain literature. I think that doesn't really fit anymore.

Today you would be much more likely to speak in terms of laying the foundation that would enable that person to continue learning in many different dimensions so that you think they're getting off to a good start, rather than a fixed body of knowledge that will supply them for the indefinite future. And I think that's why in our core curriculum the emphasis is on fundamental intellectual skills, communication, reasoning, foreign languages, the language of quantitative analysis and the computer and then, on top of that, a whole series of what one might call modes of thought, ways of comprehending different bodies of human experience from literature, art, philosophy, history, social affairs, physical, natural sciences. . . . we'd like to break down any inhibitions that the students have in order to give them some sense of what it means to think about those phenomena and how to get at least

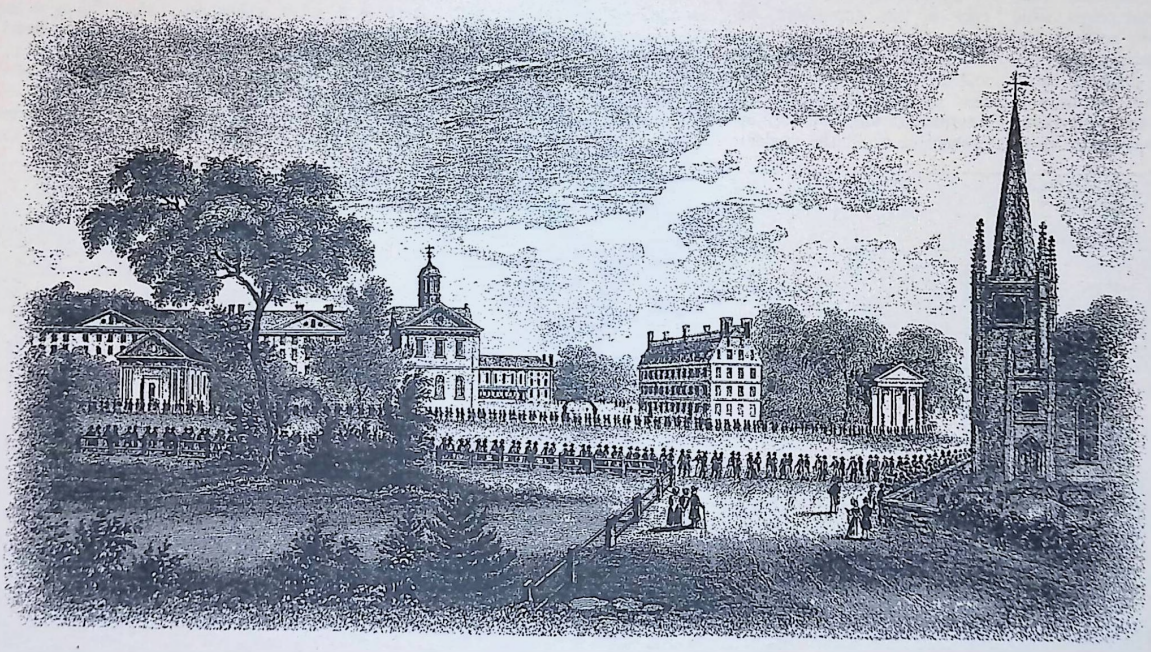
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THE BOSTON GLOBE, AUGUST 31, 1986

a rudimentary grasp of inquiry in those domains so that students can go on reading for themselves. So that's really a very large change in the whole conception, I think brought about by a sense of the impermanence of knowledge, the vastness of knowledge.

You're going to have to keep renewing your education.

Do you see yourself taking a different or more active role in finding better ways to train students?

I think we've done a lot of it in the core curriculum. As far as we can see, it seems to be working very well. The student response to it seems to be the best indication.

How do you measure that?

There are substantially more students taking extra core courses and presumably the only reason is, I think, because students like them.

But I continue to feel that undergraduate education here and in most other places is still too passive. We need to find ways of challenging the students more to think for themselves. And then we have to give them the kind of feedback to help them understand where their thinking is inadequate so that they can improve the care and rigor and firmness with which they think about complex problems.

There are some subjects where you simply need to sit and hear basic material thrown at you in a lecture. But if you do too much of that, once again, you give students a sort of fixed body of knowledge, which they tend to forget rather rapidly. We don't train their minds to continue learning. I would say I think we've got the curriculum in shape, and I think it's the adaptation of teaching methods that will reflect the same philosophy of continued learning. That implies a more active learning process in which we are really teaching the students to think for themselves.

What do you see as the most significant change at Harvard in the last 15 years, or since you became president of the university?

There's an enormous difference in the atmosphere, because 15 years ago we were still in the turmoil of Vietnam and the draft. There were student protests, the faculty was internally divided and very apprehensive about the students and its relationship with students. The administration was under a cloud because of previous difficulties.

What came next?

Since that time, largely because the society has changed so much, the atmosphere here is very different. I think a few key people — for example, Henry Rosovsky [former dean of the faculty of arts and sciences] — did an enormous amount to very quickly restore good faculty morale and build a sense of cooperation and trust that had been temporarily fractured by the office takeovers and the administration's bitter faculty debates years earlier over the university's response to the Vietnam War. It has a great effect on the way people feel about going here, teaching here, working here. So, I think that's all been very, very positive.

What about student attitudes?

I think students have changed a great deal since that time. It's not easy to define exactly how they've changed. Many newspaper and magazine writers, I think, sometimes accuse them unfairly of being kind of the "me" generation, upwardly mobile, interested in their own careers. And I don't think one can dismiss that too readily because there is some evidence to back it up.

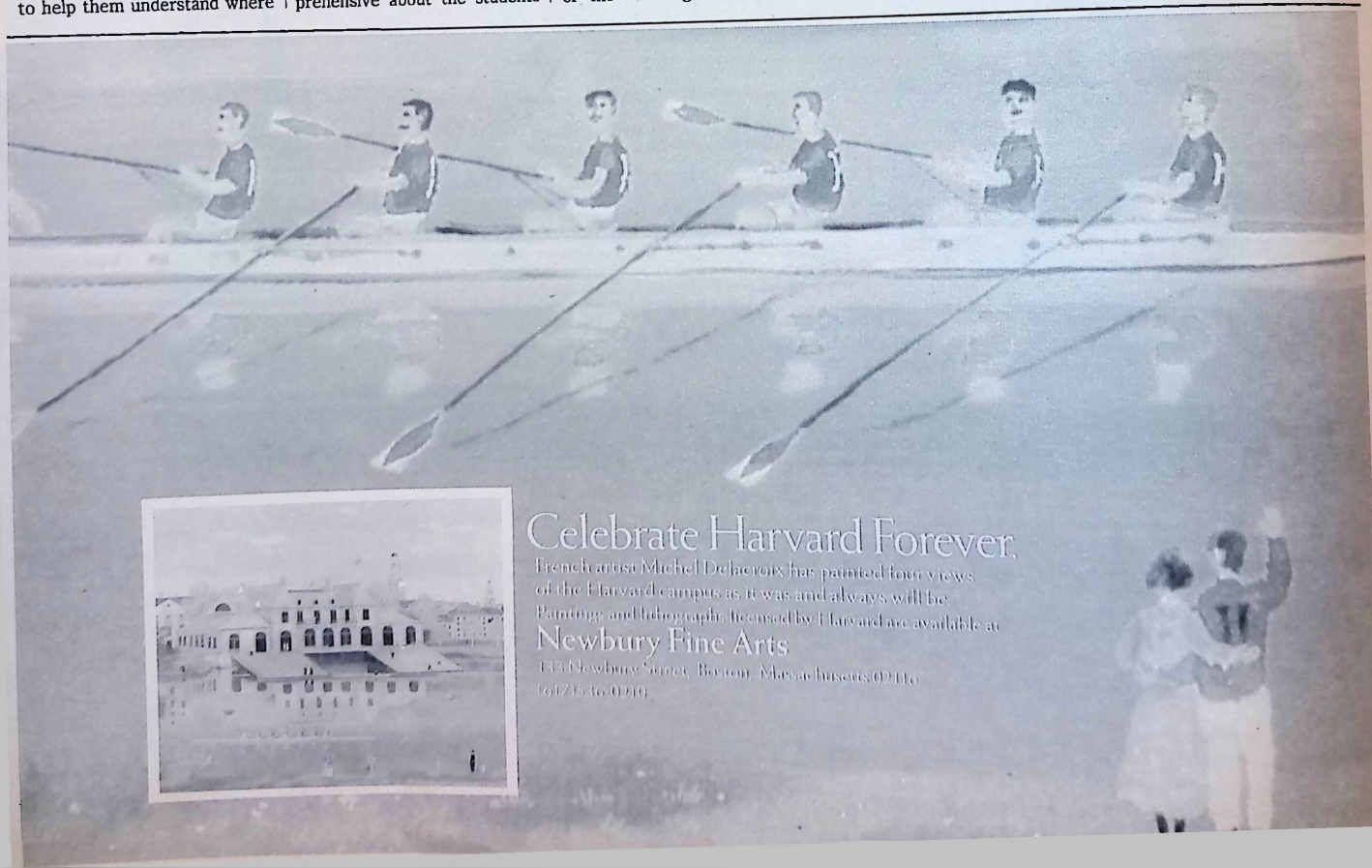
There are surveys nationwide of entering freshmen every year that ask about values and aspirations of people coming to college for the first time. There's no question if you look back 15 years at the answers to the same set of questions you see that the values that have risen rapidly — more than doubled in strength in the last 15 years — are the desire to make money, to achieve reputation and fame, and to have influence over other people. The values that have dropped the most are those to help the community, to improve race relations, to better the environment.

Has it been different at Harvard?

What I've found here at Harvard and, I'm sure, at some other institutions as well is that given a bit of encouragement there is a great willingness, much greater than when I was a student, to engage in ways and activities for helping other people. We have over 50 percent of our students now engaged in some kind of serious public service work during their four years.

So I think, summing it up as far as students are concerned, if I had to characterize what seems to me to be the most obvious characteristic among our students would be, first of all, a greater balance than I have noted in any student generation since I went to college. That is, an ability to work hard at academics, to throw oneself into extracurricular pursuits but still have some time left over to, if not get intimately involved in large social issues, at least to work hard at trying to help individuals in need, whether they are homeless living in one of the shelters we staff or whether it's kids in need of recreational aides or whether teaching or tutoring in school or what have you.

The other characteristic which goes along with what I've just mentioned is a much greater energy than any I remember in college. Because to do all those things at once requires a tremendous ability to organize one's time and to simply keep going at high speeds, so a lot of students seem to accomplish more than I ever remember thinking to be particularly de-



We toast ye fair Harvard

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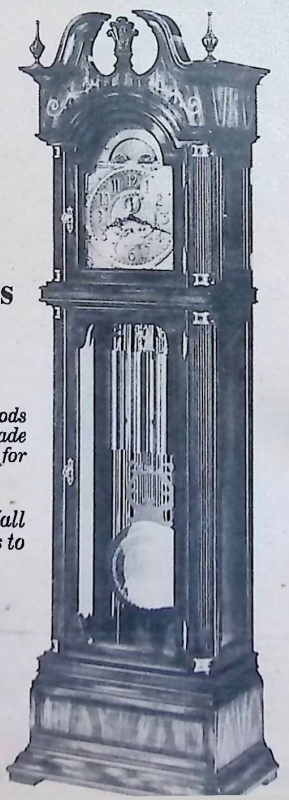
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sirable when I was in college.

As far as the academic programs at the school, I think we have to break it down school by school. By and large, though, what we've tried to do with faculty after faculty is to steer deans to work with their faculties to try to make sure they understand what the goals and objectives are of their academic programs and, where necessary, really try to think through the curricula and academic programs that they offer to achieve those goals. That makes a very substantial change in the college.

It is reflecting itself now in what is probably the boldest experiment going on educationally at Harvard, which is the "New Pathways" to medical school. These are basic changes in which medical students are being taught a new curriculum. There is less emphasis on formal lectures and memorization of fact than on self-directed study.

I think every school that I know has looked very seriously during this period at its program and made appropriate changes, sometimes very fundamental in nature. I think that's good. There were a lot of programs when I came in that seemed to be drifting. People didn't quite know what they were trying to do for their students or what their students would likely be doing after they graduated. I don't think that was true of all the faculty, but it was true of several. A lot of that has been repaired.

Have there been any other significant changes?

We have one new professional school, the Kennedy School. It really represents an effort to try to make some creative response to the fact that government jobs are so important and so difficult. Yet traditionally we have not had a way of preparing students to fill those jobs that is comparable in quality or prestige to the schools of law, business and medicine. I think what we're trying to do is to create a model that will have some influence in the country.

We have to try to demonstrate that a number of government jobs are so important and difficult and that we have schools that can attract very able students and prepare them to fulfill this enormous responsibility.

Finances

an endowment of $725 million, a budget of $200 million and 15,000 students. Today the endowment has mounted to more than $3 billion, the budget has reached $650 million and the students number 16,000.

With increasing government regulation Bok has become an active lobbyist, protesting cuts in student aid and any tax changes that could jeopardize gifts to the university, future construction and research.

What other changes have you experienced during your administration?

There have been many changes in the environment in which we function. One of them, certainly, is that the government has come to play a much more prominent part in the lives of universities such as Harvard. We never had government regulations until a few years ago. The universities were almost the last unregulated institutions, maybe along with churches.

In those 15 years, a lot of regulations have come in about age discrimination, sex discrimination, racial discrimination. There is now accountability for funds as well as the applicability to us of a lot of social legislation, from which we used to be exempt — workmen's compensation, unemployment compensation, and so forth.

Government funding has become much more important because of federal money for research. The federal government didn't have any significant student aid a few years ago and didn't supply a number of other forms of assistance that it now does to libraries and various other things of that kind. That means we are much more exposed and much more vulnerable to the vagaries of legislation and regulation. In the last five years, with the tremendous differences between both branches of Congress and the White House, you really have a very, very uncertain and turbulent environment, which typically starts off every year by opening Pandora's box in the Office of Management and Budget and out fly the parade of horribles.

What has that meant to the university?

Partly because of the problems I've just mentioned and partly because of the simple growth in size of the institution, another thing that's happened

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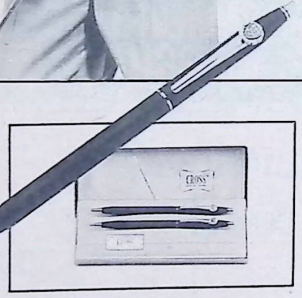
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was a very under-administered university when I started, not because anybody was doing anything wrong, but because it was smaller and because the federal government during the halcyon days of the '50s and '60s was always pouring more money in for science. We didn't have to worry too much about administration. It would all come out OK in the end. It was my dubious privilege to arrive on the scene when the federal money was being wound down and inflation was beginning and a whole lot of other things were happening.

So we, and this is something common to other universities as well, just had to put much greater sophistication into the whole task of administration than we did before, because of increased government demands and more services, including more sophisticated benefits packages.

You raised the issue of money for students. And as things are going now, with cuts in federal aid and the rising cost of living, there are fears that institutions such as this will be able to serve only the very wealthy or the very poor.

Well, we're determined not to let that happen, but there's no doubt that there are a lot fewer colleges in the United States now that can genuinely say that they do not consider finances in admission. We are going to fight very hard to continue to do that. And I don't see any immediate threat, particularly if the Congress resists Mr. Reagan's efforts to decimate student aid. There aren't many like us. I was very heartened, by the way: During our fund drive we originally set a goal of $250 million and we raised it. And that's not as much as it seems. The question was whether we raise it to $350 million. And part of the reason was that Mr. Reagan had made cuts that were affecting student aid that we hadn't counted on in the late '70s when we planned the drive. The response of the organizers was almost unanimous that we raise the amount, and we topped it, reaching $359 million. The argument that they really found the most compelling was this principle of keeping Harvard accessible to all families regardless of their financial circumstances.

I think what makes that a little bit remarkable is those alumni must know that it is precisely that principle that makes it harder for their own children to get admitted because it is the ability to reach all segments of the social stature that makes Harvard as competitive to get into. Of course, you know and I know that you can have that principle; it doesn't mean you can have as many students from the lower income percentile of the population as the upper. There are all kinds of social inhibitions and barriers, so I'm sure our student body is skewed somewhat, but, by now — and I think this is a change over the past — I think two-thirds of our students are on financial aid. Two-thirds. About 90 percent have jobs, at least summer jobs. You know, the idea of Harvard as a place to serve the rich doesn't begin to show the realities that you see today.

Minority and foreign students

While the students and their interests have changed, one of the most stable elements at Harvard has been the House system, established by president A. Lawrence Lowell in the first decade of this century, to create a community of learning. Harvard has 13 Houses, which function as critical adjuncts to the classrooms. The individual Houses have strong identities, are staffed with tutors as well as housemasters and sponsor lectures, other educational events, and social functions.

Are there other differences?

I should say one other thing that's changed, of course significantly, even in the 15 years, although we were well along by the time I came in, is the ethnic composition of the student body.

In the 15 years that I've been here, we've had a significant increase in the number of Hispanic students and a dramatic increase in the number of Asian-American students and a fairly steady number of black students. We don't see a big drop-off in black applications. The numbers have held fairly steady, with 664 blacks applying in 1980 and 640 in 1984. But the overall percentage of minorities has increased because of the Hispanic- and Asian-Americans. I would guess that in the class that we admitted this year we must have admitted 30 percent of people from the groups designated by the federal government as minorities. So that's a significant amount.

And if you look forward and see what's happening demographically in the country where by the early part of the next century Hispanics will be the largest group and the blacks are increasing and the Asian-Americans continue doing well in school you're going to find the universities in this country steadily becoming very different in their ethnic composition. But a lot of people, I think, don't recognize particularly institutions such as Harvard are as far along as they are. Thirty percent is not tokenism, it's a significant number of minority students.

As you know, the country itself is changing rapidly demographically. We are getting huge influxes of people from other countries. Is that change beginning to show up in the student body?

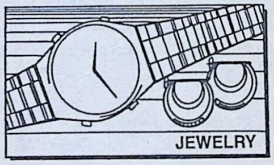
We are now up to 14 percent, I think, of our students who come from abroad. There is one very interesting thing about that. The House system

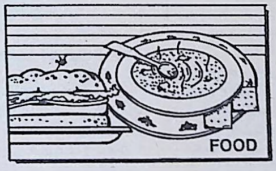
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helps these students. When I was a student here, I knew foreign students. They'd kind of be marginal. They were somewhat insecure about being here.

We just did a survey two years ago of our undergraduates who are from another country, and that doesn't just mean Canada and England. At least a half of our foreign undergraduates come from Third World countries — half. And then we're talking about several hundred students.

We surveyed the students who were here — particularly the seniors from abroad, and also the ones who had gotten out within the last five years — to get some sense of how they are doing. It was interesting to find that, number one, the foreign students did a little bit better academically than their classmates. They were involved a little bit more in extracurricular activities. Think what that means when foreign students come here: these kids from abroad are more involved, not less involved.

And they value their experience at Harvard a bit more than do the domestic students. And there's really tremendous support for the value of Harvard from the students who have gone home so that it isn't as though they've gone home and they realized, "Oh, it's hard to get started. I've been out of my own country. I don't have friends and connections." Not at all. They look back and, I think, almost 100 percent said they would do it over again and that they would love to be involved in helping recruit other students from their countries to come here. It's very expensive to do that, to recruit and assist students from abroad. That's quite a limiting factor. We pay a lot of financial aid to foreign students.

The idea that it's just a place where a lot of rich millionaires usually send their kids is not our experience.

If you realize that students learn as much from each other, in many ways, as they do in the classroom for the kind of world they are going to inhabit, it is important that we have students who assimilate that well and do that well academically from countries all over the globe. That they then live in the Harvard House system is a wonderful education in itself for a more cosmopolitan existence that they will undoubtedly have knowing the world the way it looks in the next 40 years.

Nontraditional programs

When history reviews Bok's contributions to Harvard, among the more notable may be the dramatic growth of nontraditional programs, ranging from the one-week crash course for newly elected government officeholders to multiple-year fellowships for those in mid-career.

You have developed a number of institutes, seminars and short-term programs. Would you expand on those developments?

One of the major changes that's going on in society as a whole, as far as universities are concerned, is a steadily growing need for some kind of formal education at times in one's life other than the normal student years 18 to 25. And that's proceeded to such a point that we now have, in addition to our 15,000 regular students, 45,000 people who come every year for some kind of formal instruction. Now some of them may spend a week and some, such as Nieman fellows, may spend a year. They come for all kinds of different time periods.

Lots of them represent people who really wouldn't have thought of coming to universities, unlike the Niemans who have been coming for a long time. For example, a newly elected congressman. A newly elected congressmen wouldn't have thought of coming to Harvard five years ago.

You ask, "Well, what's happened?" I think what's happened is that the thought of being a local alderman or a member of Congress, given the range of complicated issues in which they snap out votes, is an awesome prospect. And even though Harvard can't pretend to do much more in a week than just give the student a running start, it is some kind of an introduction to the issues they will face. Even that is grabbed at with great enthusiasm. So I think about two-thirds of the newly elected congressmen come every other year.

I find it interesting that such a high proportion year after year are willing and interested in coming. And the counterpart of that are judges, the newly elected mayors, the generals, the admirals, senior civil servants, state and local people in the program Mike Dukakis set up when he was on the Kennedy School faculty. Many of those are for longer periods, but all exemplify an appetite for some sort of solution to new problems that they're facing in their lives. They feel they need to get some systematic help before they begin.

Those 45,000 people include those in extension programs at night, a great majority of whom are college graduates not looking for a degree but looking for particular things for cultural reasons. There are enormous numbers of doctors who come periodically to catch up because knowledge is changing so rapidly in their field. So it's a big change, and I think what we're going through now at Harvard reflects what other universities will be going through. No longer do we see this as a sort of a fringe thing we do at night to please the community, or to use your facilities more intensively, but... see this as an intellectual and educational opportunity of major importance to the students and to the institution.

What are the implications of these programs for

Continued on page 62

THE

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OF RARE NEGATIVES

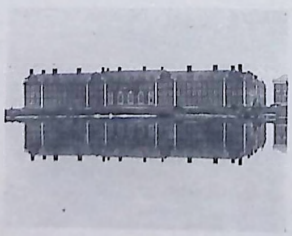
This year marks the 350th Anniversary of Harvard University. Since its existence, Harvard has been considered one of the superior learning institutions of the nation and of the world. In honor of this special celebration, The Brearley Collection is featuring rare photographs that truly capture the spirit of Harvard University and its history. From Harvard crew races and football games to its many historical buildings.

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Photos are such an appropriate way to commemorate this special anniversary. Ideal for gifts or your own home or office. Come see The Brearley Collection, currently featuring the photographs of Harvard University, and capture the tradition.



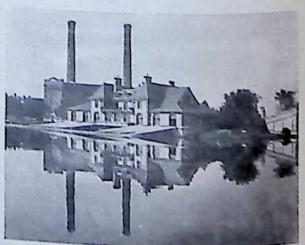
Massachusetts Hall, 1925



Harvard Business School, 1908



Harvard Square, 1924



Weld Boat House, 1924

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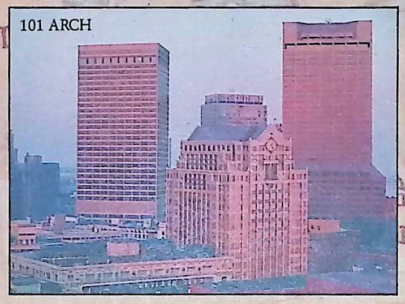
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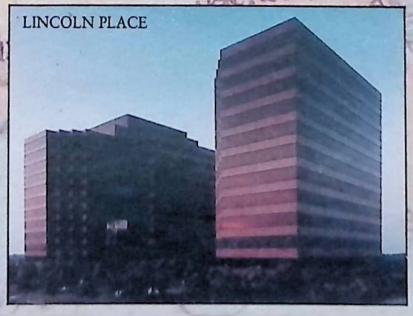
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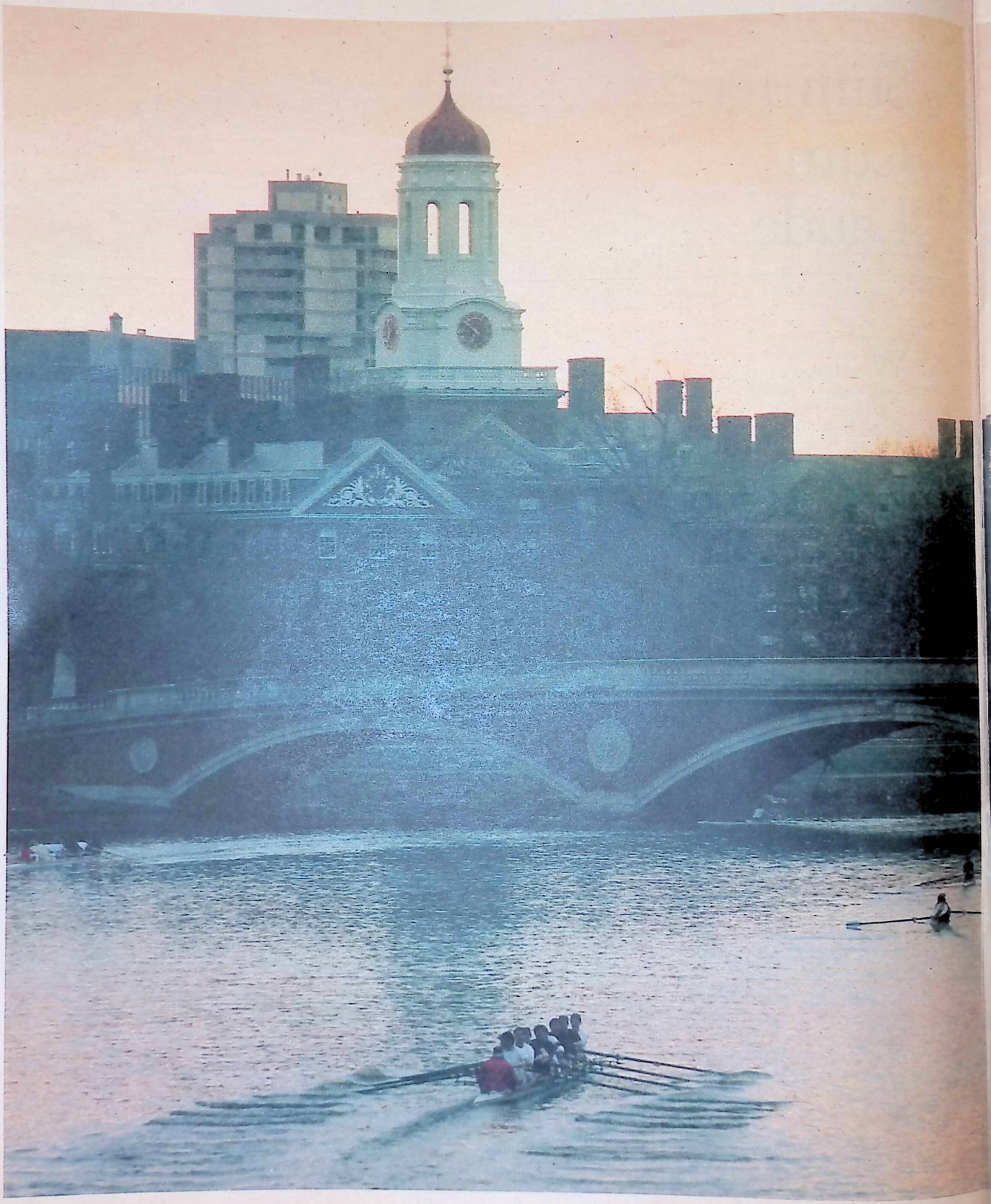






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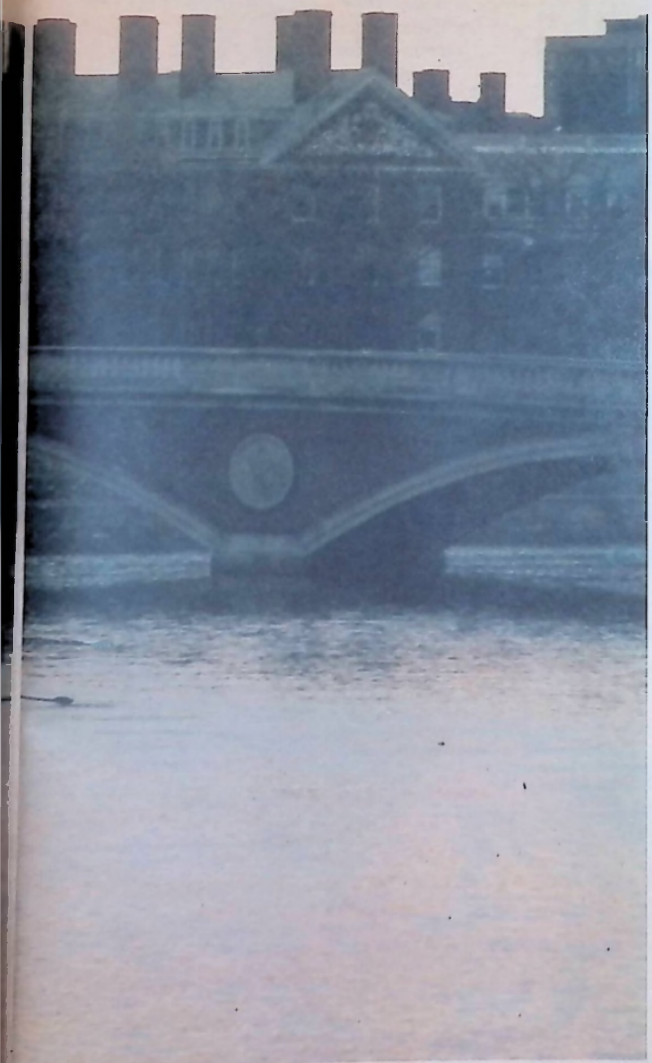
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Cupola on Dunster House stands out in skyline view of Harvard buildings across the Charles River.

From humble beginnings...

Tracing the history of Harvard



"Is that you, John Harvard?" I said to his statue. "Aye – that's me," said John, "and after you're gone."

BY EDGAR J. DRISCOLL JR.

Boston's distinguished poet, David T. W. McCord, says it all in this salute to his alma mater.

Now celebrating its 350th anniversary, Harvard is not only the oldest institution of higher learning in the United States, predating the nation's own founding by 140 years, but it's also the oldest corporation in the Western Hemisphere.

Since its humble beginnings on the edge of the wilderness that was the New World, Harvard has been a constant spring in the great universal stream of teaching and enlightenment that flows through the ages and, Deo volente, will continue to flow through ages yet to come. Ripe in tradition and rich in the fruit it has borne, Harvard has seen its sons become world leaders in government, the arts, the sciences, medicine, business, law, philosophy, education, religion and many another field of human endeavor. In the process its graduates have helped shape and reshape their worlds and the world as we know it today. Among those illustrious graduates are no less than six US presidents: John Adams and John Quincy Adams, Theodore Roosevelt and Franklin D. Roosevelt, Rutherford B. Hayes and John F. Kennedy.

Others in a line as long as a rainy week include Samuel Adams, John Hancock, Jonathan Trumbull, Charles Sumner, Edward Everett, Wendell Phillips,



The college arms was originally designed by Henry Dunster, Harvard's first official president (1640-1654). Dunster brought credibility to the then-boarding school, bringing it to life as a first-rate college.

EDGAR J. DRISCOLL JR. IS A MEMBER OF THE *GLOBE* STAFF

Ralph Waldo Emerson, Oliver Wendell Holmes, James Russell Lowell, Edward Everett Hale, Phillips Brooks, William Ellery Channing, Charles Francis Adams, George Santayana, Charles Eliot Norton, Sens. Henry Cabot Lodge Sr. and Jr., Henry Adams, Leonard Bernstein, T. S. Eliot, James Agee, et cetera, et cetera, et cetera.

Founded on Oct. 18, 1636, when the General Court of Massachusetts Bay appropriated 400 pounds for a "schoale or colledge," Harvard opened its doors in a single frame building, adjacent to a row of cow yards, in the summer of 1638. A handful of teen-age "scholars," as students were then known, attended.

Last year's enrollment in the university's 13 schools and colleges was 16,936 and its holdings have risen from those 400 pounds to more than $3 billion in endowment and other funds.

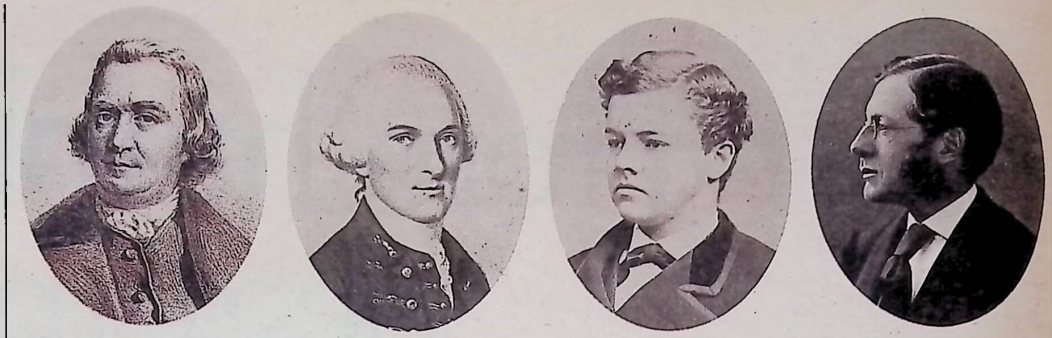
Over the years the university's benefactors have been many and varied, but surely none more revered than Rev. John Harvard, "sometimes Minister of God's Word at Charlestown." He was the college's first donor. In September of 1638, only days before his death from tuberculosis at the age of 30, the Puritan clergyman made a bedside will in which he bequeathed his library of 400 books and half of his estate — 779 pounds — as a gift to the newborn "colledge." A grateful General Court, mindful that this sum was almost twice what it had allotted in the first place, promptly ordered the college be named in his honor.

Married little more than a year and still childless, John Harvard could scarcely have foreseen the countless sons — and much later, daughters — who would so proudly claim his name in the generations to come. A graduate of Emmanuel College, Cambridge University, he at least had lived to see the village of New Towne, where the college was to be built, renamed Cambridge in salute to his old school.

For many of Harvard's immigrant-founders also were graduates of Cambridge or Oxford universities; in all, there were about 100 Cambridge graduates in the Bay Colony. Proud to be in the ranks of educated men and determined that their sons would follow suit, they founded the intellectual traditions and scholastic standards of New England. They also were responsible for inculcating a respect for learning and sound schooling, at whatever cost, among a pioneer people. And their children made up most of the first generation of Harvard students.

In a colony that was only eight years old and numbered fewer than 10,000 people — and with no help from any church, government or individual in the Old World — the new college was unique.

In his four-volume Harvard history, the late Samuel *Continued on page 42*



Harvard Archives



Bill Tobey, Harvard *News*

Below, Tug of war team, 1888. Left, the late President John F. Kennedy, then US senator, and Cardinal Richard Cushing of Boston, then archbishop, at 1956 commencement, during which Kennedy received an honorary degree.

Above, from left: Samuel Adams, John Hancock, Henry Cabot Lodge (1871), Charles William Eliot (1872), president of Harvard, 1869-1909.



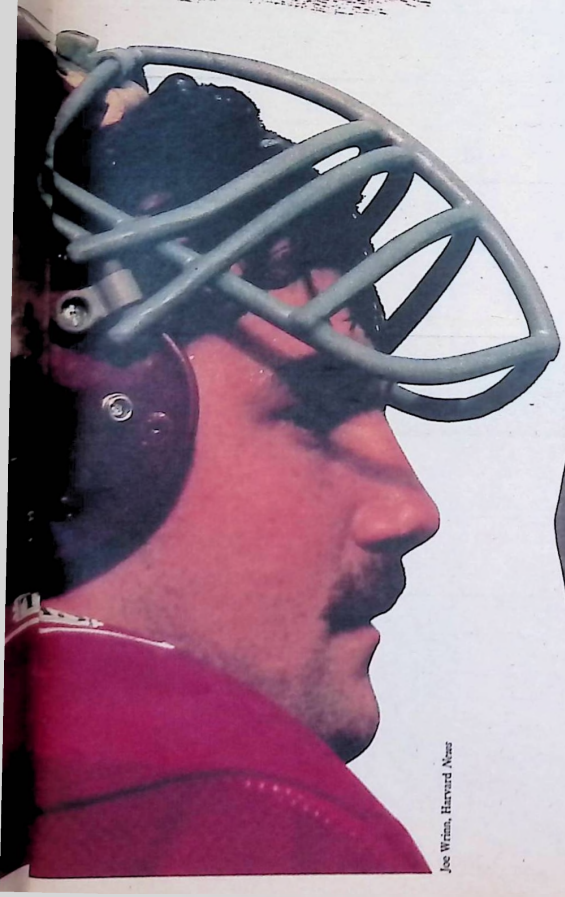
rd Archives



Below, John Pendergast, class of 1982, a member of the 1981 football team at the Harvard-Yale game. Left, suit worn by Barnabas Hedge at his graduation in 1783. Right, professor Benjamin Peirce, who graduated from Harvard in 1829, with one of his classes in the 1860s. Below right, President Franklin Delano Roosevelt on the arm of Col. Edwin M. Watson at Harvard Tercentenary in 1936.



Harvard Archives



Joe Wrinn, Harvard News



BY RICHARD H. STEWART

A scholarly influence

In Washington and worldwide, the Harvard mystique is still felt

As the delegation of American city officials was introduced to the mayor of Paris, he greeted each of them in French.

When James Sullivan, then city manager of Cambridge, Mass., was introduced, the French mayor, this time in perfect English, declared, "The worst thing Cambridge ever did was to close down the Howard Johnson's in Harvard Square."

Paris Mayor Jacques Chirac, now France's prime minister, had worked as a busboy at the restaurant while a student at Harvard.

In Munich, Sullivan was introduced to the American consul general, who told him, "I spent the best year of my life in Cambridge." He had devoted a year to international studies at Harvard.

In London, the American ambassador insisted on having breakfast with Sullivan to "talk about my hometown." The ambassador, former Yale president Kingman Brewster, had spent part of his boyhood in Cambridge. His stepfather had taught at Harvard.

That an otherwise anonymous city official could be transformed into an instant celebrity in the power centers of Europe merely because of his proximity to Harvard is a measure of the power and influence of the university.

To the rest of the world, Harvard is an American brand name, like Coca-Cola or Chevrolet.

To Americans. Harvard is a totem, symbolically the

Continued on page 26

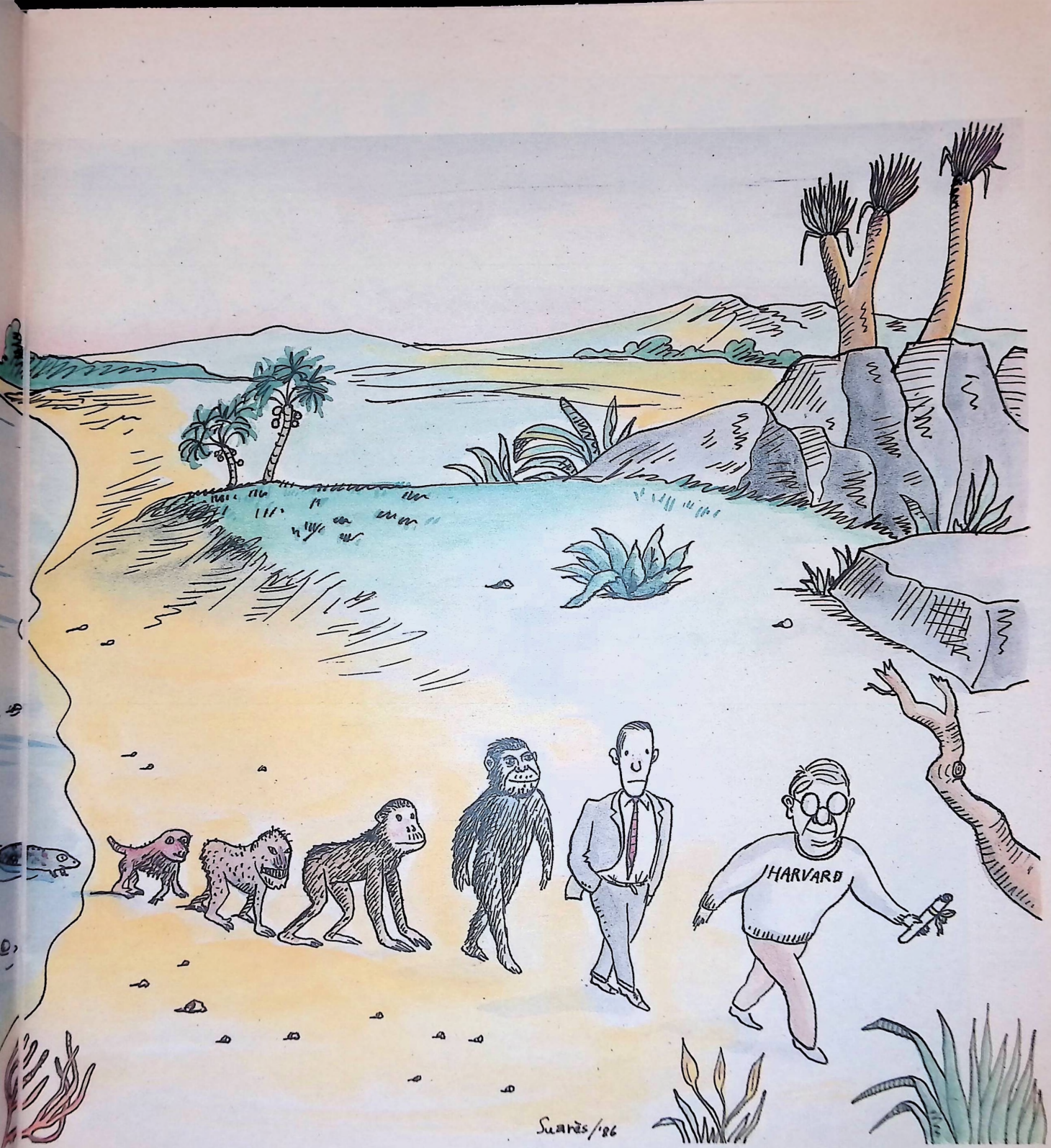
RICHARD H. STEWART IS A MEMBER OF THE *GLOBE* STAFF



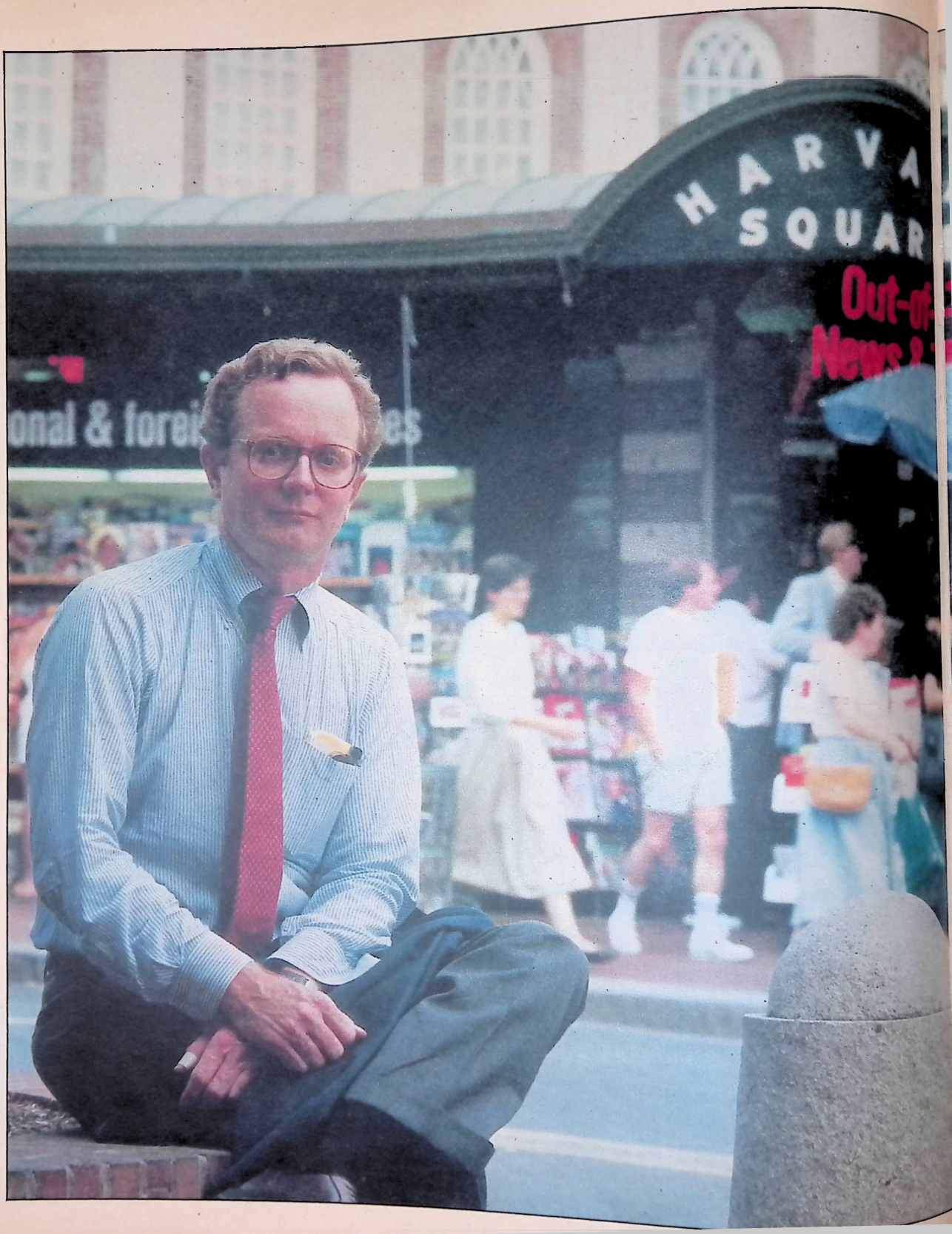
Harvard News

JOHN HARVARD





Illustration, J.C. Suares



Charles Sullivan, director of the Cambridge Historical Commission.

Ted Dully, *The Boston Globe*



TOWN vs gown



Sometimes even the best neighbors disagree

BY PAUL HIRSHSON

Without Harvard, one sage observed, Cambridge would be just another Somerville.

He meant no insult to Somerville, surely, but the observation was perceptive: both are old, crowded, postindustrial cities on the edge of Boston. Both are midsized communities, both have solid blue-collar and middle-class neighborhoods.

But there the comparison ends.

Cambridge is a worldclass city, an international crossroads with a dazzling variety of lifestyles and income levels. It is home to Nobel Prize winners, famed scholars, consultants, artists and poets, and is a magnet for visitors from around the world.

Harvard makes Cambridge a center of power in the academic, political and cultural world that is recognized around the globe.

Harvard is the city's largest employer, its largest landlord and its largest landowner. Its presence is nearly everywhere throughout the city, from its impressive center at Harvard Square to small buildings on quiet side streets.

But all that power, prestige and wealth inevitably create tensions, especially with the people who share the city but who often feel they don't share much else that Harvard represents.

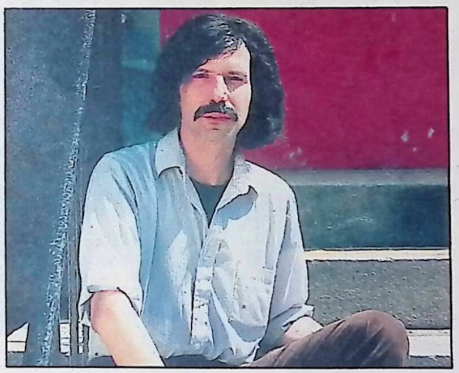
Those tensions have been there in varying degrees, historians say, for probably the *Continued on page 58*

PAUL HIRSHSON IS A MEMBER OF THE *GLOBE* STAFF.



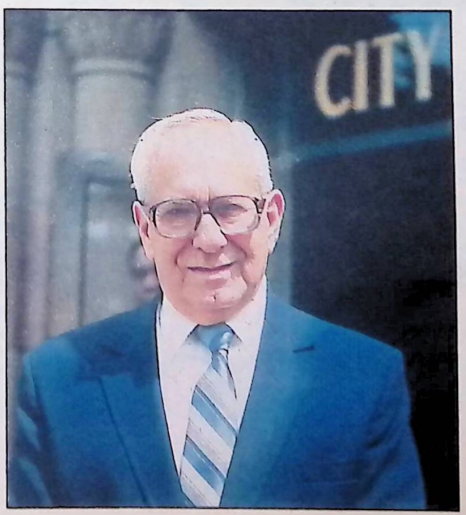
Saundra Graham, a city councilor and Harvard critic.

Keith Jenkins, *The Boston Globe*



Michael Turk, a Harvard graduate, frequently clashes with university housing policy.

Ted Dully, *The Boston Globe*



Alfred E. Vellucci, a 30-year council member, is noted for sharp-tongued attacks on Harvard.

Ted Dully, *The Boston Globe*



Three and a half centuries of rite and ritual BY DIANA ECK

A symbolic immortality

The Harvard 350th Anniversary is academia's version of a gala birthday party. Indeed, the event opens the evening of September 3 with the "Birthday Party on the Charles." There will be music and festivities along both sides of the river, linked by the arch of a helium-filled rainbow.

As an academic anniversary, the 350th will gather more than 4,000 official alumni representatives for three days of symposia and convocations looking back over Harvard's past, taking stock of its present, and considering its future in higher education, both in the nation and the world. It is a university that is still living through the radical change from an all-male, predominantly white past as a New England college to a male-and-female, multicultural future as a more universal university.

How does Harvard see itself today? On a ritual occasion such as the 350th, the university will gather itself together and pose for its own portrait.

Ritual acts are those framed events, repeated through time, that link the present with the past and the *Continued on page 54*

DIANA ECK IS PROFESSOR OF RELIGION AT HARVARD COLLEGE.

Crimson file photo



Harvard Archives



Tercentenary procession (above), and 100-year-old package (far left) opened by president James Bryant Conant during celebration in 1936; illustration (left), from the Harvard *Lampoon*, 1877.

Influence

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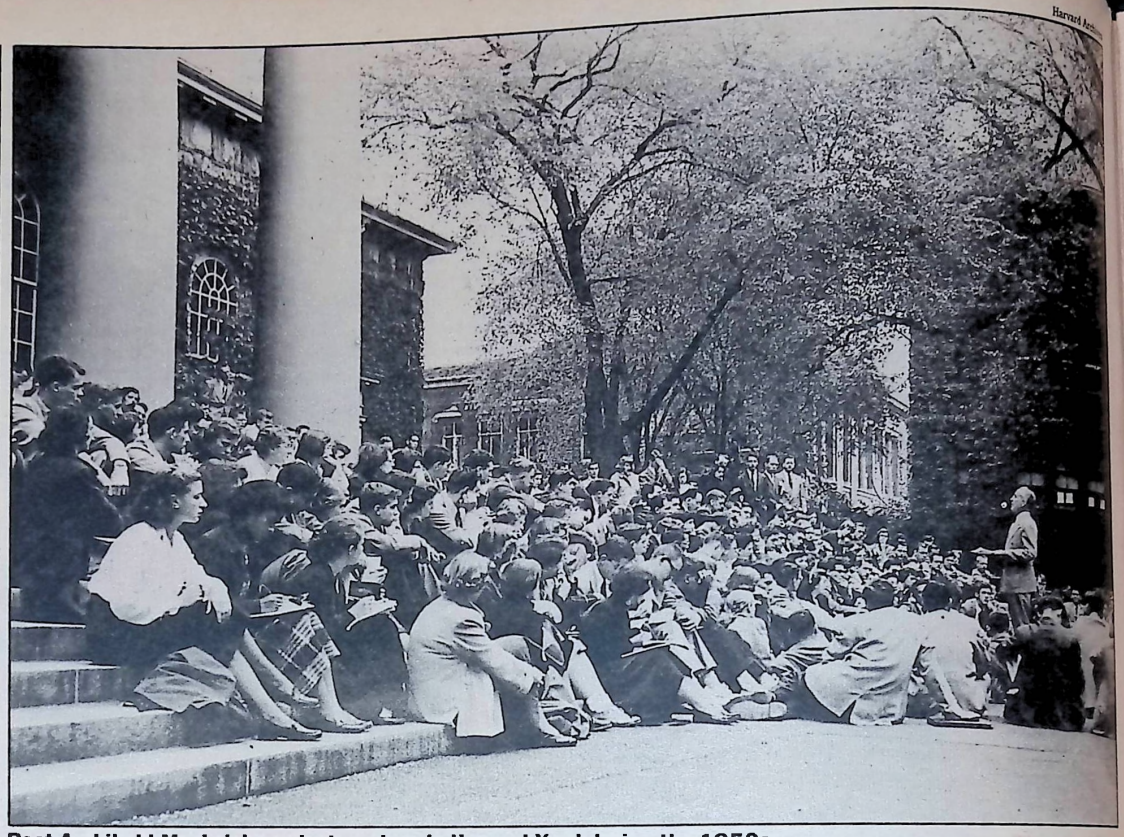
nation's university, the link to the republic's roots, at once honored for its educational excellence and jealously resented as a seemingly haughty place catering to an American aristocracy.

Its history entitles it to both honor and resentment.

One chapter of the Massachusetts Constitution written by John Adams is devoted to Harvard. It remains there despite the fact that the state gave up control of the university 120 years ago.

Among those Harvard has graduated are six presidents of the United States, 29 Nobel laureates, 27 Pulitzer Prize recipients, signers of the Declaration of Independence, Supreme Court justices, cabinet officers, generals, diplomats, foreign heads of state, a cardinal (Bernard Law of Boston) and sundry captains of industry and finance.

In what Ralph Waldo Emerson, himself a Harvard graduate, described as Harvard's "long winding train reaching back into eternity" are the



Poet Archibald MacLeish conducts a class in Harvard Yard during the 1950s.

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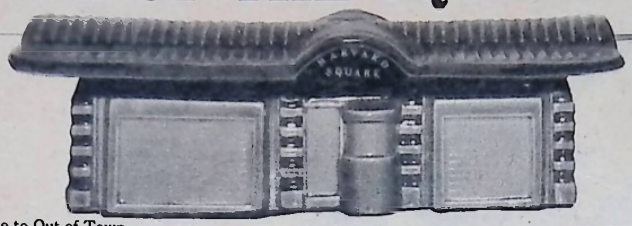
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THE BOSTON GLOBE, AUGUST 31, 1986

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From the CAMBRIDGE MERCHANTS

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The action, the energy, the architecture, the people, the universities . . . They are all part of Harvard Square.

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The kiosk cost $24.95 and may be purchased at The Out of Town News, The Harvard Coop, Reading International, Harvard Valeteria, Leavitt & Peirce, The Andover Shop, The Harvard Shop and The Embassy Suites Hotel. For more information write Out of Town News, Inc., 1280 Mass. Ave., Cambridge 02138

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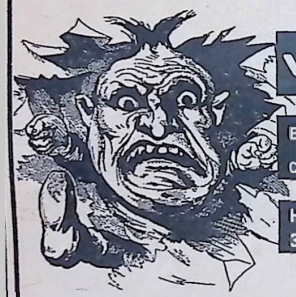
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Not all Harvard graduates can boast such personal zeniths. Some are even infamous.

Benjamin Church, who graduated with John Hancock in the class of 1754, was declared a traitor. Dr. John Webster was found guilty of killing Dr. George Parkman, a medical school colleague, in 1849, in one of New England's most celebrated murder cases.

Even a Harvard president is not immune to scandal. Rev. Samuel Locke, president from 1770 to 1773, ended his term when a maid in Wadsworth House was discovered to be with child, presumably his.

A special Harvard student during 1919-20, Adm. Isoroku Yamamoto, directed the Japanese attack on Pearl Harbor on Dec. 7, 1941, prompting another Harvard man, Franklin Delano Roosevelt, to label the event "a day that will live in infamy."

All of which adds to the legend, the mystique, that special aura that defies description but is unmistakably part of the Harvard influence.

It is even felt at Yale.

"There is a romance about it," says former Yale president A. Bartlett Giamatti. "It derives from its antiquity. The romance about Harvard will never end. No one else can claim to have been founded before 1636."

But Giamatti, who becomes National Baseball League president in December, notes that Harvard, while first in America, was not first in the Americas.

"The University of Mexico was first in the New World," he says, adding a good-natured jibe, "and Harvard ought to remember it.

"Yale and William and Mary will always come second, but Yale and William and Mary will always believe, like a lot of younger siblings, that they are more energetic.

"There will always be that sense of priority, of having established learning at that level in the Bay Colony. You can't ever get away from the fact that Harvard was America's first girlfriend.

"Harvard is a sovereign state in its own mind and it counts for an enormous amount in Cambridge. But as you leave the commonwealth the glow diminishes but not the respect, which is the nicest thing I can say."

On the other side of the country, another Harvard graduate, Donald Kennedy, sits as president of Stanford, sometimes called "Harvard West." Kennedy, a friend of Harvard president Derek Bok, a Stanford graduate, is unstinting in his praise:

"Harvard is still the example to which everybody turns for the benchmark of higher education. It is immense and all of us recognize it. None of us resents it, particularly since Harvard in recent years has employed its strengths in such constructive ways."

But Kennedy notes a touch of arrogance in the place: "It's so easy for Harvard to be a little too pleased with itself, not so much in the administration as with the faculty."

Harvard professor John Dunlop, who served as secretary of labor in the Ford administration, credits the reputation of Harvard faculty to the

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"That is a way of perpetuating a kind of distinction," says Dunlop, former dean of arts and sciences, "and at the same time broaden the base and draw into that the best people you can find anywhere in the world."

McGeorge Bundy, former Harvard student and dean and later adviser to President Kennedy, wrote in *Daedalus*, a scholarly journal, in 1970, "The fame of Harvard covered us all with its radiance, and we all too easily assumed that the honor paid to us because of Harvard was no more than our personal due."

He added, "Because we were at Harvard, on the whole we did better."

Today's Harvard faculty and students, although considerably more eclectic than their predecessors, are not unaware of the status they gain from their association with the university. But, with genteel humility, most take the position that it would be unseemly to discuss it.

On the occasions when they do, they tend to treat it facetiously.

At Yale athletic contests, Harvard students have been heard to chant: "You may win the game, but you have to go back to New Haven."

Competing with some lesser institutions: "You may win the game, but someday you'll work for us."

At a commencement dinner in 1903, professor William James extolled the uniqueness of a Harvard education:

"There ought at any rate to be some possible ground in reason for one's boiling over with joy that one is a son of Harvard and was not, by some unspeakably horrible accident of birth, predestined to graduate at Yale or Cornell."

Harvard's reputation for pomposity is, in part, what remains of an elitist hangover, from a time when its faculty was drawn from the "best families" in New England and its students were primarily from the "right" private schools, when special hotels were built in Cambridge to provide proper lodgings for the sons of rich men, along with their servants.

Harvard president Charles William Eliot, credited by many as having the greatest impact on Harvard's educational excellence, enhanced that image in his inaugural speech in 1869, when he declared, "The community does not owe superior education to all children but only to the elite."

Harvard professor Bernard Bailyn, writing in *Glimpses of the Harvard Past*, notes that even in its early years, the public view of Harvard was that it was "elitist, snobbish and undoubtedly debauched."

Benjamin Franklin apparently was of that mind when in 1799 he wrote that parents sent their sons to Harvard "where for want of a suitable genius, they learn little more than how to carry themselves handsomely, and enter a room genteelly, (which might as well be acquired at a dancing school) and from whence they return after abundance of trouble and charges, as great blockheads as ever, only more proud and self-conceited."

The image of Harvard as an aloof institution is linked in part to its British heritage.

The committee appointed to establish a college was composed largely of graduates of Cambridge, England. New Towne, the site of the new college (later renamed Cambridge), was part of a royal colony.

Harvard's early presidents took office with the requirement that they perform their duties "with loyalty to our Sovereign Lord, King George, and obedience to his Majesty's Laws."

Not surprisingly, many of Harvard's traditions mirror the British university customs of the seventeenth century, anacronisms to the outside world.

Even today a Harvard appointee gets a letter that customarily begins:

"Sir: I beg to inform you . . ." and ends with the salutation, "Your obedient servant . . ."

A Harvard faculty member once described the Harvard Commencement as "a medieval spectacle deliberately out of touch with the world from which they [the parents] come."

Such occasions are subtle reminders that the university's traditions may not be trammeled by modern vulgarities.

"Harvard has this sense of running the country," says professor Seymour Lipset of Stanford, a former member of Harvard's sociology department.

"The students and faculty on a per capita basis are probably the best in the world. Only the truly meritorious get in."

He recalls a Harvard professor describing a meeting of government students:

"The professor asked them what they intended to be. Three said president and they didn't mean General Motors. It's the sort of thing you'd get at Uxbridge, England. Stanford people would say they want to go to Congress.

"Harvard students will whisper about another student, 'He's a summa [cum laude],' like students at other schools would say, 'He's on the football team.'"

As for faculty members, Lipset says, "Harvard gives you a platform. Recognition. To some minor degree, Harvard people have a higher status than they deserve. Being at Harvard is like a medal. I know people who wouldn't go there because they wouldn't know if they were good or if it was Harvard."

Harvard's noted sociologist, professor David Riesman, agrees that Harvard adds to a faculty member's status.

"There's no question about it. People like to talk to a Harvard professor." But, he adds, it also can foster "an arrogance of believing that everything you have to say is worth hearing."

Riesman believes that Harvard's early move away from its Congregationalist foundations to the more liberal vestments of Unitarianism paved the way for its intellectual stature and its democratic acceptance of free speech and unorthodoxy.

"It meant that Harvard became legitimate for nonestablishment denominations who were not captured by their local colleges. It's hard to imagine any other place that would have attracted [in 1903] Walter Lippmann [a once-radical Harvard student who became a world-famed columnist and author] and John Reed [a devoted Communist who is buried at the Kremlin Wall].

"A woman who is offered a choice will almost invariably come to Harvard. It's a rare black who will turn Harvard down. It attracts the ambitious."

Another reason advanced by Riesman for Harvard's influence is its location.

"This is an absolutely super location. It's metropolitan without being in a huge, overwhelming metropolis like New York, which is scary. Princeton is out in the country. Yale is in an unattractive city. Dartmouth is in the country. Cornell is away out there."

He concedes there is snob-

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bery at Harvard.

"Yes. There is a terrible snobbery and at the same time there is a terrible fear of snobbery which makes the term 'elitism' just such a negative word.

"Many students I know, especially if they come from this area, if they are asked where they go to school they don't say Harvard. They fear to arouse envy and resentment.

"There are places where a Harvard degree is a handicap. In many places if you want to run for office being a Harvard PhD is something you'd want to keep quiet."

Bundy recalls his days on the Harvard faculty: "You have the sense of membership in a great historic community. It is an immensely reinforcing place for people who have the internal energy to build on that."

What Lipset referred to as the public's sense that Harvard is running the country, Bundy defines as "the twentieth century phenomenon of the aristocrat in government," which, he believes, was created by the Harvard connection to the administrations of Franklin Roosevelt and John Kennedy.

Roosevelt did get some of his advisers from Harvard, but Columbia University also played a significant role that was less publicized.

Says Bundy, "It was JFK who remarked when he went to Berkeley that he got just as many advisers from the University of California as he did from Harvard, but nobody mentioned that."

Orville Freeman of Minnesota, named secretary of agriculture during the Kennedy administration, suggested he got the job because "Harvard doesn't have a school of agriculture."

In its origins, Harvard was a humble place, a state-sponsored college supported in part by tolls from the Charlestown ferry and built on the site of a cow yard, an enclosure where local inhabitants kept their animals to protect them from marauding wolves and Indians.

Its first freshman class consisted of 12 students.

The 1986 Harvard Alumni Directory carries the names of 233,136 living graduates from Harvard and Radcliffe. For the first time, the directory consists of two volumes.

But Harvard's influence extends far beyond its degree-carrying alumni.

Each year more than 47,000 men and women attend Harvard through one of its non-degree programs, triple the number of full-time students enrolled in all of Harvard's schools in any one year.

In the past 75 years, its extension courses have served 260,000 men and women.

Harvard Business School has provided training for more than 19,000 middle- and senior-management executives, 60 percent of whom wind up with America's leading companies.

It is perhaps fitting that when they compelete their courses at the business school they depart with certificates from the oldest corporation in the Western Hemisphere.

Harvard also provides special seminars for America's top labor leaders, and more than 700 men and women have spent a year of study as part of Harvard's Nieman Fellows program for journalists.

The Kennedy Institute of Politics offers courses to newly-elected members of Congress, members of their staffs, governors, state legislators, as well as military and civilian leaders involved with national security and intelligence-gathering.

All of these people, many in positions of power in government, business, journalism, finance and law, provide Harvard with a network of influence.

"We know each other and can call on each other," says Kennedy School professor Ernest May. "There just isn't any place comparable that has these things.

"It wouldn't be terribly surprising if you had an administration that didn't have a single person who went to Harvard, but I don't think you could imaginably have a presidential administration that didn't have some people who had some Harvard background.

"They're everywhere in every state government. Lots of people in the House and Senate have been here in one way or another and lots of people on their staffs."

Fifty-one members of the current US Congress have some affiliation with Harvard, including 18 US senators.

Defense Secretary Caspar Weinberger and White House Chief of Staff Donald Regan both have Harvard degrees.

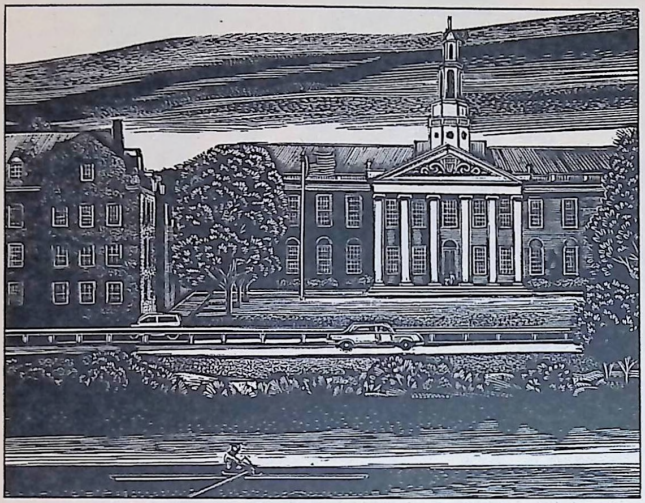
Says May, "I accept that there's a certain descriptive boastfulness about it, but it's just a description of the reality that this has been the major na-

Continued on page 34

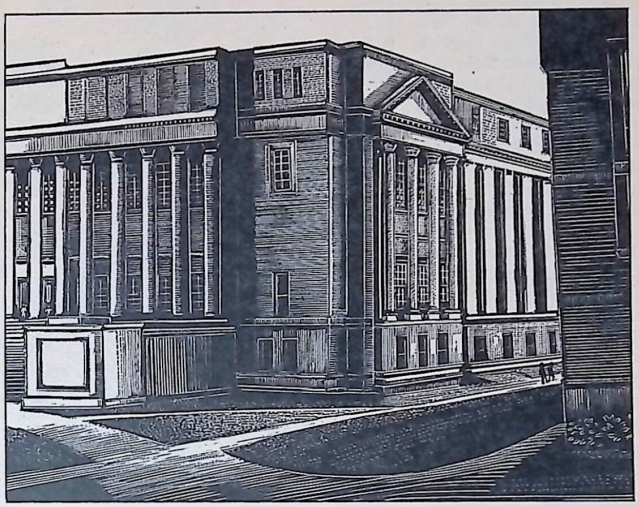
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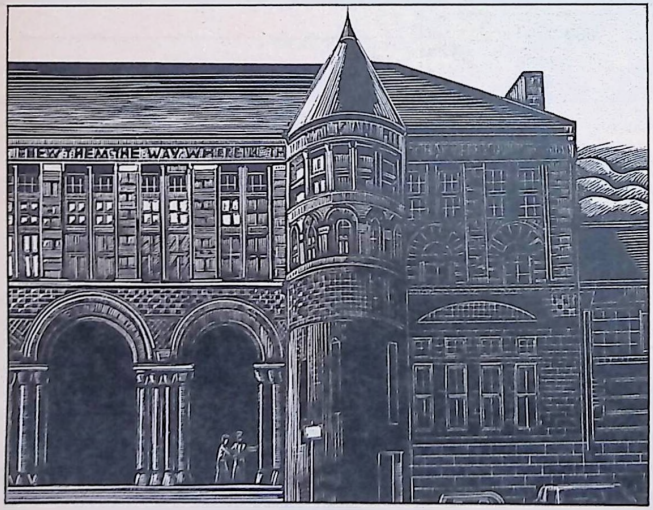
A collection of wood engravings from The Illustrated Harvard *by Michael McCurdy*



Harvard Business School. Seen from the Weld Boathouse in Cambridge, the Business School looms on the Boston side of the Charles River. These buildings were constructed in the 1920s after the august firm of McKim, Mead and White (which had designed Robinson Hall) won a competition for the design. The Business School campus was designed around Baker Library, shown in the center of this engraving. In its early days, the Business School held its classes on the top floor of Widener Library.



Widener Library. One of the largest libraries in the United States, Widener has well over three million books and about ten miles of stacks. This enormous edifice was constructed between 1913 and 1915 with funds donated by the mother of Harry Elkins Widener. Her son was graduated from Harvard in 1907 and went down with the *Titanic* five years later.



Harvard Law School. Shown here is a portion of Austin Hall, a gift of the prominent merchant Edward Austin. Designed by H. H. Richardson and built between 1881 and 1883, it was the only building of the Law School until 1907. Prominently engraved near the top of Austin Hall is an inscription that runs almost its entire length: AND THOU SHALT TEACH THEM ORDINANCES AND LAWS AND SHALT SHEW THEM THE WAY WHEREIN THEY MUST WALK AND THE WORK THEY MUST DO. On the evening of June 16, 1775, 1,200 Continental soldiers assembled on this site under the command of Colonel William Prescott, who stopped for prayers before marching on to the battle of Bunker Hill.



Massachusetts Hall. This is The Yard's earliest existing building, completed in 1720. It served as a barracks for Continental troops from 1775 to 1776, when Harvard was moved to the relative safety of Concord during those opening years of the Revolutionary War. It was primarily a dormitory until 1871, and although it is now the location of the office of the president, some student rooms still command views from the top floor. The Unitarian Church in the background, seen across Massachusetts Avenue, was built in 1833 and was used by Harvard College for commencement exercises for forty years afterward.

Courtesy of Globe Pequot Press

Influence

CONTINUED FROM PAGE 32

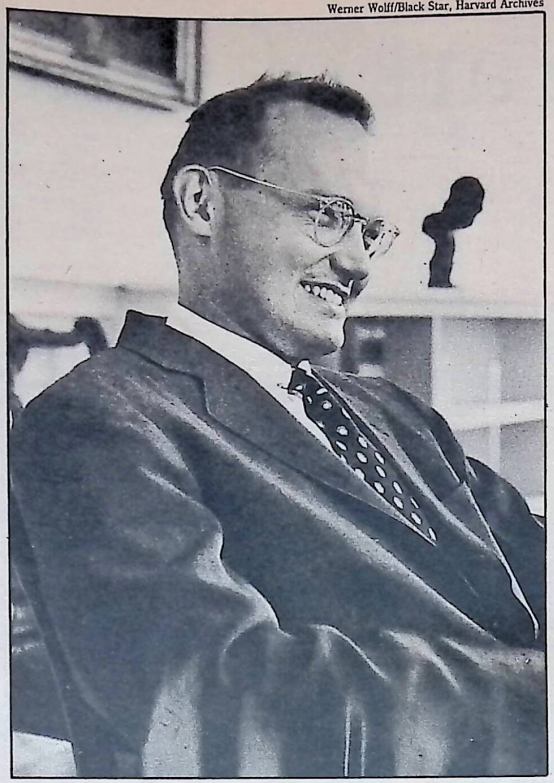
tional university for some period of time."

Anne Morgan of Worcester, a Harvard overseer and 10 years ago the first woman to serve as alumni president, says, "in any area you want to name there usually is a Harvard presence. There is a certain mystique for good and not so good. People do sometimes feel that a Harvard graduate has a sense of self-importance. It's presumed to be there when it isn't. There are a lot of great ordinary people. To have been successful in the academic world for all those years does give something special"

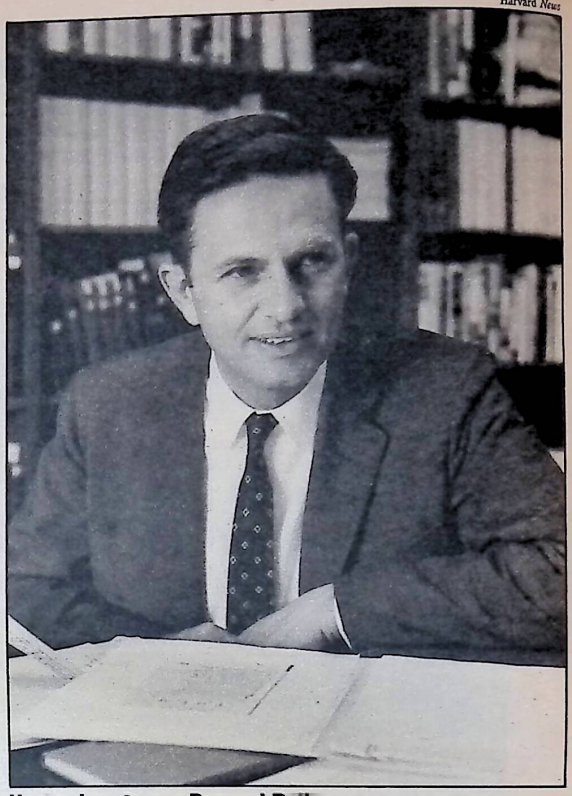
"Harvard's influence comes from having educated in key fields the faculty of the other places," says Riesman. "Anywhere across the educational mouth of the country you're going to find some people with Harvard PhDs. They're not famous. That network is terribly important."

Mary Bunting Smith, former president of Radcliffe, notes that "Many of our best

Werner Wolff/Black Star, Harvard Archives



McGeorge Bundy (1953).



Harvard professor Bernard Bailyn.

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students applied because their teachers had gone to Harvard summer school. The summer school faculty was paid very little. The only reason they came was to work in Widener Library. That had a lot to do with influence. They were communicating with the country through that summer school."

Smith first became aware of Harvard's influence when she was a child living on Long Island. One night, as she and her father gazed at the boats crossing Long Island Sound, he pointed to one particular boat and told her, "That's the boat from New York to Boston."

"What's in Boston?" she asked.

"Harvard," her father replied. "The greatest university in the world."

Students leave the university but they are constantly reminded they are part of the family.

Contact with alumni is maintained by 155 Harvard Clubs, 40 of them overseas, constant mailings, meetings and other activities that are continual reminders of their Harvard ties.

This Harvard umbilical cord has a silver lining. Its alumni outdistance those of every other university in giving, which this year is expected to reach $20 million, a record for contributions.

Harvard endowments total more than $3 billion.

Archibald MacLeish, poet, librarian of Congress and first curator of Harvard's Nieman Foundation, remarked on his retirement from Harvard in 1976:

"Perhaps the reason why grown men, mature men, give themselves to this place with such wholeness of heart is precisely that here the life of the mind, which is a metaphor in ordinary speaking, is a presence, a reality and that here the free society of which we talk is truly free."

In Harvard's ability to maintain these loyalties rests its greatest influence, according to Rev. Peter Gomes of Harvard's Memorial Church, who cites "its capacity to create some kind of bonding, fellowship, a network, an establishment, a clique.

"It *is* an establishment. It's the principal establishment of the nation. The establishment has never had to produce anything but people to perpetuate it. That's its product."

But Gomes believes part of Harvard's influence comes from myth. "I don't mean myth in terms of a lie. I mean that it is far beyond any rational analysis. The belief that a system has influence is itself influential.

"The important thing about myths is that you don't want them to change. Harvard uses it in some sense. When [John] Kennedy became president he traded on it, too. Nobody cares if Berkeley is involved. What do you get out of that? Camelot being run by men from the Charles. Everybody took that seriously."

Despite the fact that there might be other universities that in some disciplines equal or surpass Harvard, they have not supplanted Harvard in reputation and influence.

"This is the unfair part," says Rev. Gomes. "We've had 350 years and we should fade into the background, but I don't think that will ever happen. Harvard not only has a great tradition, but it also has a tremendous ego in front of it. It's always seeking to secure its position."

Harvard's position on municipal affairs often has put it at odds with Cambridge city officials.

Alfred E. Vellucci, veteran Cambridge city councilor and former mayor, is one of them. Over the years, he has pestered Harvard by filing ordinances designed to harass university officials. Once, he filed a proposal calling for the paving of Harvard Yard for a parking lot.

"It is a great educational institution," says Vellucci. "It graduates the highest paid doctors and lawyers. They become millionaires overnight. The radical students become swivel-chair generals in the Pentagon and Wall Street stock market manipulators.

"A Harvard education is probably the best in the world, but it is still a pain in the ass to a majority of people in Cambridge and especially to me."

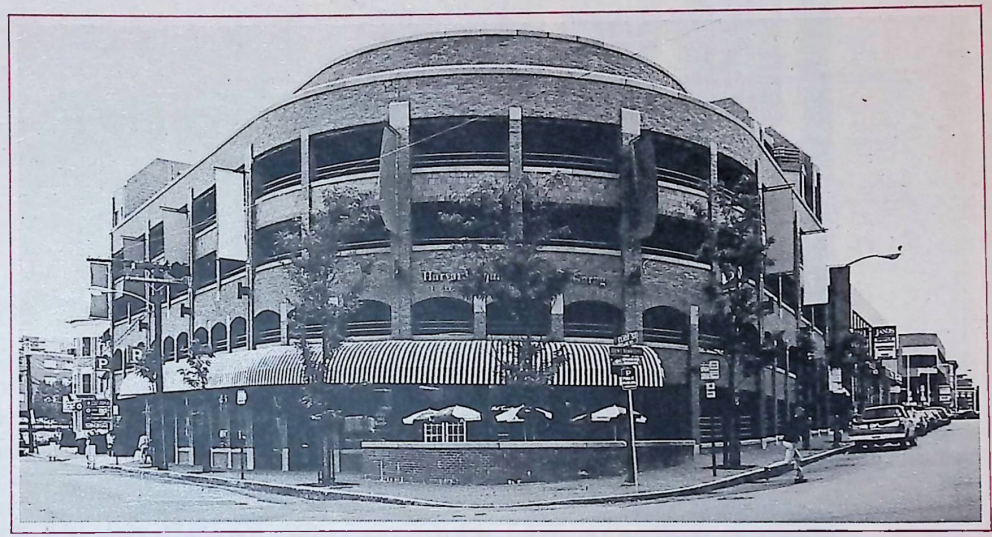
Cambridge officials often have been frustrated by Harvard's intransigence or ponderously slow reaction to municipal pleadings.

In response to one such complaint, a Harvard official replied:

"Harvard was here before Cambridge. It was here before the United States of America. And it will be here long after they're both gone."

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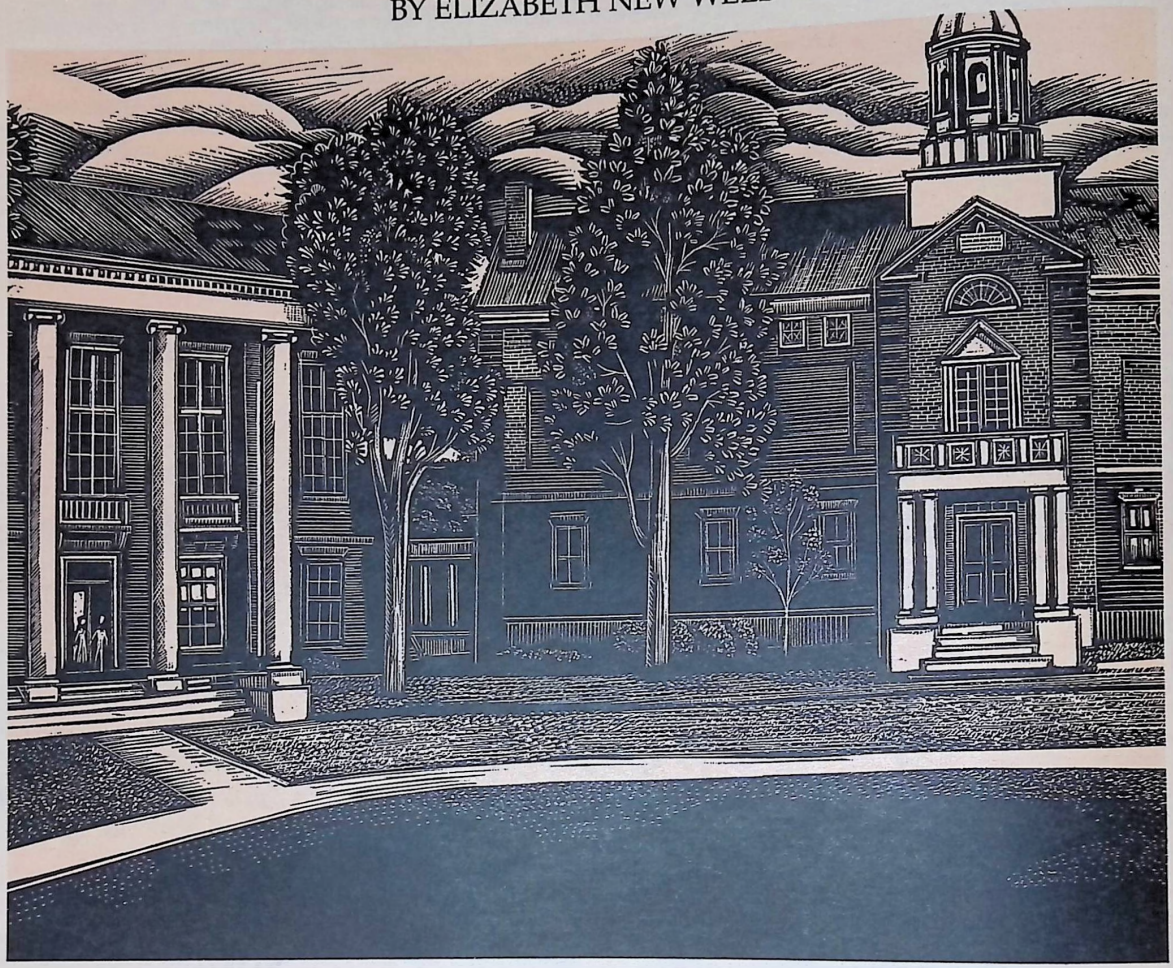
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Harvard Square Parking Garage

BY ELIZABETH NEW WELD



Radcliffe Yard, from *The Illustrated Harvard* by Michael McCurdy, published by The Globe Pequot Press. Below: Elizabeth Cary Agassiz, first president of Radcliffe College, circa 1898.

WOMEN AND ACCESS

Steady progress in the face of tradition

In 1893, when Harvard president Charles William Eliot and Elizabeth Cary Agassiz, president of the Society for the Collegiate Instruction of Women, proposed that women receive Harvard degrees, Harvard treasurer Edward W. Hooper objected. "I have prejudice in the matter of women, and I am quite willing to see Yale or Columbia take any risks they like, but I feel bound to protect Harvard College from what seems to me a risky experiment," he said.

Hooper did not succeed in his desire to protect Harvard. Beginning in the mid-nineteenth century, determined women, and the men who believed in them, have steadily sought complete access to the faculty and libraries — in other words, a Harvard education.

In 1986, Harvard/Radcliffe women hold dual citizenship in Harvard and Radcliffe Colleges. They have achieved coeducation, coresidence, use of all libraries, and a Harvard University diploma with the seals of both institutions. But some alumnae, faculty and undergraduates say Harvard is still a male college.

In 1986, 6.1 percent of the tenured Faculty of Arts and Sciences are women, 24 among a total of 395. Of the 787 tenured faculty in the entire university, including all graduate schools, women number 54. Blacks make up 2.3 percent, or seven among the total university faculty appointments.

Of the 13 deans of Harvard undergraduate, graduate, professional and continuing education schools, two are women.

Seven women have been elected by the alumni to the 30-member board of overseers. The *Continued on page 38*



ELIZABETH NEW WELD IS A MEMBER OF THE *GLOBE* STAFF.

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Women

CONTINUED FROM PAGE 36

board meets six times a year and ratifies decisions made by the Harvard Corporation, officially called the President and Fellows of Harvard College. The Corporation, composed of the president, a treasurer and five fellows — none of whom is a woman — meet 10 times a year to vote on faculty appointments and set policy.

Harvard/Radcliffe women are patient, persevering and apparently unstoppable.

"The female assault on Harvard began in 1847, when Harriot Hunt applied for admission to the Harvard Medical School and was turned down," writes Radcliffe archivist Jane Knowles in the September 1986 issue of the *Radcliffe Quarterly*. "Two years later, Sarah Pellet applied for admission to the college, but was warned off by president Jared Sparks: 'I should doubt whether a solitary female mingling as she must promiscuously with a large number of the opposite sex would find her situation either agreeable or advantageous.' "

But neither was the female situation without study agreeable or advantageous. Several informal arrangements for study with Harvard professors developed, including the University Lectures instigated by Harvard president Thomas Hill (1862-1868).

Harvard president Eliot spoke about education for women in his inaugural address in October 1869:

"It is the duty of the university to maintain a calm and expectant policy. The corporation will not receive women as students into the college proper, nor into any school whose discipline requires residence near the school. The difficulties involved in a common residence of hundreds of young men and women of immature character and marriageable age are very grave. The necessary police regulations are exceedingly burdensome. The corporation are not influenced to this decision, however, by any crude notions about the innate capacities of women. The world knows next to nothing about the natural mental capacities of the female sex. Only after generations of freedom and social equality will it be possible to obtain the data [illegible]

adequate discussion of woman's natural tendencies, tastes and capabilities. Again, the corporation do not find it necessary to entertain a confident opinion upon the fitness or unfitness of women for professional pursuits. It is not the business of this University to decide this mooted point."

In 1879, Arthur Gilman of Cambridge, educator and father of a daughter, didn't wait for the Corporation to decide on the mooted point. He founded the program for the "Private Collegiate Instruction for Women by Harvard Professors," and the first access to the faculty became official. Twenty-seven young women took advantage of the instruction in four rented rooms on Appian Way. Among them was Abby Leach, a student whose brilliant performance convinced James Bradstreet Greenough, professor of Latin, and William Watson Goodwin, professor of Greek, to support the plan that became Radcliffe College.

A committee of seven Cambridge women headed by Elizabeth Cary Agassiz oversaw the program that received an official seal in 1882 when the "Society for the Collegiate Instruction of Women" — the Harvard Annex — was incorporated with the power to grant certificates. Agassiz, former head of a school for girls, was named the first president.

Harvard professors traveled willingly across Massachusetts Avenue to repeat their lectures in the little rooms — for the sum of $500 per course, a tidy addition to the $3,000 they received as their Harvard salaries — and success required expansion and the purchase of Fay House in 1885.

Agassiz and the founders spent the next 12 years raising $100,000. They hoped to use what archivist Knowles calls "coercive philanthropy" to induce Harvard to invite the Annex to become a women's department of Harvard College and grant the Harvard degree.

In 1893, many at Harvard agreed with treasurer Hooper that the experiment was risky, and presidents Agassiz and Eliot designed a compromise. In 1894, the Annex was chartered as Radcliffe College; the Harvard professors became the faculty and visiting body of the separate women's institution; women were admitted to graduate-level classes; and Radcliffe degrees were to be signed by


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THEN & NOW

PHOTOGRAPHS BY BARRY IVERSON

1869



HASTY PUDDING CLUB

April 1985



1859



HARVARD YARD

April 1985



It is hard to tell which is more striking: the degree to which Harvard changes or to which its essential character endures. These photographs by Barry Iverson lend weight to either view. Using photographs of Harvard and Cambridge drawn from mid-nineteenth-century class albums, Iverson meticulously recreated modern versions of the same views, duplicating as much as possible the original perspective and lighting. His work provides a rare chance to observe the university landscape evolve over the last 120 years.

c. 1858

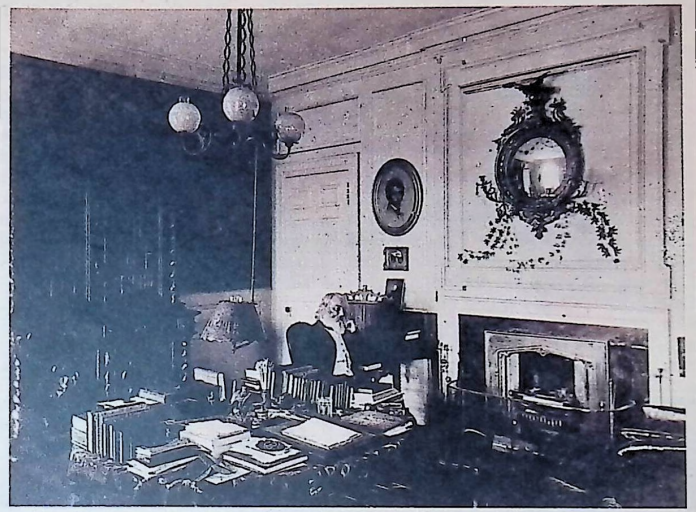


HARVARD SQUARE



April 1985

c. 1875



HENRY WADSWORTH LONGFELLOW'S STUDY



September 1984

History

CONTINUED FROM PAGE 18

Eliot Morison, one of the nation's great historians and, of course, a Harvard graduate, wrote: "No similar achievement can be found in colonial history; and in the eight centuries of university annals, there have been few nobler examples of courage in maintaining intellectual standards amid hard material circumstances than the founding and early history of the Puritans' college by the Charles . . .

"At the time of her foundation, Harvard was unique among the universities of the western world, in having no statutory oaths imposed on her teachers or students. The reason is clear. Harvard was founded by Puritans whose consciences had been troubled by the oaths to support the state religion that they had to take at Oxford and Cambridge . . . Personal experience taught them the vanity of trying to control opinion by tests and oaths; and they made no such attempt here."

The purpose of the college was to give its students "a gentleman's education" and, as a 1643 brochure stated, "To advance Learning and perpetuate it to Posterity; dreading to leave an illiterate Ministry to the Churches."

It did not start out to prepare students for only the ministry, although prayers were held morning and evening and there were at least two church services on Sundays. The courses that were given involved a great deal of instruction in the classics, much philosophy and Greek and Hebrew. Latin was not a college course, since by the time students got to college in those days they were able to speak and write in Latin with some fluency. In fact, many of the courses were given in Latin.

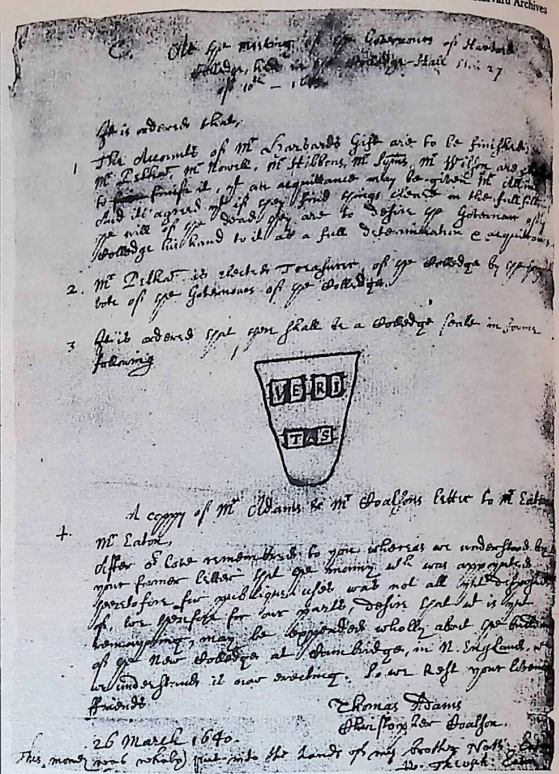
Although many of its early graduates became ministers in Puritan congregations throughout New England, the college was never formally affiliated with a specific denomination. After receiving his bachelor's degree, the student might or might not take up the study of theology for his master's degree. But it was the graduate work, not the regular college curriculum, that fitted the student for the ministry.

At Harvard's helm for the first two years as headmaster was Nathaniel Eaton, a graduate of Cambridge University's Trinity College, who beat and flogged the students while his wife starved them. He was convicted by the court of attempting to "reform" a freshman with a tree branch "big enough to have killed a horse." She was charged by the same authorities with skimping on the students' allowance of beer and cheese, although she denied serving mackerel "with their guts in them, and goat's dung in their hasty pudding." The pair was ousted and fled Cambridge, with some of John Harvard's money. The college's first administrator ended up dying in an English prison in 1674.

One thing with which Eaton can be credited is giving Harvard Yard its name. While other colleges and universities have their campuses, Harvard has its Yard. As headmaster, he planted an apple orchard at the rear of his house, which he always referred to as "The Yard." The name stuck, although The Yard did not attain its present dimensions until 1835.

If Eaton came to no good,

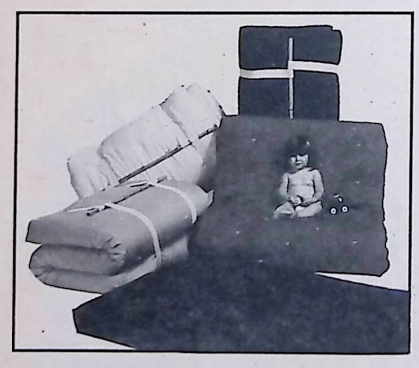
Harvard Archives



Document shows first design of the Harvard seal.

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his successor and Harvard's first official president, Henry Dunster, brought much good to the infant college. As president (1640-1654), he waged Harvard's first fight for liberty and intellectual freedom. Dunster, wrote historian Morison, "was our second founder. Massachusetts gave us existence; John Harvard gave us his name and fortune; Henry Dunster gave us the breath of life.

"He completed the first college building and collected money to keep it going, established a stiff curriculum, obtained the college charter under which we still live and, in other words, recognized a second-rate boarding school as a first-rate college on a par with those of Oxford and Cambridge. Not least he designed the college arms, with the motto, Veritas, on three open books." It has been the university's guiding emblem ever since.

Harvard's charter was obtained from the General Court by Dunster in 1650. It established a primary governing board, the Corporation, consisting of seven men, authorized to select their successors, and to make orders for carrying on the college as they saw fit, "provided the said orders be allowed by the Overseers," a board established in 1642. This form of university government, adopted 336 years ago, is still in use today, with various small changes.

For example, the Board of Overseers was originally a group of ministers and public officials, whereas since 1866 the members have been selected by the graduates to serve six-year terms, and since 1916 all holders of degrees from any department of the university have the right to vote for them.

Although the Harvard Corporation is the oldest in the country, it was not the first. Other corporations of a mercantile nature were formed before 1650, but over the years they disappeared. Or, as Harvard president A. Lawrence Lowell once explained: "All of them have passed away."

During his presidency, Dunster also added books on law and medicine, stressed the liberal arts and philosophy, and insisted that Harvard be a college rather than a divinity school. After 14 years at the helm, he was forced to resign in 1654 for expressing his disbelief in child baptism. Harvard has always had its dissenters.

As James Bryant Conant, president of the university at the time of its tercentenary in 1936, put it: "Harvard was founded by dissenters. Before two generations had passed there was a general dissent from the first dissent. Heresy has long been in the air. We are proud of the freedom which has made this possible even when we most dislike some particular form of heresy we may encounter."

Indeed, time after time through its long history, Harvard has steadfastly preserved untainted the vitalizing spirit of liberty and the ancient principle of academic freedom as an essential condition for the proper functioning of a seat of higher learning. And this view prevailed despite assaults from the right, the left and from within the university itself.

William James, the late-nineteenth-century philosopher and distinguished Harvard professor, once spoke of Harvard's "persistently atomistic constitution, of her tolerance of exceptionality and eccentricity, of her devotion to the principles of individual vocation and choice ... The day when Harvard shall stamp a single hard and fast type of character upon her children, will be her

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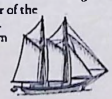
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For more than half a century, until the College of William and Mary was chartered in Virginia in 1693, Harvard was the only college in the colonies. During the seventeenth century hard money was scarce and tuition was commonly paid "in kind." All year round a stream of goods and livestock — oxen, cows, calves, steers — poultry and barreled beer to be served at breakfast, eggs, bushels of vegetables, wheat, malt, Indian corn, rye, barley, oatmeal and "flower," as well as candles, sugar, spice, bolts of cloth and even wallpaper, trickled in from Puritan homes to be disposed of usefully within the college or outside it for cash.

Around the year 1660, the total average cost of four years at college, exclusive of clothes, laundry and books, was about 55 pounds. For a Harvard freshman entering today the cost will be roughly $68,000 for four years. A "blacke Cow and a fatt Cow" paid for the freshman year of the two Mather brothers, Increase and Eleazar. Increase, class of 1656, later served as Harvard's acting president, rector, and then president from 1692 to 1701.

It was his son, the distinguished Boston clergyman, theologian, author and scientist, Rev. Cotton Mather, class of 1678, who helped another famous college get on its feet. When the Harvard Corporation in 1708 elected a liberal layman, John Leverett, as the first Harvard president who was not also a clergyman, the conservative Mather family was so upset it turned to Connecticut, where a new college was struggling for existence. Founded in Branford in 1701 as the Collegiate School, it was moving to New Haven.

"If what is forming at New Haven might wear the name of YALE COLLEGE, it would be better than a name of sons and daughters," Rev. Cotton Mather wrote wealthy Elihu Yale. Mr. Yale got the point. The new college, the third-oldest in the country, was renamed Yale College in 1716 in honor of its first benefactor and flourished while Harvard was denounced as radical.

During its early years Harvard, which Cotton Mather had once called "that happy seminary," had offered a classic academic course based on the English university model but consistent with the prevailing Puritan philosophy of the first colonists. The election of John Leverett marked a turning point of the college toward intellectual independence from Puritanism.

Indeed, the eighteenth century has been called Harvard's period of adolescence. From 1700-1775, it increased in size, prosperity, and curriculum, developing a distinct group of minor poets and essayists.

Before the American Revolution, students boycotted all Parliament-taxed goods and, when British tea was served in Commons, as their eating hall was called, staged a tea party of their own — a riot at Harvard Hall.

In 1775, at the outset of the Revolution, Harvard buildings were requisitioned as barracks for the Continental troops, who had cooped up General Gage's British army in the siege of Boston.

As a result, the college was moved for the academic year to Concord, where more than 100 students were boarded at farmhouses. Recitations were held at the Court House and the Meeting House. Students complained that "all the seats in the house were of pine board, uncovered and hard to sit upon . . . there was no fire nor means of warming the meeting house. The air was almost as cold within as it was without the house." After a winter of hardships, the students in March of 1776 petitioned for a return to Cambridge and in June the appeal was granted and they returned for commencement exercises for 43 graduates.

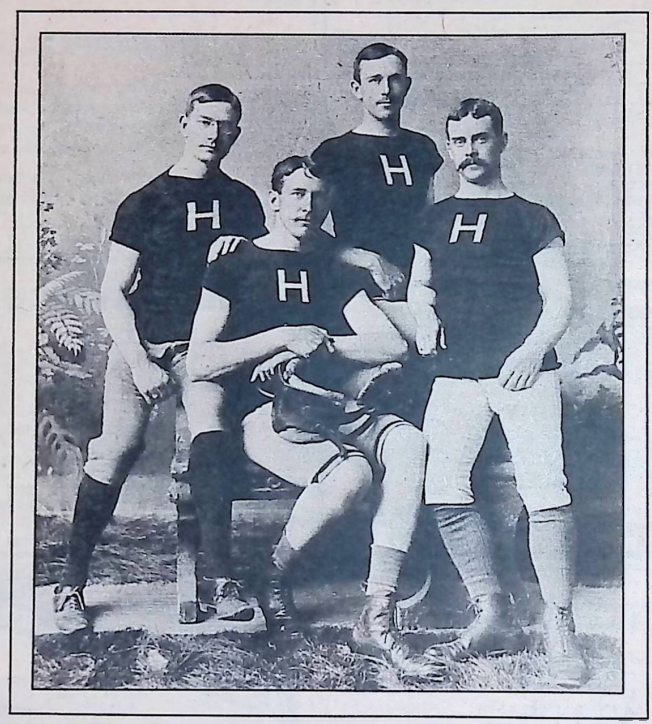
During this period Harvard conferred its first doctor of laws degree. The recipient was Gen. George Washington, who had bedded down at Harvard's Wadsworth House during the siege. The honorary degree was given "as an expression of the Gratitude of this College for his eminent Services to the Cause of his Country & to this Society."

Came the Revolution in 1776 (seven Harvard men signed the Declaration of Independence), undergraduates and graduates served in the Continental Army. However, one-sixth of the student body remained loyal to the British Government.

During the eighteenth century, life in The Yard was far from all beer and skittles for fresh-

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men, who were regarded as inferiors, if not menials, by upperclassmen. A regular fagging system was maintained and every sophomore had his private freshman to run his errands. When not plagued with errands, new students were having tricks played on them, "some of them unusually disagreeable," reports another Harvard historian, William Bentinck-Smith, in his book *The Harvard Book: Selections from Three Centuries.*

When fagging died out in the nineteenth century, hazing took its place. Wrote one harassed lad of his freshman year in 1839: "I was hissed and laughed at, had bottles thrown out of the windows at me, etc., etc." He also said several bottles of water were emptied on him and "our windows were broken almost every night."

During much of its earlier existence, the college's growth was gradual. Between 1642, when the first class of nine was graduated, and 1782 the only degrees granted were bachelors and masters of arts. Harvard did not become a university until 1817, when the Law School was founded, although it had been described as a university in the state constitution of 1780, the same year the first professorship in medicine was established. In 1816, the Divinity School was organized, although the Hollis Professorship of Divinity had been established in 1721.

The two schools, with their own faculties, were founded during the administration of president John T. Kirkland (1810-1828), a Unitarian minister whose election shocked and offended the New England fundamentalists. His successful presidency, in which the student body was enlarged and several new buildings, including University Hall and Holworthy, were added to the scene, was yet another victory for tolerance and liberalism at Harvard.

The first half of the nineteenth century is considered one of the liveliest in the university's history for other reasons as well. It seems that in the absence of organized sports, the animal spirits of the students took the form of riots and practical jokes. The period between 1807 and 1857 is studded with explosions in lecture rooms, bonfires in The Yard, the smashing of tutors' windows, the breaking up of chapel services and rebellions of various kinds.

Many of the riots were over the food served in Commons — "maggots in the soup," and the like. In 1818, a food riot between freshmen and sophomores in the college Commons inspired Augustus Pierce, class of 1820, to write a great epic of Harvard history, *The Rebelliad*, containing such lines as:

Just so these learned sons of College
Did bruise their instruments of knowledge . . .
What heroes fell to bite the bricks,
O'erthrown by bowls! perchance by kicks!"

But the really "Great Rebellion" took place in 1823. The class of 1823 was considered "uncommonly rowdy," historian Morison wrote, and given to food battles in Commons, bonfires and explosions in The Yard, cannonballs dropped from upper windows, and class and chapel disruptions. Rowdies and nonrowdies took sides, and the climax came that spring when the name of one rebellious student was reported to authorities and he was expelled. In protest, students danced around what was known as "The Rebellion Tree" and swore to leave college until their classmate was reinstated.

As a result, the faculty expelled 43 seniors in a class of 70, almost on the eve of commencement.

Despite the vigorous protests of such distinguished alumni as then-Secretary of State John Quincy Adams, the president and Fellows of Harvard were inflexible. Adams' son, John, was one of the rebels expelled, 25 of whom were granted bachelor degrees 50 years later. In Adams' case, at least, the degree was awarded posthumously because he had died in 1834 at the age of 31.

Nor did calm entirely descend after "The Great Rebellion." When Josiah Quincy, who lived in Wadsworth House while president, stepped down in 1845 after 16 years at the helm and returned to Boston, he complained that he could not sleep because it was so quiet compared with The Yard.

Quincy, who also served as a member of Congress, a state senator and mayor of Boston, was president when Harvard held its 200th anniversary on Sept. 8, 1836. At the celebration, *An Occasional Ode*, written by the Rev. Samuel Gilman of Charleston, S.C., was sung, exciting "a deep and solemn enthusiasm." Harvard students and alumni have been singing it ever since:

Fair Harvard! thy sons to thy Jubilee throng,
And with blessings surrender thee o'er,
By these festival-rites, from the Age that is past,
To the Age that is waiting before ...

For more than 200 years of its existence Harvard remained a relatively small provincial New England college. Then Charles W. Eliot became president in 1869. During the next 40 years he profoundly influenced American education.

His administration changed Harvard from a small college into a modern university by extending the elective system, revitalizing the Law and Medical Schools and establishing the graduate schools of Business, Dental Medicine and Arts and Sciences. When Eliot took over, the college had a faculty of 21 and an undergraduate body of 479. By the time he stepped down in 1909, enrollment had risen to 3,000 and the faculty to 278.

In the college, where practically all courses hitherto were prescribed, the Eliot administration made almost all courses elective with the student given

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Wrote John Reed, class of 1910, author of *Ten Days That Shook the World*, and who died in Moscow and is buried beside the Kremlin Wall: "Harvard University under President Eliot was unique. Individualism was carried to the point where a man who came for a good time could get through and graduate without having learned anything; but on the other hand, anyone could find there anything he wanted from all the world's store of learning."

At any rate, the new permissiveness was a dramatic change from the college's earlier days when students were confined to The Yard and college 24 hours a day. They also had been told how to speak, to avoid "all swearing, lying, cursing, foolish talking, scurrility, babbling, filthy speaking, chiding, strife, reproaching, abusive jesting . . . " etc. And how to dress: "Every one, every where shall wear modest and sober habit, without strange ruffianlike or new-fangled fashions." In addition, they were told to avoid "the lust of long hair," whereby "men doe deforme themselves, and offend sober and modest men, and doe corrupt good manners."

Eliot's administration also marked the advent of athletics at Harvard in a big way. A member of the class of 1853, he had rowed in the nation's first intercollegiate athletic contest on Aug. 3, 1852, when Harvard beat Yale at crew races on Lake Winnipesaukee in New Hampshire. When he became president at 35 he brought with him a forthright belief in sports as a training and test of character. The spontaneous growth of athletics during the first 15 years of his administration has been described as the most astounding phenomenon of student life.

To be sure, unorganized, rough-and-tumble football known as the "Bloody Monday" brand had been played by Harvard undergraduates since 1827, but because of its brutality was prohibited in 1860. Attention was turned to football in 1869 when Princeton played Rutgers in the country's first intercollegiate football game. The teams, each 25 men strong, followed soccer rules.

In 1871, Harvard class teams began playing "Boston football," patterned after rugby. The next year the Harvard University Foot Ball Club was organized, as was the Yale Football Association in New Haven.

In 1874, the Harvard Athletic Association was formed and took charge of the four so-called major sports: rowing, introduced in 1852; baseball in 1862; football in 1871; and track in 1874. The first Harvard-Yale game, to be known as "The Game" ever after, was in November of 1875. That same year crimson was formally adopted as the official Harvard color at a full meeting of undergraduates. Some would say readopted: armbands, headbands, etc., of red, crimson or magenta were used to identify Harvard athletes in contests during the 1850s and 1860s.

Since the 1870s, Harvard athletics has expanded to soccer, boxing, fencing, hockey, skiing, squash, swimming, wrestling, golf, lacrosse, rugby, sailing and tennis.

Under the administration of Eliot's successors, A. Lawrence Lowell (1909-1933) and James Bryant Conant (1933-1953), Harvard continued to grow. The combined 84 years of the Eliot-Lowell-Conant administrations marked an outstanding period of consolidation and expansion.

Under Lowell, the undergraduate course of study was redesigned to ensure students a liberal education through concentration in a single field,

Harvard Archives



Charles E. Briekley (class of 1915) scoring Harvard's only goal, 1912 Harvard-Dartmouth game.

with distribution of course requirements among a variety of other disciplines. Today, 40 fields of concentration are offered to Harvard College students. The tutorial system, also introduced by Lowell and still a distinctive feature of a Harvard education, offers undergraduates informal specialized instruction in their fields. General examinations also were inaugurated.

The House plan, which provides undergraduates with a small-college atmosphere within the larger university, is considered one of Lowell's most significant accomplishments. With the opening of the first residential Houses in 1930, a new era in undergraduate life began.

After being housed in or near Harvard Yard during freshman year, today's students choose one of 12 Houses in which to live for the remainder of their college years. Each House has a resident master and a staff of tutors, as well as a dining hall and library, and maintains an active schedule of athletic, social and cultural events. (A 13th House, Dudley House, is designed for nonresident students and has all the facilities of the other Houses except dormitories.)

Significant contributions toward strengthening the quality of undergraduate and graduate education while maintaining the university's role as a preeminent research institution also were made by Conant and his successors, Nathan M. Pusey (1953-1971) and Harvard's current president, Derek C. Bok, who took office in 1971.

During the 20 years of the Conant administration, major accomplishments included great expansion of university research of all sorts; encouragement of the "behavioral sciences"; creation of a national scholarship program for students of exceptional ability and promise from throughout the country; insistence on high standards in faculty selection; establishment of university professorships to permit distinguished scholars to teach and conduct research outside of traditional academic boundaries; and introduction of the General Education program for undergraduates to provide breadth in fields outside their major study.

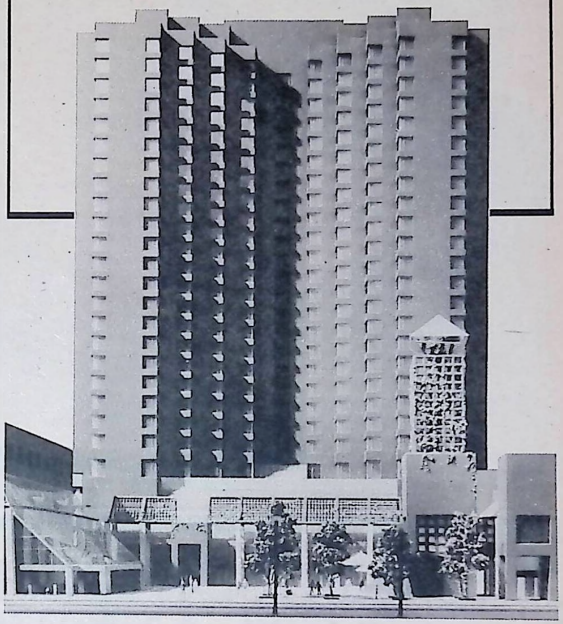
Emphasis also was put on special programs for experienced adults returning to study on leave of absence from positions in business or professional life in such fields as journalism, government service, trade union organization, industrial management and educational administration.

Under the Iowa-born Pusey, a member of the class of 1928 and the first president in the university's history to come from outside New England, Harvard underwent a period of unprecedented growth and unprecedented turmoil. During his 18 years as its 26th president, the market value of the Cambridge institution's general investments rose from $304 million to $1 billion, the richest endowment of any private university in this country.

During his tenure $600 million in capital funds and current gifts were raised. It was the largest fund-raising campaign in the history of American higher education. Included were the Program for Harvard College, $82.5 million; the Program for Harvard Science, $58 million; and the Program for Harvard Medicine, $49 million.

Much of the money went into teachers' salaries and fringe benefits, new professorships, student financial aid and more than 40 building projects. These projects included the rebuilding of Harvard Divinity School, the $17 million undergraduate Science Center; two undergraduate Houses, Mather and the twin 11-story Leverett House; Holyoke Center; the Gutman Library at the School

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During the Pusey administration student enrollment rose from 10,000 to 15,000, with much of this growth in the graduate and professional schools. The faculty and administrative staff increased from 3,000 to 8,500.

Turmoil came at both the beginning and end of Pusey's presidency. In the 1950s was McCarthyism, when Pusey and Harvard became targets of Sen. Joseph R. McCarthy (R-Wis.) and his followers in their anti-Communist witchhunt, which Pusey described as a campaign of "fear, accusations, strife and excitement" against universities in general and Harvard in particular. In taking a determined stand in the cause of academic freedom, Harvard stood tall.

In the closing years of Pusey's administration the attacks came from the opposite end of the political spectrum: the New Left, made up chiefly of students and some faculty members within the university itself. Demonstrations and sit-ins in the late 1960s shook Harvard — as they did many other such institutions — to the core.

So tense were the times and so great the disdain for tradition that only 63 of Harvard's 1,070 graduating seniors in 1970 attended the baccalaureate service.

Behind much of the unrest was the Vietnam War, the most unpopular war in the nation's history. For example, on April 6, 1969, several hundred demonstrators occupied University Hall in a protest against ROTC activities and some university real estate practices. Police were called in to clear the building, students were clubbed, and 186 protesters were taken to police headquarters. Approximately 40 students and some policemen were injured. A three-day student strike followed, then quiet was restored.

Dean of the Harvard Law School before he took over the presidency in 1971, Derek Bok guided the transition to complete coeducation for Harvard and Radcliffe College students. Radcliffe, founded in 1879, is named for Ann Radcliffe, Lady Mowlson, whose gift of 100 pounds in 1643 established Harvard's first scholarship fund.

Until 1943, Harvard College's professors crossed The Yard to repeat their lectures to Radcliffe women. Gertrude Stein was one of those women, and the story still circulated around the two colleges tells how she returned an empty exam paper to professor William James. On it she had written: "Dear Professor James: I am so sorry but I don't really feel like an examination paper in philosophy today."

He returned the exam with the following note: "Dear Miss Stein: I understand perfectly how you feel. I often feel like that myself." He gave her the highest mark in the class. (Rose is a rose is a rose is a rose.)

During World War II, in which 697 Harvard men lost their lives, undergraduates of the two colleges began to attend classes together, and in the 1970s Houses on the two campuses became coeducational. In 1963, Radcliffe women began receiving Harvard degrees bearing the Radcliffe seal and countersigned by the president of Radcliffe. In 1975, the quota limiting the number of women students was abolished, and today a joint Harvard and Radcliffe Admissions Office selects men and women students

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on an equal-access basis. Undergraduate women are admitted to Radcliffe College and through their enrollment there are also enrolled in Harvard College.

Important educational initiatives undertaken during Bok's on-going administration include reform of the undergraduate course of study through the innovative Core Curriculum, the introduction of graduate programs crossing traditional borders of professional disciplines, new approaches to the training of lawyers and doctors and renewed emphasis on the quality of teaching at all levels.

He also has addressed the major issues affecting higher education, including government regulation, access to educational opportunities for minorities and women and technology transfer between academia and industry. In addition, he has reorganized the university's administrative structure, bringing modern management methods and accounting procedures to its schools and departments.

Important events

In 1950, the Harvard Alumni Bulletin listed Harvard's continued defense of the principle of academic freedom as one of the 10 most important university events in the first half of this century.

Others included:

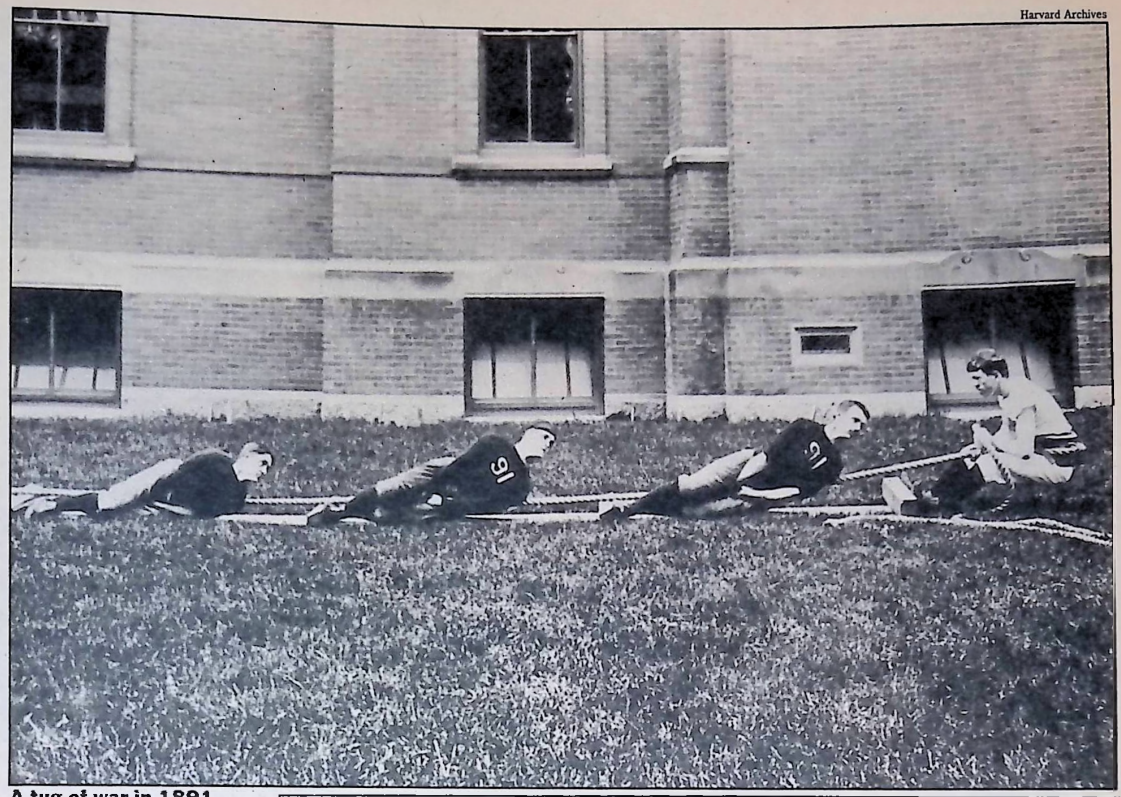
- The design and development of the University College, including the building of the Houses; the completion of a modern athletic plant, and the conception of "athletics for all."
- The growth, strengthening and reorganization of the graduate schools.
- The establishment of the university as an important research center — physically represented by the building of modern laboratories and modern museums.
- The achievement of a modern unified library system in a period when the university's holdings "have become the third greatest in the United States."
- The accretion of general and special endowment funds and the development of annual giving.
- The admission of women and the extension of joint instruction.
- The Harvard Tercentenary of 1936, at which some of the world's great minds in various fields converged on Cambridge for symposiums.
- The growth of Harvard as a national university, helped by a distinguished, nationally representative faculty, and the establishment of more scholarships and fellowships.
- The growth of the alumni body and the gradual administrative recognition of the importance of a central core of alumni support.

Today, there are an estimated 238,000 living Harvard alumni. And most of them would staunchly defend Harvard's proud tradition of academic freedom and the spirit of liberty.

As historian Morison so tellingly put it in his history of the university: "Harvard has been singularly happy in having been permitted, even encouraged, to function in an atmosphere of freedom; to decide for herself what she shall contribute to learning; and how. She has never abused that freedom to her own advantage, or the community's prejudice.

"On the contrary, she has used the corporate autonomy with which the Commonwealth endowed her in 1650, and the wealth poured into her treasury, to pour forth ever greater services, on a constantly widening watershed."

Harvard Archives



A tug of war in 1891.



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Women

CONTINUED FROM PAGE 38

both presidents, verifying that the young women had received an education equivalent to that of Harvard.

Alumnae of the Annex had protested the separation and had urged their president to hold out for full coeducation. Agassiz defended her capitulation, revealing the strategy of Radcliffe women for years to come:

"It is true they ask us to become a college under a distinct name. This may be unsatisfactory to those who would prefer that we should enter Harvard without question or reservation. But, I confess, that when I think of our quiet home for study, our pleasant recitation rooms, our comparatively small classes, to which the teacher can give full attention and where every student may come into contact with him ... it seems to me that our conditions offer greater advantages than the crowded classes of Harvard.

...

"We must remember that those who are entrusted with the care of ... an institution more than two centuries old, can hardly initiate a complete change of policy at one stroke. The acceptance of our college for women by the corporation and overseers of Harvard is an experiment for them, as its initiation was for us, 15 years ago. They must and should move cautiously; but I am confident that the lions will disappear from their path, as they have from ours, and equally sure that they will recognize and be anxious to foster the best scholarship of our students, who are now theirs also, in a certain sense."

Radcliffe was the fifth of the Seven Sisters (Mount Holyoke, Vassar, Smith, Wellesley, Radcliffe, Bryn Mawr, Barnard) to form institutions for the education of women.

In 1894, the triumph of an official commitment from Harvard to provide faculty for women did not guarantee social acceptance. The late-nineteenth century was wary of educated women.

Professor Charles Townsend Copeland, a Harvard instructor from 1892-1928 who also taught at Radcliffe, refused to teach Argument to the young women, saying, "How deplorable for women to become apt in argument. We can't obliterate a natural tendency, but why cultivate it?"

A Century to Celebrate, the official Radcliffe College centennial book published in 1979, notes that "Radcliffe women have pursued careers in the world in the face of messages from Harvard and society at large that to do so was unfeminine. For example, in 1908, president Eliot wrote in a national magazine that women had proven the previous 30 years that they could do the work of higher education and could enter new careers. But, having proved it, he urged them to return to considering the development of their domestic, child care and social capacities as the chief objects of their higher education."

Le Baron Briggs, president of Radcliffe from 1903-23, although a champion who raised the endowment to $4 million by the end of his presidency, believed that a Radcliffe education should teach women an "appreciation of high aims; it should not teach them to compete with men."

Knowles says Radcliffe has

Radcliffe Archives



Alberta Virginia Scott, class of 1898, was Radcliffe's first black graduate.

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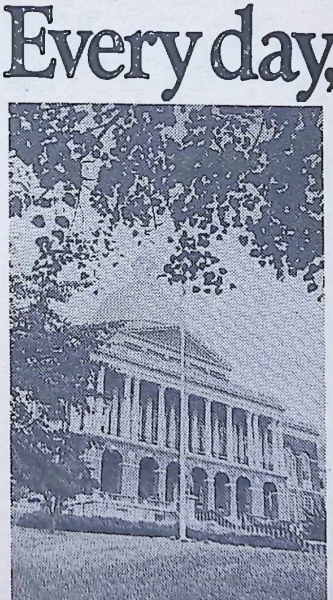
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always had two main aims: to gain access to the university faculty and libraries and to provide for women what the "male institution" did not. In 1893, Radcliffe had obtained access to the faculty and, in 1908, dean Agnes Irwin persuaded her friend Andrew Carnegie to donate $75,000 to build the Radcliffe Library.

Radcliffe also provided dormitories for the young women, who had been living in private homes — the first, Bertram Hall, was opened in 1902. Gymnasiums, science labs, more dormitories, a Phi Beta Kappa chapter in 1914, the tutorial system in 1928, and Radcliffe Yard followed.

Harvard professors left their own grand, flowerless yard to travel to the cozy Radcliffe Yard, lush and beautifully landscaped. David McCord wrote in 1956 in *An Acre for Education, Being Notes on the History of Radcliffe College*: "Harvard has preserved through the centuries a kind of New England austerity with respect to trees, shrubs and plants . . . . but down at the southeastern corner of the Garden Street Yard, hidden from the passersby by means of a brick wall, there is a lovely little cloistered garden with fountain, ornamental shrubs, flowers, and half-hidden fragments of a wall. It is astonishing to come on as you step out of Alice Longfellow Hall: enchantment you would expect to find in a coign of Smith or Wellesley."

During the Depression, Radcliffe taught secretarial skills, waitressing and nursing. In 1937, the college instituted a management training program that merged with the Harvard Business School in 1967.

In 1943, president Ada Louise Comstock engineered the next major step. Comstock and Harvard president James Bryant Conant signed an agreement for 85 percent of Radcliffe's tuition to go directly to Harvard, rather than paying the instructors individually. Also, because World War II forced many men to leave the university, classes became coeducational for the duration. But the women never left, and what was supposed to be a temporary arrangement became permanent in 1947.

In 1952, Conant made his famous remark: "Harvard is not coeducational in theory, only in practice."

But all wasn't ideal. Jill Kneerim, class of 1960, a free-lance writer and editor who lives in Brookline, says, "In those days, we had academic equality — we had all the same courses, tutors and exams. But no further equality. That was it. We lived separately, and we lived in conditions that were very like boarding school girls. We had housemothers, we weren't allowed to drink or smoke, and we had to do tasks related to households, like waiting on tables. The Harvard boys were living like adults in apartments in the Houses with complete freedom to come and go when they liked, to manage their own lives."

In 1963, under Radcliffe president Mary I. Bunting and Harvard president Nathan Pusey, Radcliffe women began to receive Harvard diplomas, the Harvard Business School opened to women, and the graduate schools merged.

During the 1960s women were admitted to all libraries, and extracurricular activities began merging while pressures for coresidency built in the student body.

In 1971, women moved into the Harvard Houses, and Radcliffe dormitories also became coed. As they had 68 years earlier, some Radcliffe alumnae protested — this time against end-

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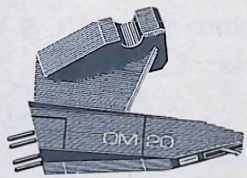
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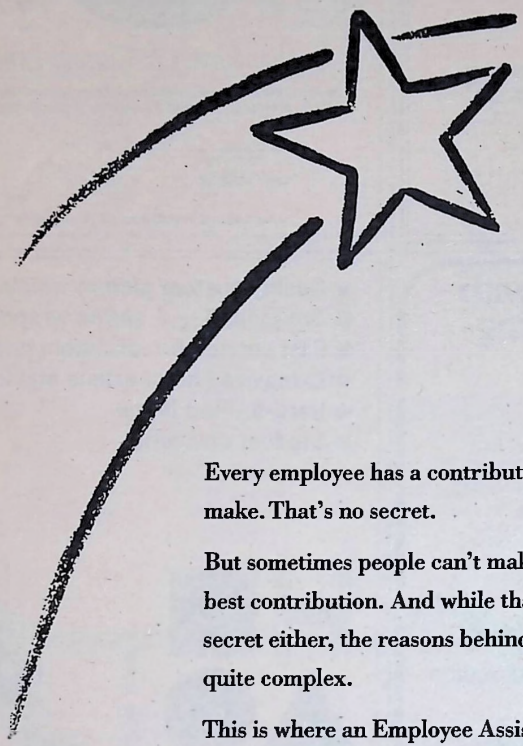
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ing the separation of Harvard and Radcliffe as institutions.

The undergraduate women embraced their access to Harvard Yard. Many freshmen still resist being assigned to the Radcliffe quadrangle, saying, "I'll die if I get quadded." But, perhaps because of their relative isolation, students who are assigned there report a high level of House spirit.

In 1977, the final agreement between presidents Derek Bok and Matina Horner mandated that Radcliffe be consulted on undergraduate policy, with Harvard responsible for housing, extracurricular activities, and the quality of undergraduate education. The agreement established Radcliffe College as a separate corporate institution with the right to conduct programs to promote the higher education of women. Radcliffe pays to Harvard more than $28 million in tuition and fees received from Radcliffe students and provides more than $1.53 million in scholarships to Radcliffe students.

With the signing of that agreement, a major goal was accomplished: "Getting access to the academic world of Harvard is over," said Horner.

What is left for Radcliffe? In 1986, many undergraduate women say they attend Harvard rather than Radcliffe. "We tried for over 107 years to try to get access to a Harvard education, and if, when people say they go to Harvard, they mean we have won that, that's terrific," says Horner. "But in the contract, women hold dual citizenship — we don't want women to forget how they got there and their ties to 107 years of Radcliffe alumnae. But we are committed to women having equal environments, more importantly as they leave Radcliffe."

The 1986-87 student-written *Radcliffe Guide* outlines the "new Radcliffe" for undergraduates. It lists professional counseling for problems in academics, vocational planning, personal life, medical ailments and sexual harassment. "A recent survey revealed that almost 40 percent of women undergraduate and graduate students and nontenured faculty members experience some form of sexual harassment ... If you feel you are harassed, you can deal with the problem either formally or informally," the guide says. Peer, or student-to-student, counseling offers advice on contraceptives, physical abuse or rape, sexual harassment, eating problems, and sexual orientation.

Radcliffe also provides career counseling, a mentor system, a center for the treatment of eating disorders, internships, student organizations for women and minorities, a women's center, and money for students to use in pursuing undergraduate honors theses.

"Radcliffe is a mini-university, offering continuing education, postdoctoral education and major research centers," Horner says. Centers include the Murray Research Center for the study of lives and the Radcliffe center on interdependence.

The *Radcliffe Guide* states: "Looking through the course catalog, you may have noticed how few women teach courses at Harvard." The Mary I. Bunting Institute has given fellowships to four of the 24 female professors (just under 17 percent) on the Faculty of Arts and Sciences, while they did research or finished theses. "Radcliffe's basic role is to make talented women visible at the university, to bring women to Harvard's attention," Horner says.

The college has always promoted women's studies. In the 1920s, says archivist Knowles, Arthur M. Schlesinger, a Harvard historian, said, "'We're missing the history of half the world.' When Maud Wood Park, class of 1898, a leader in women's suffrage, gave her suffragette collection to Radcliffe in 1943, president Jordan and professor Schlesinger saw there was a gap in the collected history." They developed the library into a research center, and it became the Arthur M. and Elizabeth B. Schlesinger Library on the History of Women in America.

Women in the Harvard community are still on the move. In 1986, its 10th year, the Committee on the Concerns of Women at Harvard and Radcliffe, with 500-plus members, arranged a meeting of more than 23 university groups concerned with women's issues. The committee sent a list of 12 concerns to the Advisory Committee to the President on Women at Harvard University that requested discussion of the need for child care, career advancement, pay equity and efforts to increase the number of women on the faculty. "Many were generic issues of women in the workplace everywhere,"

said cochairwoman Phyllis Stein, class of 1963 and director of Radcliffe Career Services.

Constance Buchanan, a former chairwoman of the Committee on Concerns of Women and a member of the Divinity School faculty, is a member of the 10-member President's Advisory Committee. "One of our main concerns is the issue of parenting. The university has concerns that families and parenting should not be a barrier to a major professional commitment," she says.

"We're also interested in the question of full participation of women at the university," Buchanan says."Harvard operates by selecting the very best. The fields are dominated by male scholars, and until women get up to the senior ranks or are brought through the junior ranks, they are not going to be in a position to be recruited.

"People look at it as some evil intention or plot, but you have here an extraordinarily powerful and prominent university and intellectual center, which, as it changes, changes fundamental patterns, and it takes time. But on the other hand, there is progress evident.

Radcliffe Archives



Suffrage parade, 1910.

It's not appropriate to feel there are not people working hard for these goals."

"Women's progress is not linear," said Horner. "History shows major cycles. A low point for women was the fifties and sixties in education and positions of power. There were social, economic, and political forces that brought that about — did society want more children or fewer, did it need women in the workplace or not, what was the meaning of advanced degrees, were there lots of children to be educated. When you see the changes that happened in 100 years, and you see the dramatic shift in the economy today, it means Radcliffe has to be vigilant" in behalf of women's progress.

Do Radcliffe women feel equal in the eighties? "I can't think of one situation where I would be behind the men," said Mindy Zatto, class of 1987, of Atlanta, who is majoring in applied mathematics with a concentration in computer science. "Everything from classrooms to extracurricular to athletics, we have every opportunity the men have. It's a different story whether we take it or not."

"It's not considered that cool to be excited to be a Harvard student," said fine arts major Amy Rosenberg, class of 1986, of Gloucester. "But I loved it. It was definitely the right school for me."

Liz Gray, '87, of Alexandria, Va., who is majoring in psychology and ethology, said, "I started as premed and created my own interdisciplinary major. In psychology, I can say I feel equal. I think there are more women faculty in psych than in biology. I never had a woman faculty member in bio. It definitely sticks out" that there are few women faculty in the sciences, Gray said. "But that doesn't intimidate us. It makes us feel like speaking out more."

"It feels like a male-dominated campus when you consider the faculty and administration," says Rosenberg. "To be a woman faculty member, it'd be kind of lonely."

"I've never had a female section leader or teacher — the same is true in all my science classes," Zatto says. "But I have found one role model — my boss. She is one of the spunkiest ladies I know. She's one of the only women with a lot of authority and she deserves it." Zatto is an undergraduate teaching fellow supervised by Deborah Hughes-Hallett, senior preceptor in mathematics and coordinator of science advising. Zatto says, "But I don't feel intimidated by my classes, including math and science. I have more knowledge now than in freshman year, so I feel more comfortable talking.

"Harvard does nothing to help — they don't do any counseling to help you not be intimidated by men, but the experience of going through four years of Harvard does it itself."

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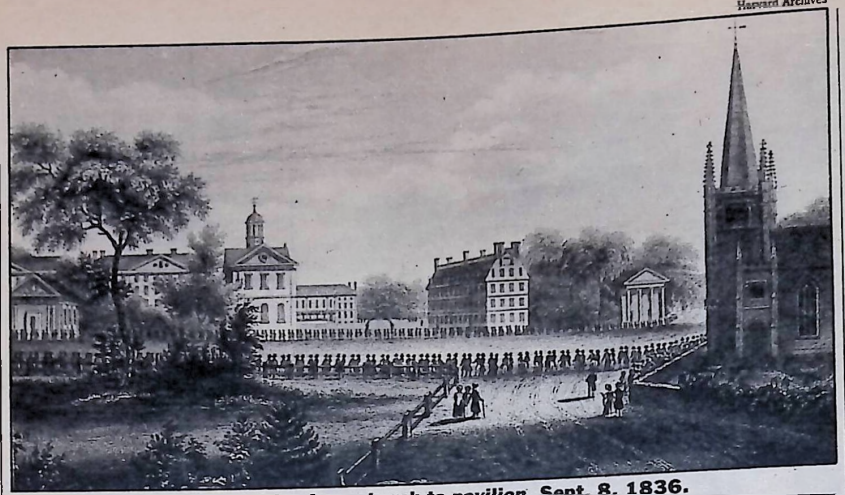
CONTINUED FROM PAGE 24

future. Harvard has produced its own historical timeline for the 350th, juxtaposing Harvard history with world events from the time of Galileo, Rembrandt, and the Salem witchcraft trials to the present.

This sense of temporal continuity confers upon a community a certain symbolic immortality. As former dean of the faculty of Arts and Sciences, Henry Rosovsky once said to a group of students, "You are here for four years. The faculty is here for life. But Harvard is here forever."

Such words may have been a small comfort to the students at the time, but they are precisely the sentiments that have anchored the loyalty of Harvard alumni — the sense of belonging to the bosom of an institution that lives forever. In ritual behavior, a community dramatically enacts this sense of belonging, as is clear from a glance at Harvard's grandest, if most infrequent, rituals, its centennials.

In 1836, at the 200th anniversary, Harvard president Josiah Quincy sealed a package which was "to be opened by the President of Harvard College in the year 1936 and not before." And so it was. One hundred years later president James Bryant Conant ceremoniously unwrapped the package, which contained letters from alumni, responding to the invitation to the 200th celebration, "and, unfortunately, nothing else." Continuing the tradition, president Conant then sealed a parcel of letters from officials of the university, addressed to their successors, "which will be placed in the Harvard archives to be opened in the fall of 2036."



Harvard Archives

Bicentennial alumni procession from church to pavilion, Sept. 8, 1836.

There was a special banner that flew over the event in 1836 and was then to repose in the archives for 100 years to be unfurled again in 1936. What sense can one make of such totemic objects, displayed every 100 years? The final speaker of the 200th anniversary in 1836 reminded his audience that none would be present and few remembered when the banner flew again. But he waxed eloquent upon the theme of symbolic immortality when he said, "In this spirit, the banner that floats over us has been prepared. . . . Our hope is that a century hence it will collect under its folds the Alumni of Harvard. Over what a scene will it on that day display its blazonry! What a feeling of relationship will it establish between that age and the present!"

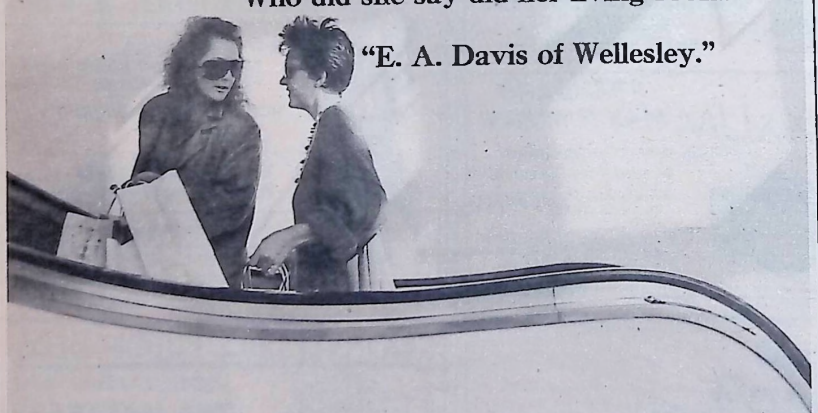
In 1936, the banner flew again. Harvard's 300th anniversary celebration ended with a grand convocation and academic procession of scholars, all men, from the world's major universities. They descended the steps of Widener, two by two, and crossed the Yard, which was renamed the Tercentennary Theatre for the occasion. One observer exclaimed, "We saw them ascend the stage. Under the pillars of the church they settled finally, like a flock of iridescent birds." When the ceremonies closed that day, it was with an awesome sense of temporal confidence that the meeting was adjourned "until the year 2036."

This year, however, Harvard will reconvene the meeting, at the century's midpoint, and with a cast of ritual actors far more diverse in race, religion, nationality and gender than could have been imagined by those who adjourned 50 years ago.

Time has taken its toll on the totemic banner of 1836, and history has moved the "sons of Harvard" into a new and more complex world. Brand new banners, including those of 50 nations and the UN, will fly over the three great convoca-

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tions.

Greetings will be brought from Cambridge University, the "mother," from Yale University, the "daughter," and from Massachusetts Institute of Technology, the "sister" university in Cambridge.

In ritual, and especially on anniversary occasions such as these, a community "acts out" who it is. Ritual has a "framing" function, through which a community outlines itself in bold strokes. Act, gesture, costume, and word — all are part of the symbolic language of ritual, which both expresses and legitimizes social reality. Ritual is formal, not in the sense that it must be undertaken in ties and tails but in that it is action done with attention to form.

For some, to be sure, the very word "ritual" suggests the empty action of those who go through the motions without being moved. But at its best, ritual is quite the opposite: not empty action, but quintessential action. When we kneel or bow our heads, when we shake hands or embrace, when we share ritual meals, when we stage ceremonies and punctuate our collective memories with fireworks, or when we don academic gowns and march in processions, we perform expressive acts. Their significance is not utilitarian, but symbolic.

Harvard Commencement is, of course, its greatest annual ritual. It is truly a festival, with its controlled disorder, its parties and bands, its bright striped tents that stretch over an endless abundance of chicken salad, salmon, and champagne. Reunion classes return for the ingathering of the tribal clan, bringing evidence of their success in the wide world of graduates. As the classes of graduates process into the ritual arena in order of age and class, the young AB initiate sees a parade of the entire life cycle as its stretches ahead.

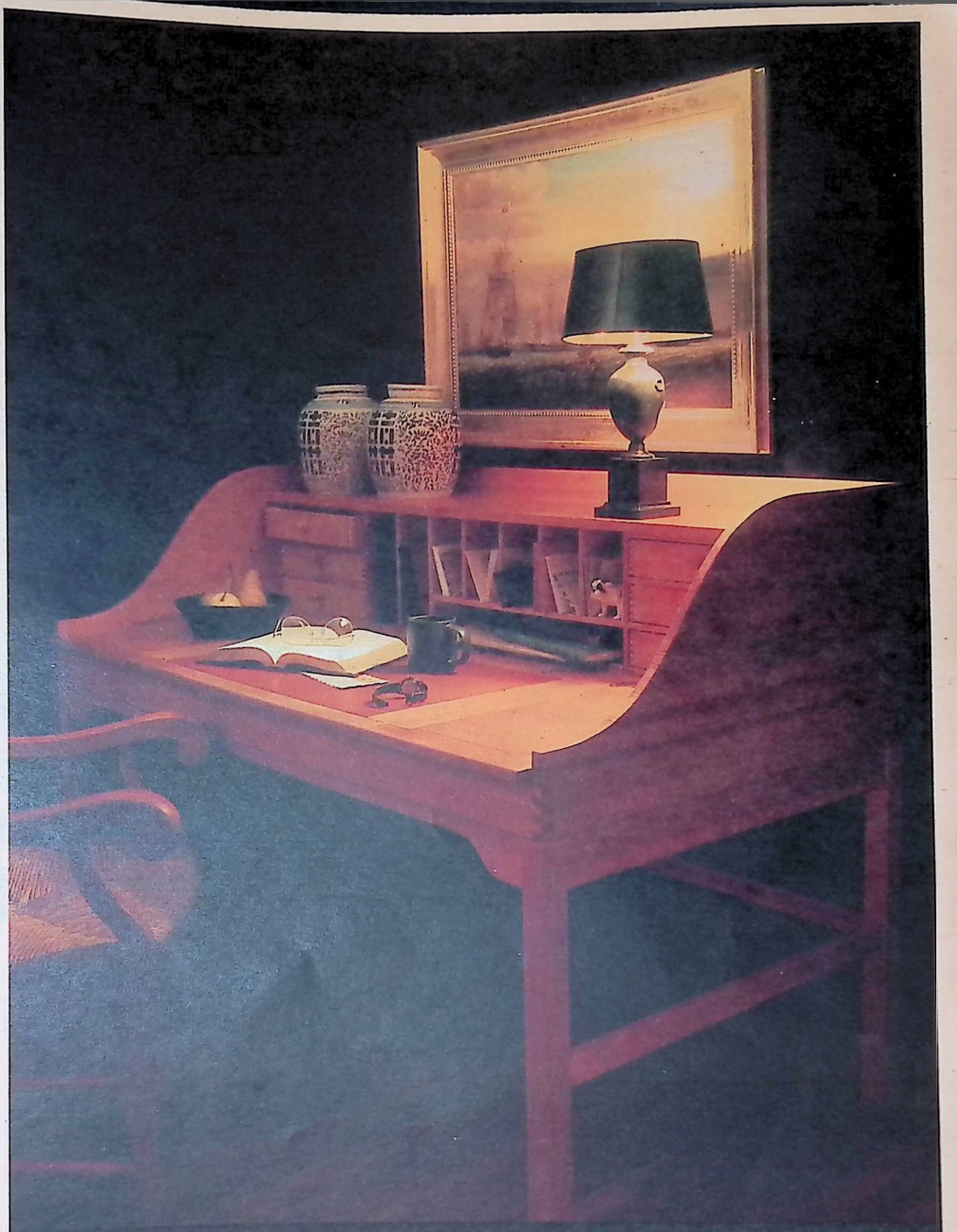
For those graduating, commencement is a rite of pasage that can easily be seen as having the threefold structure the anthropologist Arnold Van Gennep discerns in all such rites.

There are rites of separation, formally spoken and privately enacted farewells. There are rites of transition, and, of course, the procession is the rite of transition par excellence. And there are rites of incorporation, the first being the verbal declaration, the "speech-act," of the president. "I confer on you the first degree . . . and admit you to the fellowship of educated men and women."

In the president's division of the academic procession, led by the sheriff of Middlesex County with his silver-tipped baton, the pecking order of the university is displayed. The president and the university marshal lead off, followed by the six powerful members of The Corporation, in top hats and tails, who will later sit flanking the president on the ritual dais in the Tercentenary Theatre. Then come the 30 members of The Reverend and Honorable Board of Overseers and the candidates for honorary degrees. Only then do we see the president of Radcliffe College and the deans of the various faculties of the university, followed by the faculty who process according to rank, full professors first.

These tribal elders in their brightly colored robes, their ermine and velvet hoods, process through the open ranks of the black-robed AB initiates who then fall in behind and follow the elders into the ritual arena for the conferring of the degrees.

From the time the sheriff intones, "The meeting will be in order," there is no extempo-



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raneous word uttered. The form for the conferring of the degrees is fixed: the university marshal introduces the respectives deans, who in turn introduce and vouch for their students, and the degree is conferred by the president.

In addition to the annual "academic festival" of commencement, there are the countless rituals that have become part of the weekly and annual rites of the 13 undergraduate Houses.

Every other Monday, the bells of the Lowell House tower toll as members of the senior common room and their guests, many in black tie, move from sherry in the master's lodgings to High Table in the dining room.

Each fall at Kirkland House, the Bedford Minute Men fife and drum corps leads the circumambulation of the House and the raising of the House flag. They return on Commencement Day to wake up the AB graduates, join them at breakfast, and lead them in procession to The Yard.

At Kirkland's annual Christmas dinner, an ancient boar's head, hair and all, decorated

Harvard Archives



Typical room in Gray's Hall, circa 1870, belonged to student Roger Rich.

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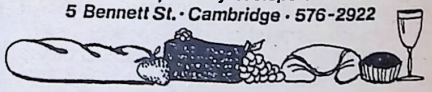
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and beset with candles, was for many years carried ceremonially through the dining room and junior common room. To everyone's horror, the traditional head was mistakenly thrown out in housecleaning several years ago. It has been replaced by a roast suckling pig, and the annual procession continues, led by the House superintendent beating a snare drum. He is followed by the students, bearing aloft the pig and the Christmas pudding. An improvised band follows, playing "When the Saints Go Marching In."

None of this is utilitarian means-to-end behavior. Indeed, no one seems to know what happens to the suckling pig. In any case, it is not eaten. The procession of the pig, the circumambulation of the House, the tolling of the bells have to do with matters far more important: the demarcation of the particular time/space of the community, and the consolidation of the community by the repetition of ceremonial action.

Likewise, the Faculty Room on the second floor of University Hall, surrounded by the portraits and busts of some 30 Harvard patriarchs, is the scene of many ritual enactments.

Here the president is traditionally installed, a rite which includes the presentation of three totemic objects: the insignia of the univerity, the original charter of 1650, and two silver keys — symbolic keys that open nothing, and everything. Traditionally, these objects were carried in procession from Massachusetts Hall, across The Yard, although in the 1971 installation of Derek Bok, university officials, fearful of a heist, hustled the treasures through the underground steam tunnels, under police escort. These sacred items are to be received, or at least touched, by the new president before he sits for the first time in the seventeenth-century presidential chair, a chair used annual by the president at commencement.

The "College Plate," a collection of eight pieces of seventeeth- and eighteenth-century silver, is also brought out and displayed at the installation. There is the Stoughton Cup and the Vassal Tankards, and the famous Dunster Great Salt, and object of such an ambiguous nature tht Harvard historian Samuel Eliot Morison had a running argument with the university marshal over whether the three curlicues were legs or hooks on which to hang napkins. It was displayed "upside down as usual," wrote Morison, at president Pusey's installation.

The Faculty Room is reserved on Tuesday afternoons for faculty meetings. As the faculty gathers, tea and coffee is served from a silver service. At precisely 4, the president calls the meeting to order.

The first order of business, often taking more than half an hour, is the memorializing of deceased members of the faculty. The president will announce, "A Memorial Minute on the Life and Services of the Late Professor So and So." The chair of the committee which had been appointed to write such a "minute," rises, proceeds to a microphone, reads out the commemorative piece — usually about 10 minutes long — and presents it to the secretary of the faculty. This is the academic community's form of the final rite of passage: 10 minutes of the undivided time and attention of the entire gathered faculty.

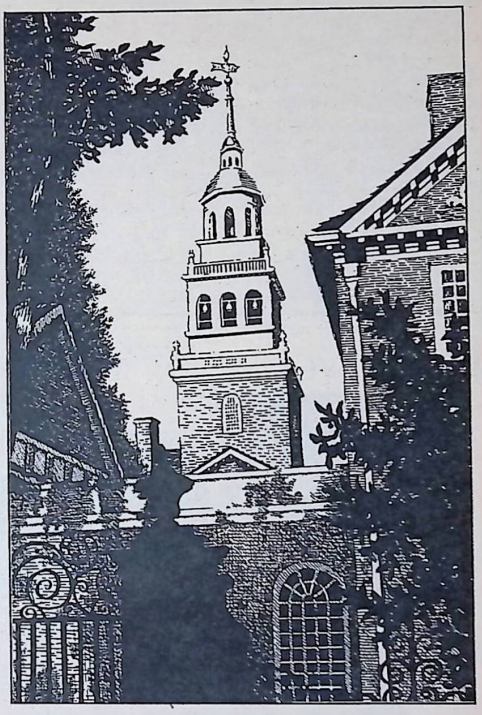
In her provocative essay *Three Guineas*, Virginia Woolf wrote: "How many, how splendid, how extremely ornate they are — the clothes worn by the educated man in his public capacity! Even stranger, however, than the symbolic splendour of your clothes are the ceremonies that take place when you wear them. Here you kneel, there you bow; here you advance in procession behind a man carrying a silver poker. . . ." Writing between the wars, Woolf rightly questioned where the processions of military, academic, and parliamentary men thought they were going. Her repeated refrain is, "Where is it leading us, the procession of educated men?"

As the university pauses to reflect on itself, now a "fellowship of educated men and women," with aspirations to a new internationalism, Woolf's question will surely be asked. And the answer will be seen not only in what is said in three days of speechmaking but, to the keen observer, in what is ritually enacted.

As Harvard brings out its symbolic silver and arrays its members and distinguished guests for a ritual portrait on this anniversary, we will see how it presents itself. For ritual not only links a community to its past but projects a community into its future.

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Town

CONTINUED FROM PAGE 23

entire 350 years of the college's existence. But it is only in this century that those tensions have become increasingly divisive.

Twice during the past 50 years city politicians have actually attempted to separate Harvard from the city, making it a city-state "like the Vatican," said Councilor Alfred E. Vellucci, instigator of one of those attempts.

Charles Sullivan, director of the city's historical commission, believes that until about 1840 any tension was mainly over student pranks. But around that time the college urged making the town common, then used for grazing cattle, into a park, and thus the serious town-gown conflicts began. And later, in the 1890s, Harvard built a brick wall around The Yard, which many felt sent a clear message to its neighbors.

Since then, clashes between Harvard and the citizenry have taken many forms: some petty, such as which area gets brick sidewalks and which gets asphalt; and some major, such as those involving large real estate developments.

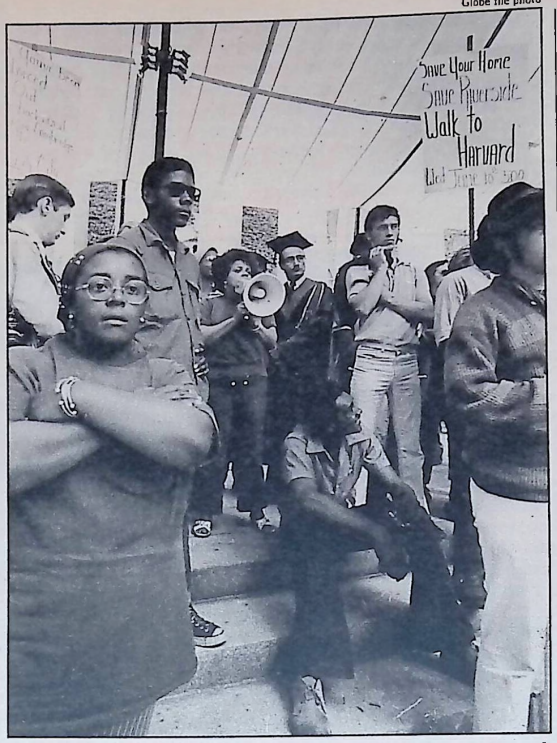
One of the largest was over MATEP, which stands for Medical Area Total Energy Plant, a diesel-powered facility generating steam, chilled water and electricity for nearby hospitals, schools and housing developments. It was built in the Mission Hill section of Boston.

MATEP was conceived in 1970; construction began in 1976, but was not completed until 1981. Much of the controversy surrounding the plant involved neighbors on Mission Hill and in Brookline who complained that emissions from the diesel generators could cause respiratory disease or cancer.

Dozens of court sessions and State House hearings caused delays in the project, Harvard officials said, but eventually the state Department of Environmental Quality Engineering approved the plant's operation. The plant, now near full operation, eventually cost $350 million, about seven times the initial estimate.

In 1971, as a result of the tensions growing out of the Vietnam War protests and anger over the university's expansion, president Derek C. Bok formed an office of community relations. This was in response to a time of general hostility to the establishment — and Harvard is regarded as the epitome of the establishment — and particular hostility toward Harvard expansion in neighborhoods that it borders. Since then, many observers say, relations between Harvard and its neighbors have improved.

Globe file photo



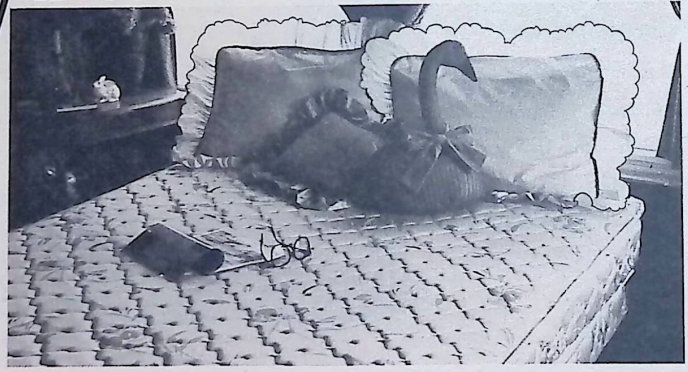
Saundra Graham, center of photo, interrupted the annual commencement in 1970, demanding a meeting with Corporation members about housing issues.

Eliot Spalding, who is 80 years old, a son of Harvard and a longtime observer of the scene as editor of the *Cambridge Chronicle* newspaper, has seen more than 50 years of these clashes ebb and flow.

"There are really two Harvards," Spalding said. "There's one which stands for truth, beauty, poetry, scholarship and all that; and there's the business Harvard, and they're about as hard-nosed as they come."

While taking pains to point out that he is not anti-Harvard — "I'm proud of having gone to Harvard and I'm glad it's here in our city" — he contends that the university's expansion into previously residential areas in the past half-century has created the most friction.

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And the friction surrounding that expansion has, in effect, become a principal focus of some politicians and community activists, often propelling them into prominence for what some would call a David-Goliath battle against the giant university.

Two of the most prominent are city councilors, who have a public forum in which to lash out at Harvard and legislative power to grant or deny Harvard permission to move in areas where the city has control, such as building permits and zoning changes.

One is Vellucci, a 30-year veteran of the council, who has become known far beyond his city for his sharp-tongued attacks on Harvard. He has, for instance, suggested paving Harvard Yard and using it for a parking lot. This was an insult, some said, akin to desecration of a shrine. And he also suggested changing the name of Harvard Square to Cristoforo Columbo Square, in honor of his Italian ancestors.

But he likes to think his Harvard-baiting has a positive effect. "We started the annual senior citizen picnics in 1976. I was mayor then, and I asked Derek Bok if he wanted to sponsor a picnic in The Yard. We hadn't crashed those gates in 300 years. So he agreed to pay for a luncheon, put up tents and everything.

"That was a first for the city and its town-gown relations," Vellucci asserted. Now, he said, each year about 2,000 elderly Cambridge residents attend an August picnic in The Yard.

Another vocal critic is City Councilor Saundra Graham, who in 1970 did the unthinkable: she interrupted the annual commencement exercises in Harvard Yard, a ceremony of great pomp and solemnity, by rushing the stage and grabbing the microphone.

She was demanding a meeting with the Corporation members; a meeting she said had been denied through usual channels.

"Harvard had been grabbing up property in the '60s," she said in a recent interview, "all around Riverside [a neighborhood roughly between Massachusetts Avenue and the Charles River]. They'd put students in there or leave them vacant until they could build Peabody Terrace and the other houses. They were evicting all our people."

Harvard, during the 1960s, built three major residence buildings, all high-rises, in an area of what had been modest two- and three-family wooden houses.

Graham in 1970 was a young community activist, president of a neighborhood group that had sought a meeting with the Corporation to discuss its plans. Having received no direct response, the group decided to attend the graduation ceremony, reasoning that all the Corporation members would be there.

"We snuck into the line with some of the students who had disrobed and had on armbands for protest. They thought we were just students, I guess."

She sat in the front of the crowd, and began listening to the speakers. "One kid was up there, talking about the poor and the disadvantaged and the homeless in the Third World. I thought, 'what about the poor and disadvantaged right here,' so I walked up and grabbed the mike.

"I told them I wasn't leaving the stage until we met with the Corporation. They tried to shut off the mike, but I got my bullhorn and kept talking. Eventually, they decided to send two of the Corporation members to talk with us."

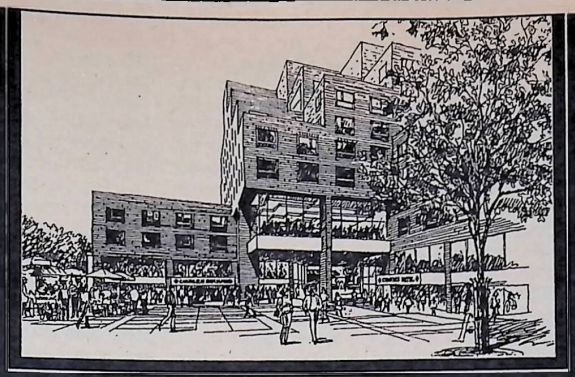
Graham said the resulting meetings slowed Harvard's expansion into the neighborhoods for the next five years.

In fact, in 1981 the city passed a law that, in effect, limited "institutional expansion." The law affected not only Harvard but Massachusetts Institute of Technology, Lesley College, churches and other nonprofit institutions. The law was primarily intended to curtail large-scale projects and put controls, through the need for permits, on married student housing.

In part, the law was passed to stop the disappearance of taxable property from the tax rolls. One of the constant complaints from citizens over the years has been that Harvard, which uses city services, pays little toward their support.

There is no accurate way, officials say, to measure the worth of all of Harvard's property and thus to calculate how many tax dollars it would produce. Some estimates put the total value of Harvard's real estate in the hundreds of millions of dollars.

In 1985-86, the university



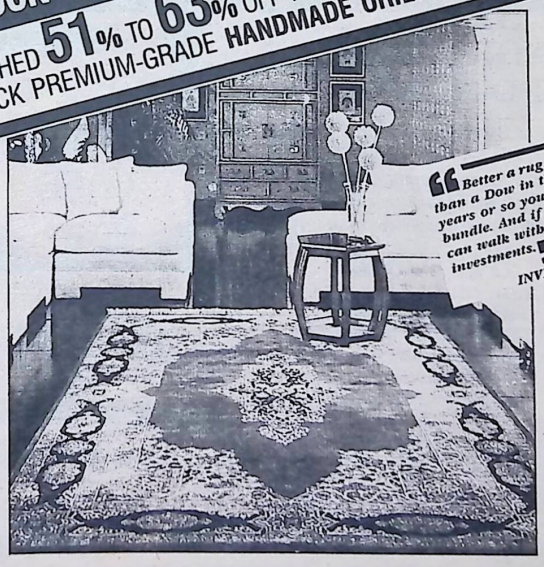
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paid $1,713,930 in taxes on its taxable property, and $890,235 in lieu of taxes.

But Spalding, as have many others, put it this way: "There's a helluva lot of taxable property that wouldn't be here if it weren't for Harvard being here, and a lot of people wouldn't have jobs if it weren't for Harvard."

Indeed, Harvard Square and adjacent areas have in recent years enjoyed a commercial boom, with dozens of posh stores, expensive condominiums and high-rise office buildings being built. Real estate experts have observed that this development was mostly spurred by the presence of a large university and a potential market of thousands of students and faculty members.

Even this growth has caused friction. Slick new shops, bars, restaurants and high-rise hotels and condominiums have attracted a new clientele to Harvard Square, adding to existing parking and traffic problems, longtime residents have complained.

Harvard has, for the record, about 17,000 students and about 3,000 faculty members. In 1986, it lists an endowment of more than $3 billion.

Some of Harvard's wealth is in the form of apartments and houses, which it rents to both Harvard affiliates and community members. The university has about 3,200 housing units in Boston and Cambridge, about 750 of which are covered by Cambridge's rent control law.

And, as with many large landlords, Harvard has had its squabbles with tenants. Michael Turk, a writer and teacher who earned his doctorate at Harvard, has lived in a Harvard apartment for 11 years.

In that time, he has been a frequent critic of Harvard's housing policies, claiming that the university has little regard for its tenants.

Turk has clashed with Harvard over repairs (some done too vigorously, some done not vigorously enough, he believes), rent policies and the conversion of property to luxury housing or affiliated use (use by Harvard faculty and staff). He is also critical of what he sees as special treatment of Harvard by the city's rent control board, which monitors rent and other housing issues.

"Harvard as a landlord? They're much like your average, for-profit landlord . . . you get the aloofness of a large corporation. The hierarchy that's been established, people who have been put in very forward public relations positions, are in fact very distant."

In a related area — Harvard as an employer — there have been similar frictions. Harvard employs about 11,000 people, from groundskeepers to tenured professors. In the past three years, the most visible tension has been between the university and the food service workers. There have been strikes, sit-ins and picketing over issues of pay and working conditions.

Domenic Bozzotto, head of Local 26, Hotel, Restaurant and Bartenders Union, spent much of the spring negotiating on behalf of the 550 workers his union represents and signed a contract in the first week in July.

The issue this year, he said, had been contracting out services — "what we call the McDonaldization of the jobs" — and changes in benefits.

Bozzotto, who is known as a charismatic leader and tough negotiator, has been visible in recent years in highly public

Ted Dully, *The Boston Globe*



Eliot Spalding, 80, a longtime observer of the scene, has seen more than 50 years of clashes ebb and flow.

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fights with restaurant and hotel owners in Boston, seeking higher pay and benefits from them.

He said that in years past Harvard has been a benevolent employer, and many of the food service workers have been there for 20 or more years. "They feel good about saying they work for Harvard University. They feel they have this relationship with Harvard prestige."

But he acknowledges that dealing with Harvard is not much different from dealing with other large employers. "During negotiations, they claim they're the most benevolent of all bosses, and that's the extreme. I claim they're as bad as the Boston hotels, and that's the extreme. The truth is somewhere in between," he said.

How to respond?

The different perceptions of Harvard as citizen, neighbor, developer, landlord and boss make it difficult, university officials admit, to respond to critics with consistency. In addition, said Jacqueline O'Neill, associate vice president for government, community and public affairs, Harvard's decentralized nature makes it difficult to form a unified front to the public.

She also pointed out that Harvard exists in a difficult environment in that the city is dense and crowded (only about six square miles and home to about 95,000 persons) and that there are many interests competing for limited resources.

"The universities cannot do anything here without wading through a complicated series of regulations on zoning, rent control and historic preservation," she observed.

O'Neill heads an office of six senior staff persons plus support staff. She has been in that office for 10 years. "Before that, the job had always been done out of someone's back pocket, in addition to his other administrative duties. [President] Derek Bok gave community relations a new impetus and stature," she said.

The main mission of her office, she said, is to keep the community apprised of Harvard's actions and plans before they take final shape, not to try to explain after the fact.

"We try to make our neighbors understand that something is going to happen on a given project. The status quo is not always an option. Change is going to happen, but we try to include as many as possible in the process," she said.

O'Neill and her staff often become the intermediaries between citizens and interests within the university, negotiating concerns over the size or shape of a building project.

The most recent, she said, was over land at 8-10 Mt. Auburn Street, where the university is building affiliate housing and retail space. After protests from the city and from Charles Sullivan of the historical commission, Harvard agreed to save an old, wood-frame building on the site, and integrated it into the project.

"Our interests are mutual," she said, "not mutually exclusive. Harvard is not a developer that's going to build something and then go off to Boxborough and build something else. We have to live with it. We're here for the long term."

In addition, O'Neill pointed out, Harvard is involved in a number of volunteer and public-service projects in the city; for instance, she said, more than half of all undergraduate students are involved in some kind of community service.

Also, faculty members volunteer in various ways, especially in public schools and in training programs for principals and teachers. Faculty members, for instance, help with the literary magazine at Cambridge Rindge and Latin School, the city's high school, and have helped set up the city's school computer program.

And in the future, noted John Shattuck, vice president for government, community and public affairs, the university will be making a major financial commitment to public schools.

"Harvard expects to announce a major initiative involving the Cambridge and Boston public schools [this week] in the form of a fellowship program created by an endowed fund set up by Harvard. The fund will be in the amount of $700,000 to provide for one-year fellowships at the Graduate School of Education in the name of James Bryant Conant, former Harvard president," Shattuck said.

He said the fund would allow approximately four teachers from each school system to attend the school for one year, to earn credits toward an advanced degree or to take specialized courses. The teachers would be chosen by their systems, he said.

Trying harder

There is a perception revealed through interviews and conversations that, at least in the past decade, Harvard has been trying harder to get along with its neighbors.

Many say there is an awareness, a sensitivity, that the university does not work in a vacuum, that people's homes, streets, businesses — even what they see out their windows — are important.

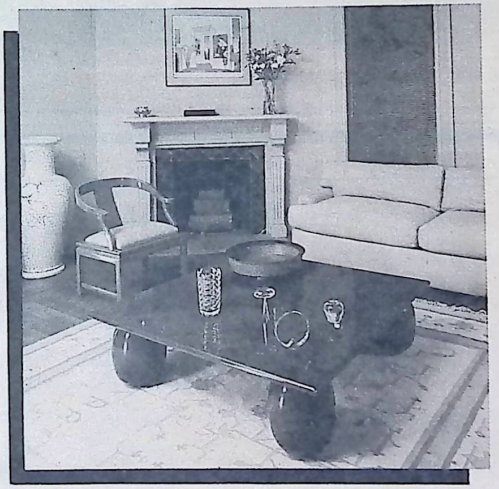
There are, though, "decades of distrust and suspicion to overcome," in the words of Charles Sullivan, who praises some of Harvard's recent real estate decisions, calling them "a model of the way to do it."

Saundra Graham is another who has fought Harvard hard, and who expresses cautious words in assessing its current neighborliness. And, like O'Neill, she takes a historical view of Harvard and its surroundings:

"Don't forget. They're an institution and I'm a human being. I'm going to die; they can afford to wait."

There is a perception . . . that, at least in the past decade, Harvard has been trying harder to get along with its neighbors. Many say there is an awareness, a sensitivity, that the university does not work in a vacuum, that people's homes, streets, businesses — even what they see out their windows — are important.

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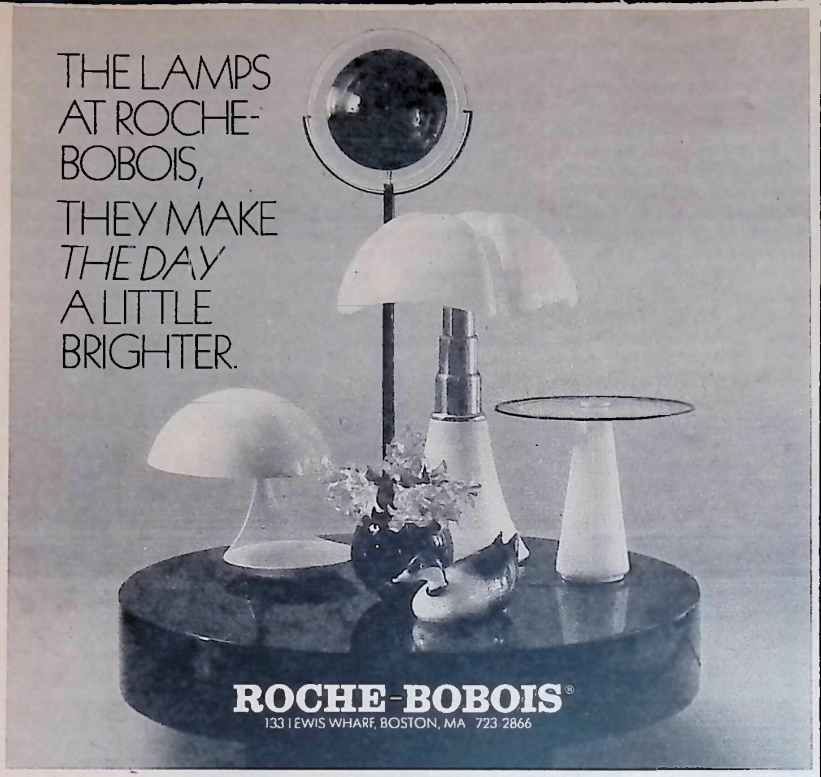
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Years of change

CONTINUED FROM PAGE 14

the university?

A question of major importance is how do we distribute our educational resources to the greatest advantage over the entire lifetime of the kinds of people who would like to go here. It's a very different question, and it means regarding these programs not as a kind of second-class thing to do in our off hours but as programs that increasingly ought to have their just claim to the best facilities, the best teaching — or at least as good facilities and teaching and resources as your other programs — because the intellectual contribution they make is comparable. So that's a big change that we're working our way through.

The role of women

What about the declining pool of 18-year-olds that is worrying so many colleges and universities?

We have not suffered at all from the decline in the number of 18-year-olds because of the historical relationship with Radcliffe. Before the merger of Harvard and Radcliffe admissions in 1975, we had an undergraduate ratio of four men to one woman. With men and women being admitted on the same standard, we attracted very large increases in the enrollment of women.



Three Harvard presidents:

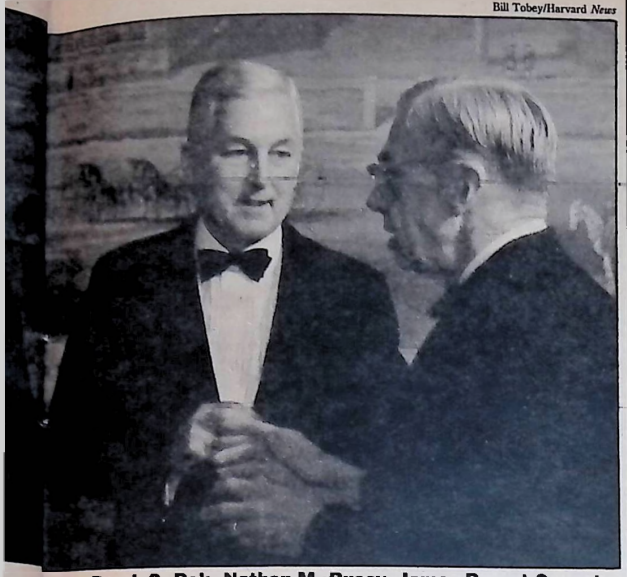
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Bill Tobey/Harvard *News*



Derek C. Bok, Nathan M. Pusey, James Bryant Conant.

Now men and women get equal treatment in admissions. Today we have 3,800 men and 2,700 women in the college. Sons and daughters from the same family used to get different financial aid. It was not that we were deliberately discriminating, but Radcliffe was separate. They had their financial aid programs that were not as well endowed as ours. But still, for the family, it was not a very pleasant message. You knew the males got more than the females.

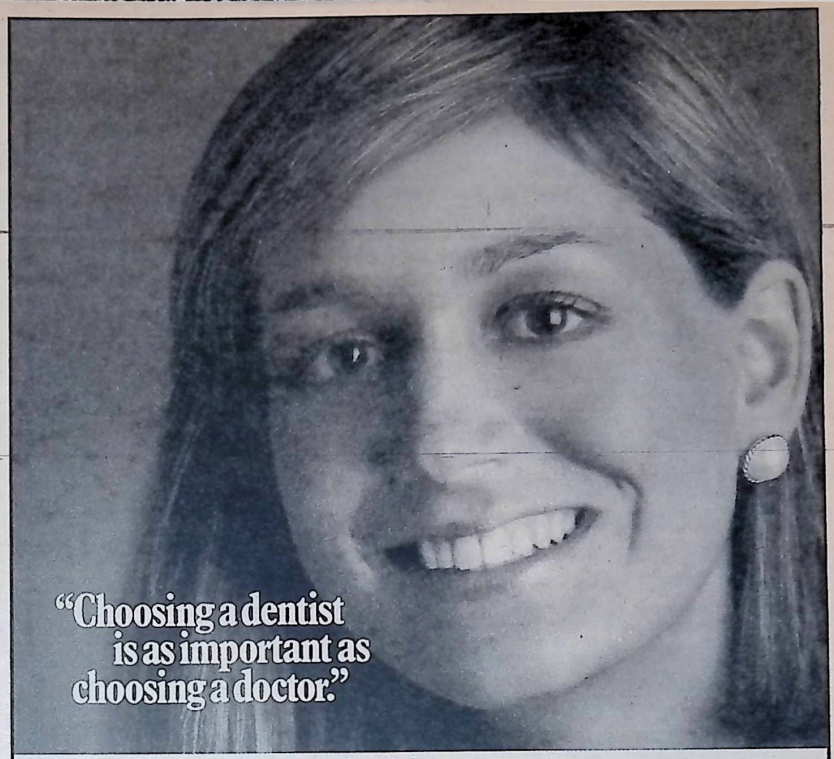
Granted that your applicant pool will not decline, despite the drop in the number of 18-year-olds, because of Harvard's prestige and the admission of women, how do women fare at Harvard today?

When I was dean of the law school from 1968 to 1971, 8 percent, or something like that, of the students were women; now we have well over 30 percent. The same is true in most of the other departments. Even if you look at something such as our professional staff you'll find that in what we call a managerial administrative position, I think it's something like 45 percent women. I'm talking about the substantial administrative posts. The director of budget is a woman who handles what amounts to a $98-million real estate company, our local holdings. Chief administrator of deans for many of the faculties, including arts and sciences, is a woman. And they are excellent administrators.

What about faculty?

The slowest to change has been tenured faculty because the turnover is so slow, and because tenured faculty at Harvard tend to be of older ages. Until recently they came from a pool in which less than 10 percent of the PhDs were women and I'm sure many women were discriminated against early in their careers so that's a further disadvantage. But predictably with the passage of time, the much larger cohort of women PhDs that came in evidence in the late '60s and '70s have now reached tenurable age. So that I would say that in the faculties such as arts and sciences we are now close to 30 to 35 percent. The turnover at Harvard is so slow because very few people leave, and we're not expanding, and even that rate changes the overall composition quite rapidly. If you appoint 12 people a year, and say 33 percent are women, but that's only four. So it's slow, but there's no question about where the trendline is, and there's no question about what that tells you about the new talent available to the universities. Many talented women who didn't bother to get a graduate degree are now doing so.

There were virtually no women deans. We kind of take that for granted now. I think there was one tenured member of the arts and sciences faculty that was a woman in 1947. Now I don't know how many there are; there are dozens, and on the junior faculty it's now



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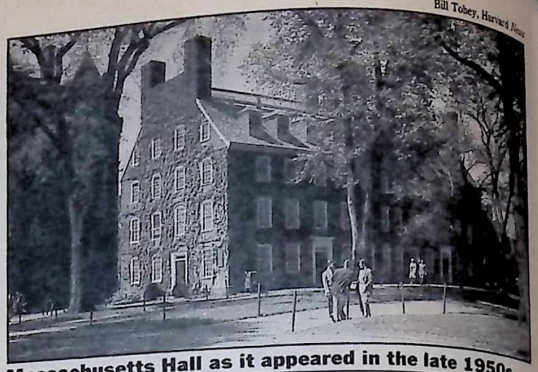
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Bill Tobey, Harvard Mag.



Massachusetts Hall as it appeared in the late 1950s.

close to 30 percent.

That, of course, changes the whole complexion of the place, it seems to me, in an entirely beneficial direction. So I think that's been an enormous change. Like everything else in the university it doesn't happen suddenly so you kind of take it for granted.

With all the changes in the student body, in administration and on the faculty, it is a little something that is sort of a feminization of the university. I'm not sure I see all kinds of subtle differences. I don't particularly subscribe to the opinion that there are different ways of thinking and all that. What is true is that simply any time the university has the opportunity to appeal to a large new pool of talent it's going to be enriched, and that's really what has happened. It's of major importance to the life of the institution.

The faculty

In looking to the future, Bok speculates there will be a rise in the number of well-trained academics who will be applying for teaching posts at the university in almost every field.

There's been a great fear raised that with young people looking to the law and business and medicine there will not be a strong cohort of PhDs to staff col-

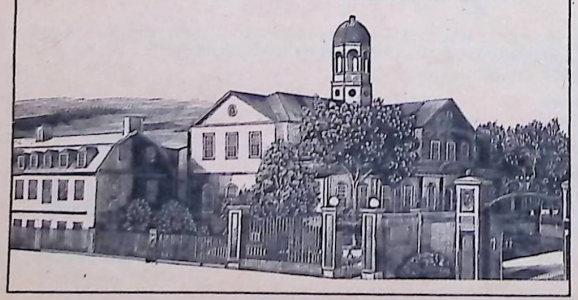
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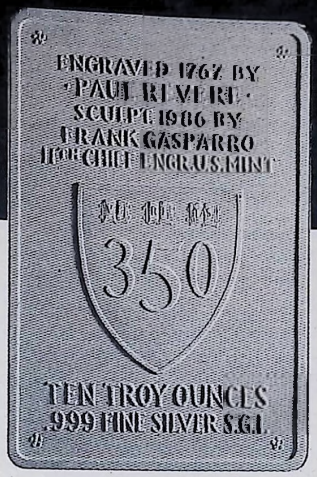
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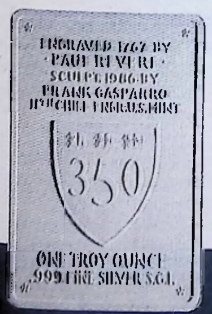
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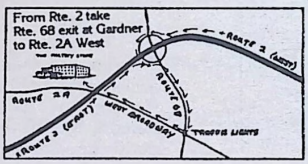
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lege and university faculties.

If you look at the big change in the career patterns of students in the 15 years since I have been in office, you'll see that the number of Harvard seniors going into law is about what it was; the number going into medicine is about what it was. The big decline has been in the number going into teaching, including university teaching. [There has been] a great increase in business, which is now the largest group.

We've got about the same number of faculty teaching the same number of courses. It's nothing in our admissions policy; it's the students responding to where the jobs are. The students are already catching on to the fact that by the time they finish graduate school and finish their junior faculty term and come up for tenure, they see the statistics that show the number of tenure offerings will be more than three times what it is now. The large cohorts that were hired in the late '50s and early '60s will start retiring. Those wanting to teach are going to have much better opportunities, and I think we've already begun to see a substantial turn-up in the applications, even in humanities, for admission to the graduate school. So I'm not too worried about that. I think there may be some lag, but we still have an awful lot of PhDs and they're increasing every year in this country, and as I see the numbers begin to change I'm not too worried.

The future

Whether Bok will step down after the college celebrates its 350th year continues to be an open question. He is noncommittal and talks about the work ahead.

What additional areas do you want to strengthen?

Another field that I've been very interested in is the whole field of economic development. There is no question that the tensions between the North and the South, and globally, the problems of underdeveloped countries in developing their economies are very substantial now and they will grow greater through our lifetime. And there's a lot that we don't know about that process. That's one of the reasons why people get very frustrated about foreign aid, because it's so hard to spend much wisely in the devel-

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opment process without running into various difficulties.

So I would like to make Harvard the leading center, but it takes a lot longer than what you would think to raise the money. There is a great shortage of senior people in that area because people lost interest in the area after 1965, because so many students were deflected by the Vietnam War. So there's a big hole in the ranks of first-rate faculty. Only recently has student interest really revived so that, try as I might have 15 years ago, it was very difficult to make much

> Nothing that matters at universities is the accomplishment of any one person.

progress. We're now beginning to make some progress. Well, you know, if they're young and impatient, sometimes it's hard to wait 15 years. But everything in universities requires the agreement and commitment of a great many different people. Nobody gives orders and has them obeyed. People put forth ideas and the president is in a slightly better position than most to get his ideas listened to. But getting them agreed to is a quite different thing, and often before an agreement you need enough enthusiasm so some people will be able to say, "I'm willing to commit my life to that — at least a significant portion of it." And that's something that cannot be programmed.

One reason why we have developed the Kennedy School is not so much a matter of my priorities but the fact that we were looking at some prestigious faculty members who thought such a school important.

Looking back

Every Harvard president has left an imprint on the university. Bok's has been almost judicial, weighing various points of view before making recommendations or decisions.

What are the hallmarks of your administration?

I think what is really important in academic administration is not how you treat overarching ideas, especially for an institution that is composed of a great, great many very different fields of learning. What is really important is something that is less dramatic than that. It is devoting as much time and energy as you possibly can, working with each of a great many units and activities, to try to see where the opportunities lie, where the weaknesses are, where the gaps are to be filled, and then going out and trying to mobilize resources and talented faculty and putting them together so that the units function better.

In an institution as large and complex as this, there will always be some things which are doing fine. You've got wonderful energetic people; they have a momentum of their own. All you need to do is pat them on the back. But there are always the others which because of retirement, because of setbacks, inability to adapt, bad luck, or due to some significant weakness, one continuously has to turn to them and try to help them think through what their intellectual future is and then try to help them secure their human and material resources in order to do that. So that I think my greatest satisfaction in the office comes from looking at a number of programs and schools that have had more significant prob-

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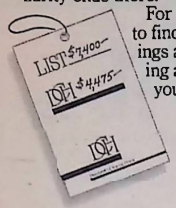
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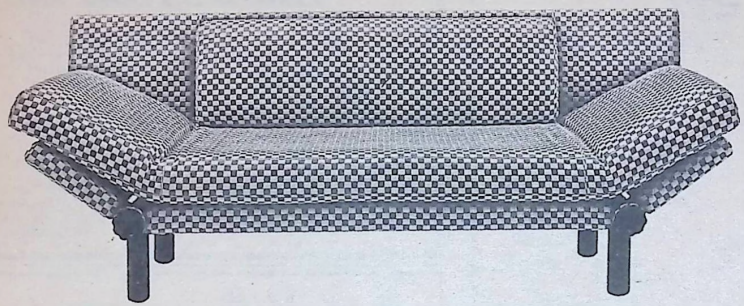


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Joe Wrinn, Harvard *News*



Entering Memorial Hall on first day of registration, 1984.

lems when we began than they do now. And I don't mean the difference is through my efforts.

Nothing that matters at universities is the accomplishment of any one person. By the nature of the work, many people have to cooperate — some plan, secure the resources; other people write the books. Their whole focus is to try to orchestrate all that and bring it together in a purposeful way that makes the most of the opportunities available. And that's a painstaking task — faculty by faculty, department by department, subject by subject. We tried it. What you try to do is to gain.

You try to have more of these units improving in their ability to perceive where their future lies and ensure high quality, make the most of your opportunities. Then you have ones that take the slip. And so you increase the number of, the proportion of, opportunities that are being exploited with imagination and verve. But like many things we've talked about, it's not romantic. It's hard, systematic work. But if you like universities, as I do, there's nothing more fascinating . . . hone a particular set of opportunities and pitfalls, all that has to be thought through, the satisfaction of attracting able people and giving them the opportunity to give the students and faculty members the opportunity to really achieve the best that's in them. And that's really the end of my contribution or the contribution of people like me: it's helping pursue opportunities and then making them happen for other talented people to explore — other students and faculty. But that's a very rare function, to help other people who deserve the best achieve it.

In looking back over your stewardship here, have you had any significant disappointments?

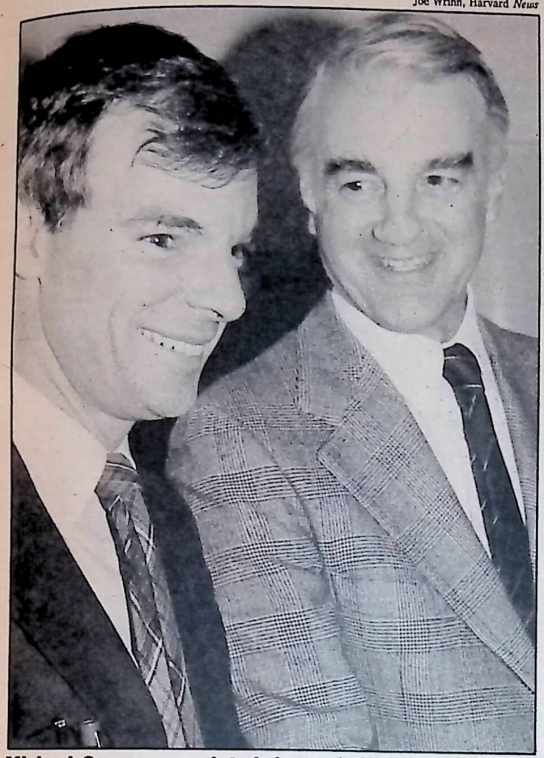
I think that securing constructive change in a university is a very slow process, so certainly there are things that I would like to see achieved that aren't achieved yet, and sometimes it's because the kind of leadership you need to achieve it hasn't been obtainable.

For instance?

This is a small example, but I think a significant one — there are several thousand courses being taught across the country in what we might call professional or applied ethics



Joe Wrinn, Harvard *News*



Michael Spence, appointed dean of the faculty of Arts and Sciences, in February, 1984, with Derek Bok.

such as legal ethics, business ethics, medical ethics. There's no place that I know that adequately prepares people to teach those courses. To teach adequately you need to know both ethics and moral philosophy on the one hand, but you also need to know the field of application. You have to know enough about medicine, the law, or business, depending on what you're talking about. Otherwise, you're just sort of abstract and unreal and nobody pays attention to you. Harvard has a great opportunity to provide that training because we have first-rate departments of philosophy, then political philosophy in the government department. And we have a full range of professionals. There's only one person in the country that I thought could get a Harvard appointment who is capable of meeting that effort. And I pursued him for 10 years, and for various reasons he was unable to come. And he will be here next fall. But there really wasn't anybody else that I could find that would be able to get an appointment here.

Who were you able to get?

Dennis Thompson of Princeton.

We're sitting here at the 350th. You look back 350 years, never mind 15 — can you identify some of the watersheds in Harvard's history.

Well, I can perhaps do the best job in discussing the last 120 years, when the institution made significant changes, to the time of president Eliot. Before that, there's a certain sense of which Harvard for a very long time was more of a high school or an advanced finishing school than it was a serious university. That was true of all colleges in the United States. The curriculum was very rigid and the form of instruction was archaic. Resources were very limited. But then, of course, Charles Eliot became Harvard president, and he was perhaps the leading example who really saw the opportunity to transform a good college into a real university. And, of course, he opened up all sorts of intellectual diversity and opportunity by increasing the elective system. And then, of course, he copied Johns Hopkins in seriously training scholars. He also made major reforms in professional schools. He was very important in the reform of medical education, in the reform of legal education, and so forth. So that was the most critical point.

That really transformed us from a little college to a modern university. I think president [A. Lawrence] Lowell did a great deal to put more emphasis on the undergraduate curriculum — the structure and the House system. I think the Harvard undergraduate experience has been very successful. You see a better quality of students, much higher than any college around. Seventy-five percent of those accepted enroll. That is quite extraordinary when you think that all the people we accept can go anywhere they want in the country.

We have to take a much greater responsibility for the total life of the undergraduate. The House system is the epitome of that, capitalizing on our diversity in a setting where they learn the most from each other.

I think the greatest contribution is the oldest, that of president Eliot. He was here for 40 years — from 1869 to 1909. That was an enormous transformation. The others have been important but they are important steps forward within the context of what Eliot created. And you see a lot of colleges which were just as prominent as Harvard, or almost, that didn't choose to make this effort and they're still colleges today.

The key moment was not only the transformation of the university, but also the determination of Harvard and key supporters of Harvard — that was the route Harvard was going to go. It was going to become a university.

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September

Wednesday 3

EVENING

6:00 The 350th birthday party on the Charles — celebration on the banks of the Charles River

8:00 "GymTransit" (Radcliffe Dance Center)

8:00 "The King Stag" (American Repertory Theatre)

11:00 "GymTransit" (Radcliffe Dance Center)

Thursday 4

MORNING

8:30 Morning prayers: Anthem sung by alumni of Harvard Glee Club, Radcliffe Choral Society and the Harvard-Radcliffe Collegium Musicum (Memorial Church)

10:00 Convocation: Foundation Day (Tercentenary Theatre)

AFTERNOON

12:00 Luncheon spreads in the Old Yard

2:00 Symposia I presented by the faculties

4:00 Symposia II presented by the faculties

2:00 Library and museum exhibitions (until 5:00)

5:00 Organ recital by John Ferris (Memorial Church)

EVENING

7:00 Library and museum exhibitions (until 10:00)

7:00 "Bandstand in the Old Yard" (until 10:00)

7:30 "John Harvard: Movie Star" (Science Center)

8:00 "The King Stag" (American Repertory Theatre)

8:00 "GymTransit" (Radcliffe Dance Center)

8:00 The Erick Hawkins Dance Company (Hasty Pudding

8:00 The Harvard-Radcliffe Choruses and their alumni in concert (Sanders Theatre)

8:00 The New World String Quartet in Concert (Paine Hall)

8:00 A celebration of poets, reading from their works (Agassiz Theatre)

8:00 Evening of film and dance (Carpenter Center)

9:00 Champagne and swing dance (Charles Hotel)

9:00 "John Harvard: Movie Star" (Science Center)

11:00 "GymTransit" (Radcliffe Dance

Friday 5

MORNING

8:30 Morning prayers: Anthem sung by alumni of Harvard Glee Club, Radcliffe Choral Society and the Harvard-Radcliffe Collegium Musicum (Memorial Church)

10:00 Convocation: The University in a Changing World (Tercentenary Theatre)

AFTERNOON

12:00 Luncheon spreads in the Old Yard

12:00 Muslim service (Phillips Brooks House)

2:00 Symposia III presented by the faculties

2:00 Library and museum exhibitions (until 5:00)

4:00 Symposia IV presented by the faculties

5:00 Organ recital by John Ferris (Memorial Church)

EVENING

5:30 Jewish religious services: Reformed, Conservative and Orthodox (Riesman Center, 74 Mt.

7:00 Library and Museum exhibitions (until 10:00)

7:00 "Bandstand in the Old Yard" (until 9:00)

7:30 Boston Museum Trio: chamber music of the Baroque (Agassiz Theatre)

7:30 "John Harvard: Movie Star" (Science Center)

8:00 "The King Stag" (American Repertory Theatre)

8:00 "GymTransit" (Radcliffe Dance Center)

8:00 The Erick Hawkins Dance Company (Hasty Pudding

8:00 Harvard-Radcliffe orchestra and combined choruses in concert (Sanders Theatre)

8:00 Evening of Film (Carpenter Center)

9:00 An Evening with Tom Rush at Club 47® (Tercentenary Theatre)

11:00 "GymTransit" (Radcliffe Dance Center)

Saturday 6

MORNING

8:30 Morning prayers: Anthem sung by alumni of Harvard Glee Club, Radcliffe Choral Society and the Harvard-Radcliffe Collegium Musicum (Memorial Church)

8:45 Symposia V presented by the faculties

9:00 Jewish religious services: Reformed Conservative and Orthodox (Riesman Center, 74 Mt. Auburn Street)

9:00 Library and museu exhibitions (until 12:00)

10:30 Symposia VI presented by the faculties

AFTERNOON

12:00 Luncheon spreads the Old Yard

2:00 Convocation and meeting of the Harvard Alumni Association: The University and its Community (Tercentenary Theatre)

EVENING

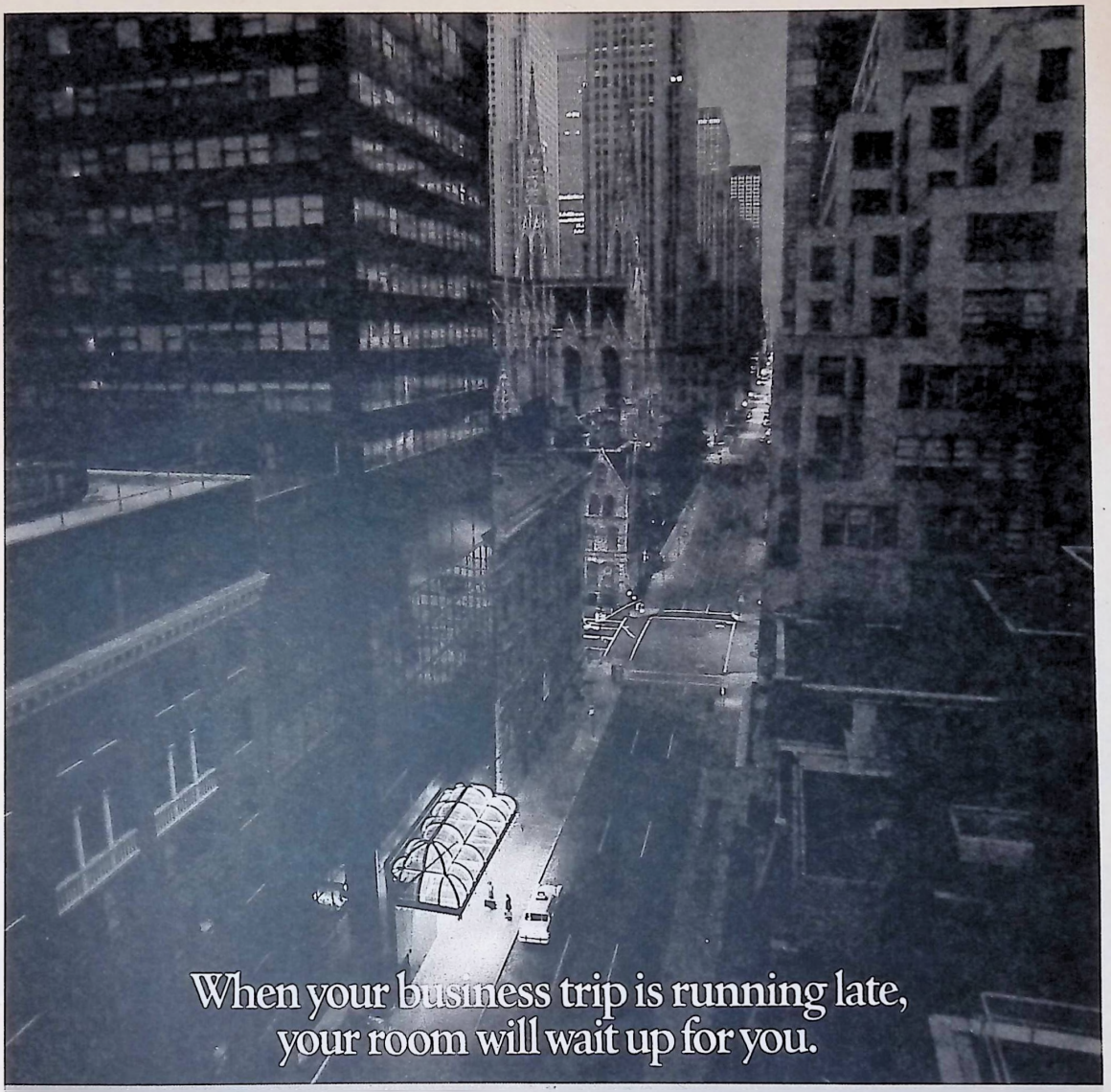
6:00 Dinner spread (Soldiers Field)

8:30 Stadium celebrat (Soldiers Field)

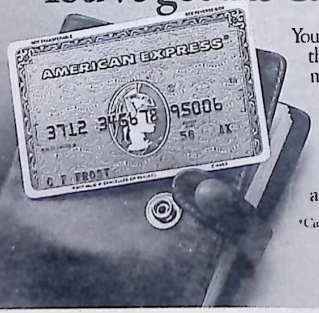
Sunday 7

MORNING

11:00 Services of Thanksgiving in Memorial Churc and parish churc in Cambridge an Boston



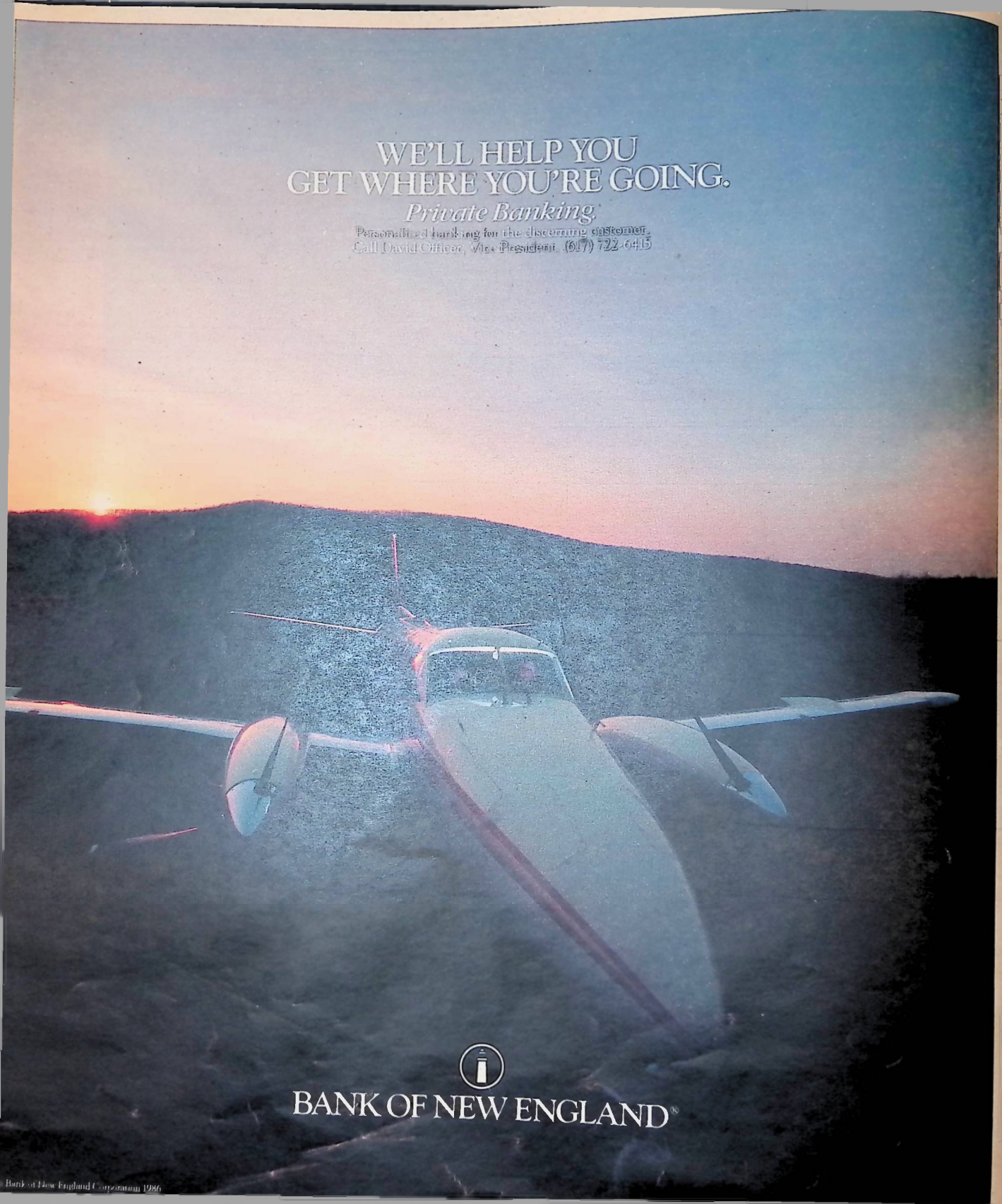
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