to interpret a great humanistic text;

- All of our students should know how to connect history to the present; and
- All of our students should know—they should genuinely understand at some basic level—how unraveling the mysteries of the genome is transforming the nature of science, and how empirical methods can sharpen our analysis of complex problems facing the world....

[I]t is not clear to me that we do enough to make sure that our students graduate with the ability to speak cogently, to persuade others, and to reason to an important decision with moral and ethical implications. To succeed in the worlds that most will enter, our students will be expected to know how to collaborate with others on substantive problems and to negotiate to reach an outcome.

[W]hen we consider the importance, embodied in the Core, of exposing students to "ways of knowing," I hope that we will think more rigorously about the level of mastery we ask of our students, and more flexibly about how we let them acquire it....

Decisions about how to market detergent, or how to respond to someone with the common cold, or how to manage a national economy, or even how to evaluate the success of a school—all once based on hunch and art—are today made in increasingly analytical and rigorous ways.

It is plainly not enough that our students at some point have "exposure" to science and its methods. They will need to achieve a reasonable working knowledge of, and facility with, its means of measurement, analysis, and calibration.

Finally, we surely owe our students the capacity to engage in an informed and zealous way with the wider world. In my view, the defining challenge of our time is the relationship between developing countries and the developed world. Success in this domain holds out the prospect for human emancipation, rising standards of living, and the spread of liberty....

But there are alternative futures suggested by such terms as "ethnic cleansing," "Iraq," "AIDS," and "global warming." Nothing will shape the world in which our children live more than how the industrialized and developed worlds come together.

If Harvard students are to make a difference, they will need to understand and think about parts of the world remote from themselves. They will need to meet people from other countries here and abroad, study texts from other civilizations, and grapple with cultures and social structures different from their own.

There is no question that Harvard is a distinctively American institution, and it will remain so. But in this century more than ever, it must be an American institution open to the world.

At one level, revising a curriculum is about endless committees, the structure of requirements, and the ways in which bureaucracies will function. One can understand why Derek Bok compared the task of changing an academic curriculum to moving a cemetery. On another level, very few things are more important. The world is shaped by what its leaders think, and they develop their beliefs, their attitudes, and their capacities at places like this one. Harvard College has served this world for 15 generations. We will do our part in the next generation.

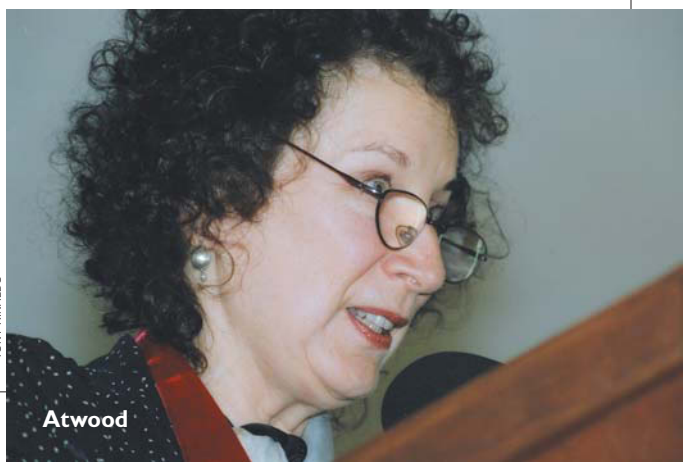
Democracy: Use It or Lose It

Canadian writer Margaret Atwood, A.M. '62, was the recipient of the 2003 Radcliffe Medal and gave an address at the Radcliffe Association annual luncheon on Friday, June 6. She began her talk by speaking of the Radcliffe of her own day, pre-pantyhose and other significant cultural markers, and ended with these words of contemporary warning:

As jean-jacques rousseau insisted in his crucial work, *The Social Contract*—a work much consulted by America's Founding Fathers when they were structuring the government of the United States—democracy is the most difficult form of government to maintain.... Vigilance is indeed the eternal price of freedom, and democracy as a form is like the brain, or a muscle: use it or lose it. When a democratic system feels itself to be under threat, individual freedoms are among the first things to be sacrificed, to be replaced by the secret exercise of increasingly arbitrary power. In whatever name this may be done, the result has almost always been corruption and tyranny. And if democracy in America were to fall, there would be no other country with the will and the might to ride to its rescue.

A favorite phrase of the American Puritans—used to describe the kind of society they thought they were building—was "a city upon a hill, a light to all nations." This comes from the great visionary prophecy of Isaiah, coupled with a snippet from the New Testament. It's been repeated by various American presidents and other politicians ever since, who have sometimes confused what could be with what is. In Isaiah, it expresses a hope rather than a reality, and so it remains today: a hope. It's a hope worth having, a hope worth working towards—a model society that will have a benevolent effect on others, that will be just and wise, that will dispense peace. But if you aspire to be a city upon a hill, you have to be worth looking up to. And if you are a light to all nations, other people will be peering in the windows. Transparency and democracy go together. Do not allow your own government to operate behind closed doors. If you do, the city upon the hill will be not one of light, but one of darkness.

Better to take another couple of verses from Isaiah: "Learn to do well, seek judgment, relieve the oppressed, judge the fatherless, plead for the widow" [1, 17]. And "they shall beat their swords into ploughshares, and their spears into pruning hooks: nation shall not lift up sword against nation, neither shall they learn war any more" [2, 4].



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Atwood

At the HLS Helm

Elena Kagan, J.D. '86, once a law clerk to Supreme Court Justice Thurgood Marshall and later an adviser on domestic policy issues to President Bill Clinton, was on April 3 named the eleventh dean of Harvard Law School (HLS). The 43-year-old Kagan, who began her tenure July 1, is among the youngest deans ever appointed and is the first woman to hold the position.

"Elena Kagan is an imaginative scholar, a gifted teacher, a public-spirited lawyer, and an energetic leader admired for her sound judgment and her capacity to inspire trust," said President Lawrence H. Summers. "She understands both legal academia and legal practice, and has excelled in both domains...and she combines exceptional intelligence with a remarkable ability to bring people together around issues of academic and institutional importance." She becomes dean, Summers said, at a time "when legal education faces intriguing questions, and when the legal profession confronts profound changes."

A scholar of constitutional and administrative law, Kagan takes over from Robert C. Clark, who announced last November his decision to step down. He returns full-time to the faculty as Scott professor of law and Harvard University Distinguished Service Professor, a newly created honorific title.

Elena Kagan

JUSTIN IDE/HARVARD NEWS OFFICE

In an interview, Kagan expressed her gratitude to Clark, who "has left me—left all of us—a school strong in all of its fundamentals. I come in with the luxury of trying to build on strengths rather than trying to fix problems." The magna cum laude HLS graduate, who has served on the faculty since 1999, has wasted no time in familiarizing herself with the task at hand. Shortly after her appointment, she began meeting individually with all 81 members of the faculty in order, she said, to get a "better sense of [them] as people," to learn more about their teaching and research, and to talk about issues that face the school.

"There's lots to do," she said, HLS's strengths notwithstanding. Maintaining a great law school means making great appointments—finding people whose scholarship is "cutting edge" and "socially useful," she explained. It means developing "a vibrant, energetic, intellectual community,...looking at what we teach and how we teach it—asking ourselves whether this is the right curriculum and pedagogy for these times. And it means," she continued, "thinking about our ties to the legal profession, which I think, increasingly over the years—at all law schools—have been attenuated."

Law schools, she noted, have become more academic and scholarly, even as the practice of law has become more commercialized and market-driven. Renewing ties between the academy and the profession would be of mutual benefit. Kagan's own background is a testament to the value of such cross-fertilization. Her 2001 *Harvard Law Review* article on "Presidential Administration," describing the way the president of the United States uses power over the regulatory agencies to effect policy, was named that year's top scholarly article by the American Bar Association's section on administrative law and regulatory practice; she said that her White House experience made her realize that much of what had been written about the subject "didn't focus on some of the key issues" and added, "I'm a big believer that practice of various kinds can inform scholarship in very important and good ways."

Kagan has jumped several times between the academic and professional spheres. After law school, she clerked for Judge Abner Mikva of the U.S. Court of Appeals for the Washington, D.C., Circuit. Mikva, who has served as congressman, judge, and then counsel to the president, "knows how the federal government works in all three of its branches," she said, "and he communicates that knowledge to the people who work for him." Kagan went on to clerk for Justice Marshall, and then worked for two years in a Washington, D.C., law firm before joining the University of Chicago Law School faculty in 1991.

She served in the White House from 1995 to 1996 as associate counsel to the president, and then, from 1997 to 1999, as deputy assistant to the president for domestic policy and deputy director of the Domestic Policy Council. Those years in public service, she said, "were a great opportunity to work on issues I care about in a way that really affects people's lives"—"a great responsibility." As dean, Kagan plans to "promote public-service opportunities and the understanding that public service is an integral part of a career in the law. I think it is very important that we make students aware of the many contexts and ways in which they can do public service," and at the same time communicate to them that such service is "an important part of being a lawyer—that they really do have a responsibility to