

Educating Professionals

SPEAKING AT the Harvard Business School (HBS) centennial global business summit, on October 14, and the Harvard Law School (HLS) capital campaign celebration, on October 23—amid the intensifying economic crisis—President Drew Faust outlined her vision of professional education, service, and responsibility. In concert with her installation address a year earlier, the new addresses further fleshed out Faust's aspirations for a research university in the twenty-first century.

Faust's HBS address concerned the purposes of education for leadership—building on the school's self-expressed mission of “educating leaders who make a difference in the world.” Dean Jay Light had already summarized steps the school is taking to meet contemporary challenges, and spelled out attributes of its focus on training leaders: through their development of judgment in establishing priorities; their entrepreneurial vision in finding opportunities to solve problems; their skill in communicating; their values and integrity; and their commitment to action.

Faust elaborated on recent outcomes of that work: “Until now business school

students have graduated with great confidence,” she said. “They joined the fraternity of ‘masters of the universe,’ as Tom Wolfe named them in *The Bonfire of the Vanities*. They created a world in which the market became the organizing metaphor. Today, markets are disordered, and we are working frantically to fix a broken financial system. Never have we more needed leaders who make a difference. But how do we shape them and how do we determine the sort of difference they will make?”

Looking ahead, Faust asked, “What do we have to offer one another, our students, and the world?” She then invoked “the story of the stonemasons, which I

Gore Boosts a Greener Harvard

Al Gore '69, LL.D. '94, spoke about sustainability to a packed Tercentenary Theatre on October 22; the former vice president, who has won a Nobel Prize and an Academy Award for his efforts to fight global climate change, was in Cambridge to receive the Robert Coles “Call to Service Award” from the Phillips Brooks House Association.

“We need to substitute renewable energy for carbon-based energy. It is just that simple,” he told the students, faculty, and staff members who had gathered also to celebrate the University's commitment to reducing its greenhouse-gas emissions 30 percent from 2006 levels by 2016 (see “Environmental Action,” September-October 2008, page 57). His speech capped a week of events emphasizing environmental stewardship, ranging from sustainable meals served in the dining halls to seminars and lectures on such topics as recycling and energy conservation.

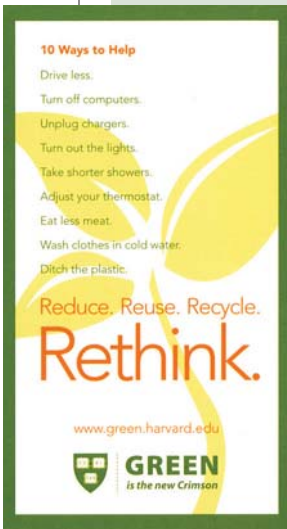
Noting that the United States imports \$700 billion worth of foreign oil each year, and that “continued access to the largest single source of proven oil reserves in the world” was one of many reasons for the miscalculation in entering the costly war in Iraq, Gore argued that “the economic crisis, the financial crisis, the debt crisis, and the climate crisis all have the same thread running through them: overdependence on carbon-based fuels. When you pull that thread,” he said, “all of these crises begin to unravel and you hold in your hand the solution....We need to put a price on carbon, we need a global treaty, and we need American leadership.”

Gore said that the role of the university in our civilization's

effort to solve an existential crisis is worthy of some attention. “How do we incorporate new knowledge into our understandings of who we are and what we must do?” he asked. Harvard president Drew Faust touched on the same theme, saying, “Harvard must be a model...as we unite the knowledge and the passion of this community in service of broad and essential goals....We must recognize,” she added, “that our practices have pedagogical value. We teach with what we do, as well as with what we write or what we say: how we light our classrooms; how we heat our water; how we build and ventilate our laboratories.”

Though Faust's remarks were directed to the University community, which is now charged with meeting the Greenhouse Gas Task Force's ambitious goals, Gore addressed a wider audience. “One of the solutions to the climate crisis,” he said, “involves making a generational commitment to a one-off, massive investment...in a new energy infrastructure that is not free, but that is based on fuels that are free forever: the sun and the wind and the natural heat of the earth. We can, with American leadership, galvanize a global commitment to solve the climate crisis. We have everything we need, with the possible exception of political will—but political will is a renewable resource.” (For audio recordings of the Gore and Faust addresses, see harvardmagazine.com/breaking-news/gore-speaks-on-sustainability.)

The consciousness-raising during Harvard's Sustainability Celebration included lots of giveaways, among them green-themed T-shirts and, from left to right, magnets, stickers, and water bottles.



came across in the writings of Peter Drucker, but which I gather is a bit of an old chestnut in management circles”:

A man came across three stonecutters and asked them what they were doing. The first replied, “I am making a living.” The second kept on hammering while he said, “I am doing the best job of stonecutting in the entire county.” The third looked up with a visionary gleam in his eye and said, “I am building a cathedral.”

The first stonecutter is simply doing a day’s work for a day’s pay, for the material reward he receives in exchange for his labor. The substance of his work, the purpose of his work, the context of his work do not matter.

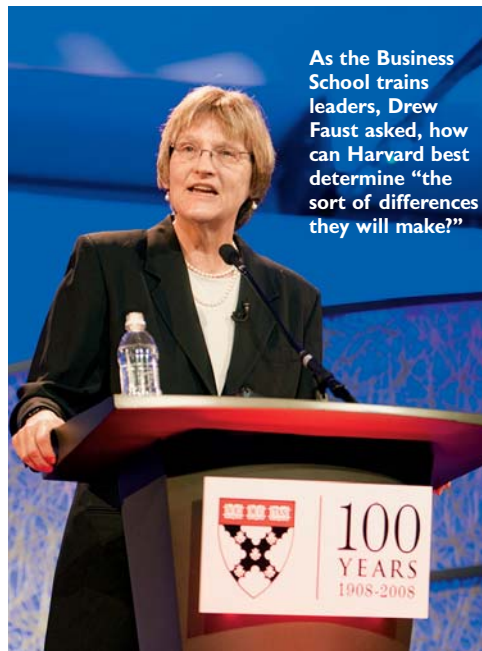
The second stonecutter has higher aspirations. He wants to be the best. We know him well. Harvard does an outstanding job of producing students like the second stonecutter... HBS...turns out graduates who command the best jobs in finance, banking, consulting, and marketing...Now many of these graduates are to be found in the midst of this crisis—and in the midst of the efforts to resolve it.

The second stonecutter is an unshakable individualist. He believes in the power of the human mind, and its capacity for reason, in the drive for quality and results, and in the usefulness of reducing complex reality to a simple equation. His world is competitive and meritocratic...

Yet somehow the vision of the second stonecutter is also incomplete. The focus on the task, the competition, the virtuosity, is a kind of blindness. Consumed with individual ambition, the second stonecutter...fails to see that there would be no stones to cut if there were not a community building a cathedral.

The third stonecutter embraces a broader vision. Interesting, I think, that the parable has him building a cathedral—not a castle or a railway station or a skyscraper...The very menial work of stonecutting becomes part of a far larger undertaking, a spiritual as well as a physical construction...

What is the meaning of this para-



For extended dispatches on the HBS and HLS events, see the postings dated October 13, 15, and 24 (two on each date) at <http://harvardmagazine.com/categories/-breaking-news/>; links there lead to full speech texts and audiovisual recordings. Faust’s installation address appears in “Twenty-eighth, and First,” November-December 2007, page 54.

ble for us...at Harvard and at HBS? Why and how do we strive to create stonecutters of the third sort? We have been reminded often these past few weeks about the perils of enshrining material reward as the purpose and measure of work. We know we must do better than to create a society of stonecutters like the first man. The second man is...more like much of our rhetoric and indeed commendable in many ways.

But, she said, even that is not enough. Beyond matters of individual values and performance, the current turmoil represents “a broader and more systematic crisis that has arisen from a failure of wider vision, a failure to acknowledge our interconnectedness, a failure to recognize how one’s own stonecutting is inescapably part of a larger project. And though human beings have always been bound together, we have never before been so thoroughly and instantaneously interconnected. As we have learned, a world defined by global markets is a world without boundaries. A crisis on Wall Street can bankrupt Iceland.”

Accordingly, Faust maintained, Harvard and HBS need to understand that “Leadership that makes a difference in the

world—that makes the right difference in the world—must be thinking like the third stonecutter—who...looks up and out with his sights on the cathedral. This is a matter of both values and vision—of a commitment to purposes beyond one’s self but also a grasp of wider imperatives and understandings. Leaders are accountable for more than themselves; they must be both willing and able to accept that responsibility.”

In the end, Faust said, education throughout the University must be informed by the recognition that “[L]eadership is a means; it is not an end in itself...Leaders exist to serve followers, and leaders’ successes must be measured not simply by their power to move others, but by the directions in which they take those who follow them.”

Of HBS-trained students, she said, “We need leaders who will dedicate themselves to extricating us from the financial mess in which we now find ourselves; we need leaders to help us sort out appropriate regulatory structures in the wake of this crisis; we need leaders to help us address the impact of this crisis on families and individuals; we need leaders who will organize us to combat climate change; we need leaders who can help to deliver the wonders of modern medicine to the tens of thousands of American and global citizens in need of basic health care. These are scientific problems; these are economic problems; these are political problems, but they are also fundamentally problems of organization, management, and leadership.”

Within the University context—amid scholarship, interdisciplinary inquiry, and international perspective—she said, “Business education that takes advantage of such a setting has the opportunity to produce not just leaders who make a difference in the world but leaders who make a difference for the world. That should be the goal for both HBS and Harvard University in the century to come.”

THAT SAME ELEMENT of service echoed strongly in Faust’s law-school remarks, delivered as celebrants gathered to toast HLS’s fortunately timed, record-setting capital campaign (precisely \$476,475,707 raised, compared to a \$400-million goal; 23,000 donors; 118 gifts of \$1 million or

Crimson in Congress

Harvard Square erupted in historic fashion on November 4 when Senator Barack Obama, J.D. '91, of Illinois, the first black president of the *Harvard Law Review* (see page 63), was elected the forty-fourth president of the United States. In January, at least 38 other alumni (defined for this exercise as graduates of or matriculants in a degree program at the University) will be in Washington as members of the 111th Congress.

Democrats remain firmly in control of the Harvard contingent on Capitol Hill. Overall, the Crimson ranks will increase from the group of 35 who sat in the 110th Congress to a contingent of 38. This total includes 35 Democrats (up six from the tally in the last session), but only three Republicans (down three), including Representative Thomas E. Petri '62, LL.B. '65, of Wisconsin, who remains the sole Republican member of the House to have graduated from Harvard. The University's eight new faces include Senate Democrat Mark R. Warner, J.D. '80, of Virginia (see "We Need a Win," September-October 2007, page 78), as well as House Democrats John Adler '81, J.D. '84, of New Jersey; Gerry Connolly, M.P.A. '79, of Virginia; Bill Foster, Ph.D. '83, of Illinois; Alan M. Grayson '78, M.P.P.-J.D. '83, G '87, of Florida; Jim Himes '88, of Connecticut; Dan Maffei, M.P.P. '95, of New York; and Walter C. Minnick, M.B.A. '66, J.D. '69, of Idaho. (The Democrats' total will rise by one if Al Franken '73, of Minnesota, wins his race for the Senate against incumbent Norm Coleman; an automatic recount was incomplete at press time.)

Three of Harvard's congressional losses came in Senate races that went against Republicans. Elizabeth Dole, M.A. '60, J.D. '65, of North Carolina, lost her seat, as did John E. Sununu, M.B.A. '91, of New Hampshire. (Sununu was defeated by Jeanne Shaheen, whom he beat in 2002; Shaheen, former director of the Harvard Kennedy School's Institute of Politics, served three terms as her state's first female governor and is its first elected female senator.) And once the final ballots were counted on November 18, Ted Stevens, LL.B. '50, of Alaska, the longest-serving Republican in the history of the Senate, had lost his seat. (He was convicted on seven felony counts eight days before the election.) Elsewhere, Democrat Thomas H. Allen, J.D. '74, of Maine, gave up his House seat to run for the Senate, but lost to incumbent Susan Collins; in Louisiana, Democrat William Jefferson, J.D. '72, who is under federal indictment, was beaten on December 6 in a storm-delayed contest.

The line-up at press time (asterisks mark newcomers):

Senate Republicans: Michael D. Crapo, J.D. '77 (Id.); David Vitter '83 (La.).

Senate Democrats: Jeff Bingaman '65 (N.M.); Russ Feingold, J.D. '79 (Wisc.); Edward M. Kennedy '54 (Mass.); Herbert H. Kohl, M.B.A. '58 (Wisc.); Carl Levin, LL.B. '59 (Mich.); John F. (Jack) Reed, M.P.P. '73, J.D. '82 (R.I.); John D. Rockefeller IV '58 (W. Va.); Charles E. Schumer '71, J.D. '74 (N.Y.); *Mark R. Warner, J.D. '80 (Va.).

House Republican: Thomas E. Petri '62, LL.B. '65 (Wisc.).

House Democrats: *John Adler '81, J.D. '84 (N.J.); John Barrow, J.D. '79 (Ga.); *Gerry Connolly, M.P.A. '79 (Va.); James H. Cooper, J.D. '80 (Tenn.); Artur Davis '90, J.D. '93 (Ala.); Chet Edwards, M.B.A. '81 (Tex.); *Bill Foster, Ph.D. '83 (Ill.); Barney Frank '61, G '62-'68, J.D. '77 (Mass.); *Alan M. Grayson '78, M.P.P.-J.D. '83, G '87 (Fla.); Jane Harman, J.D. '69 (Calif.); Brian Higgins, M.P.A. '96 (N.Y.); *Jim Himes '88 (Conn.); Ron Kind '85 (Wisc.); James R. Langevin, M.P.A. '94 (R.I.); Sander M. Levin, LL.B. '57 (Mich.); Stephen F. Lynch, M.P.A. '99 (Mass.); *Dan Maffei, M.P.P. '95 (N.Y.); James D. Matheson '82 (Utah); *Walter C. Minnick, M.B.A. '66, J.D. '69 (Id.); John P. Sarbanes, J.D. '88 (Md.); Adam B. Schiff, J.D. '85 (Calif.); Robert C. Scott '69 (Va.); Joseph A. Sestak Jr., M.P.A. '80, K '82, Ph.D. '84 (Pa.); Bradley J. Sherman, J.D. '79 (Calif.); Christopher Van Hollen Jr., M.P.P. '85 (Md.); David Wu, M '81 (Ore.).



Mark R. Warner

PHILIP BERNINGHAM/FRIENDS OF MARK WARNER

more, including eight of \$10 million or more).

Invoking Harvard's fifteenth president, Josiah Quincy, on the occasion of his dedication of Dane Hall as HLS's new home, in 1832, Faust said he had "hailed the members of the legal profession for what he called their 'noble exertions and personal sacrifices...in the interests of the age and of society.'" That spirit, she said, still animated the school as it produced attorneys general, solicitors general, members of Congress, governors, and Supreme Court justices, among others.

Beyond formal government service, Faust said, graduates have been involved in the whole realm of public-interest law, representing the indigent, leading non-profit organizations, and encouraging pro bono practice within commercial law firms. Similarly, faculty members "include leaders in shaping our understanding not only of American constitutional law, but of constitutional principles in societies as diverse as South Africa and Iraq." She cited professors' work on economic and racial justice, on corporate governance, on human rights, and on reconciling civil liberties with security, among other fields. And she noted students' engagement with 29 legal clinics that pursue problems in child advocacy, war crimes, human rights, and tenants' rights.

In support of such work, Faust said, the law school has dual responsibilities: "It's critical that [students] leave here with habits of mind and an understanding of legal concepts and methods essential to productive careers in the law. It's no less critical that they leave here with a vivid sense of the law not just as an occupation but as a calling." The school, she said, owes students "not only an education in parsing precedent and interpreting doctrine and mastering techniques of advocacy—but an education that helps them see how, in Quincy's words, 'noble exertions' can advance 'the interests of the age and of society.'"

In closing, Faust invoked alumnus Oliver Wendell Holmes Jr., who described law as the "branch of human knowledge... more immediately connected with all the highest interests of man than any other which deals with practical affairs." She particularly emphasized that juxtaposi-

tion of “highest interests” with “practical affairs” in the school’s mission of education for professional practice. In the current economic turmoil, Faust said, the HLS faculty had particular responsibilities, along with their colleagues in other schools, to offer advice at the beginning of

a long process of re-examining accountability, regulation, and fairness in the financial system and institutions that will emerge in the future. That work, she said, blends “practical affairs” with “conscious concern for what [Holmes] called ‘the highest interests of man’—not mere self-

interest, not just the pursuit of professional status or personal gain, but rather the larger ideals that inspire this school and the profession it serves: ideals of justice, of equality, of freedom, of respect for the rule of law, of dedication to advancing the common good.”

Studying Schooling

IN 2006, Thomas Kane went to Joel Klein, chancellor of New York City’s public schools, with some unsettling news: teachers from the New York City Teaching Fellows program (which supplied nearly 30 percent of Klein’s new hires between 2003 and 2005) were on average no more effective than traditionally certified teachers. In fact, the professor of education and economics at Harvard Graduate School of Education (HGSE) had discovered, *no* certification program—neither NYCTF, nor Teach for America, nor the Peace Corps Fellows Program, nor traditional education schools—turned out better teachers than any other (see “Grading Teachers,” November-December 2006, page 18).

over time. Thus, Kane argued, tenure review should begin only after the district has enough data to tell whether a novice teacher could ever become an old pro. Kane wouldn’t remove the certification barrier entirely, he says, but he does advocate “moving the dam downstream, to where we actually have some information.”

Nevertheless, Kane remembers, Klein pointed out that it would be more convenient to separate the wheat from the chaff during recruitment. The chancellor further suggested that Kane and his colleagues (Jonah Rockoff from Columbia and Douglas Staiger from Dartmouth) set up an experiment that asked the sort of questions the school district wasn’t already asking applicants. Perhaps the researchers could find something to predict

teacher performance better than a standard résumé. Kane agreed. He wrote up a survey and then sent it out to teachers who had been on the job for less than a year. Klein “sold us on that study,” Kane marvels.

Kane’s Project for Policy Innovation in Education (PPIE; see www.gse.harvard.edu/-ppie), slated to become a University-wide center, is one of several groups that are bringing Harvard’s analytic resources to bear on the problems besetting the nation’s public schools. From the Kennedy School, Shattuck professor of government Paul Peterson

directs the Program on Education Policy and Governance (PEPG; see www.hks.harvard.edu/pepg/index.htm), edits the policy and opinion journal *Education Next*, and studies the impacts of vouchers and

charter schools. Within the Faculty of Arts and Sciences, professor of economics Roland Fryer heads the Education Innovation Laboratory (or EdLabs; see www.edlabs.harvard.edu), where he designs experiments that offer cash incentives to students who excel academically. Together, their projects illustrate the opportunities, and the challenges, researchers meet when they try to better public education. The questions a researcher can answer depend, at least in part, on the data available. And because school districts have traditionally been reluctant to share data with outsiders, studies have often focused on national numbers from the Census Bureau or the Bureau of Labor Statistics (BLS). “The key to the game was coming up with some new approach to the same basic data,” says Kane. “People were rediscovering the same fact over and over and over again.” For example, the Current Population Survey (run jointly by the BLS and Census Bureau) measures both income and years of schooling. As a result, Kane says, there are more scholarly papers on the economic benefit of extra years of education than anyone could possibly need. More recently, the No Child Left Behind Act, which requires math and reading tests between third and eighth grade, has provided a new pool of data for researchers to dive into.

Still, professors have to convince a district to open its files. “In fairness to the researchers,” points out Thomas Payzant, former superintendent of schools in Boston and current professor of practice at HGSE, “people in my world weren’t always the most welcoming. They were afraid the research might make them look bad.” Now, he says, schools are more eager to evaluate their programs using their actual data. The key, argues Kane, is to approach schools with an offer to solve the



Thomas Kane

This did not mean, Kane pointed out, that the district’s choices were unimportant. The real variance was *within* the programs: each trained some stellar teachers, each trained some duds. A teacher’s abilities, or lack thereof, become clear only

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