(and in GSAS), faculty members or teaching appointees are expected to do their own teaching and grading of students' work (unlike the delegation of grading to teaching fellows in many College courses, and the greater reliance on ancillary appointees for much teaching). And at institutions like Williams and Macalester, McPherson says, student evaluations of each teacher precede consideration for tenure; the process, he says, is "taken very seriously" by students and faculty alike. Some of these processes may be useful for FAS, others not. As Smith observed, the faculty will have to move forward with the steps its members endorse.

Even within the teaching-oriented elite colleges, McPherson says, it is "not common" to find systematic efforts to enhance teaching. In the annual report on his interim presidency, Derek Bok (who had recently addressed teaching and learning in his book *Our Underachieving Colleges*) noted professors' interest in new courses and other innovations but observed, "Unfortunately, faculties show much less initiative when it comes to seizing chances to adopt more effective teaching methods or to look for other ways to enhance student learning"—for instance, by embracing "active, problem-based instruction." (See "Taking Teaching Seriously," November-December 2006, page 60, and Bok's report at harvardmag.com/bok-report).

Of course, there are individual champions of innovative teaching. Cabot professor of biology Richard M. Losick, who is also head tutor in molecular and cellular biology, has been funded by the Howard Hughes Medical Institute (HHMI) to enhance science education. He and colleagues have revised the introductory life-sciences course; pioneered ways to illustrate problems and principles with graphics and animated tools; and paired entering students from relatively less strong secondary schools with faculty members for shared research, cementing the undergraduates' interest in studying science to a remarkable degree (see "The Excitement of Science," July-August 2006, page 56).

In "Changing the Culture of Science Education at Research Universities" (*Science*, January 14), Losick and fellow HHMI professors wrote about overcoming the valorization of research at the expense of

Yesterday's News

From the pages of the *Harvard Alumni Bulletin* and *Harvard Magazine*

1911 Harvard College dean Byron S. Hurlbut notes in his annual report that students in the past year averaged more than 30 class absences apiece. The *Bulletin*'s editors remark that all colleges contain students too stupid to gain anything near a perfect course grade, "but even stupidity is no obstacle to perfection in regularity of attendance."

1926 The athletic authorities of Yale, Princeton, and Harvard agree to charge $5 a ticket for their football games, prompting an alumnus to write: "I decidedly revolt against the idea of a son of mine…going to a college that is symbolized by a $5 football ticket."

1951 Burlesque queen Sally Rand appears at the Freshman Smoker and lectures the class of '54 on the evils of Communism.

1956 With women now admitted to morning prayers in Appleton Chapel, the Preacher to the University reports that attendance is up so sharply, he may move the service to Memorial Church.

1971 The Harvard Corporation sanctions the Harvard-Radcliffe "nonmerger" merger previously approved by the Trustees and Council of Radcliffe. The plan is designed to facilitate "full and equal participation of Radcliffe students in the informal as well as the academic life of the College." Concurrently, Radcliffe president Mary I. Bunting announces plans to resign in 1972.

1976 The Lampoon celebrates its centennial with "a weekend extravaganza," seceding from the Union, designating itself the State of Lampoon, and applying for membership in the United Nations. (Secretary General Kurt Waldheim allegedly refuses admission on the grounds that the UN is "enough of a circus already.") Undaunted, the State of Lampoon presents the Funniest Professor of the Century Award to John Kenneth Galbraith, who receives a purple-and-gold Eldorado Cadillac, a trip to Las Vegas, and $10,000.

1986 In an article on "Building Better Professionals," the editors note that the M.B.A. candidates graduating in June are the first class required to use personal computers for assignments.

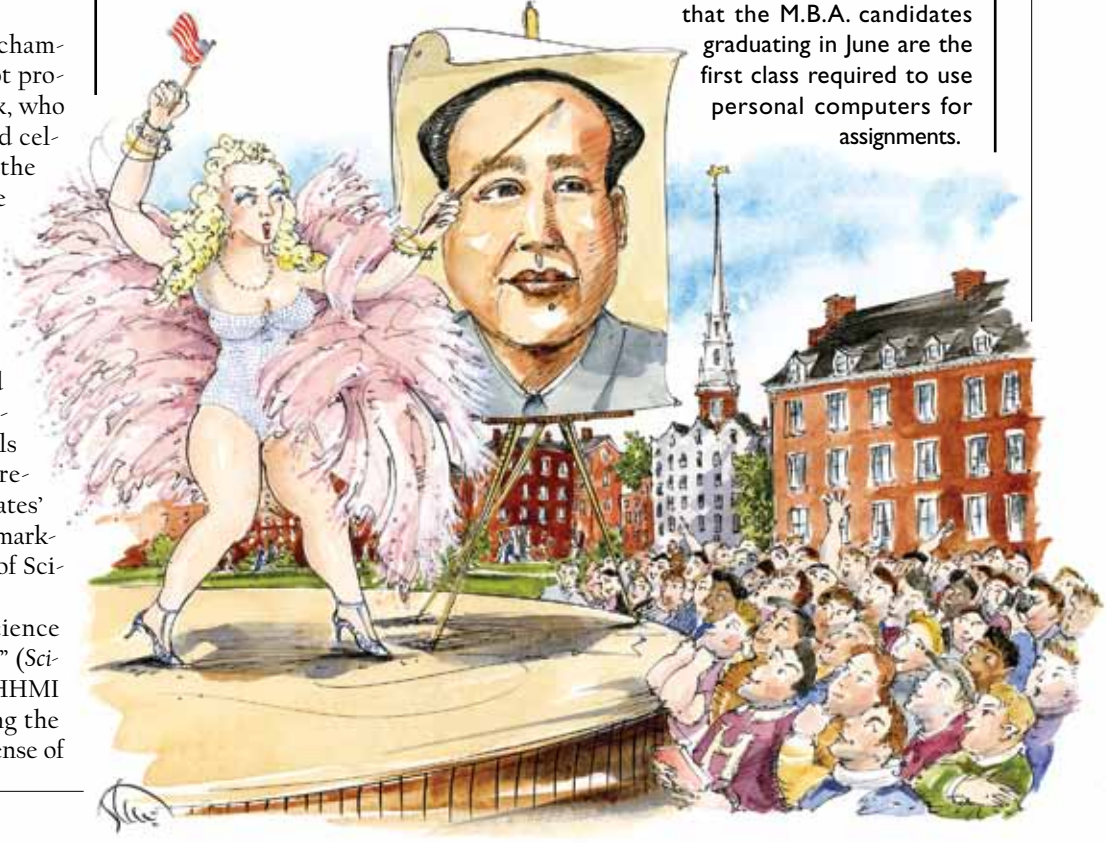

Illustration by Mark Steele