propositions become clichés because they’re true—that Harvard’s mission is to train leaders. For each of our professional schools, there are institutions to which they’re oriented: corporations, law firms, government agencies, hospitals or health organizations, denominations or nonprofit organizations, schools or school districts—and sound management and good finance, the ability to establish a vision and the techniques for carrying that vision through [are fundamental to each]. So questions relating to collaboration and thinking about leadership are going to be increasingly important in the years ahead.

The third important trend is an interest on our students’ part in crossing more than one profession or one institution over the course of their careers. You see it in the establishment of a joint-degree program between the law school and the public health school. You see it in the program that the business school and the education school have jointly run for school superintendents. You see it, very generally, in the big increase in interest at the law school in various kinds of public service that Dean Kagan has emphasized and in the nearly half of our medical students who spend time abroad within the four years of their medical school to work on what have traditionally been thought of as problems in public health. So the question of collaboration across our schools is going to be a common theme as they renew their curricular experiences.

At the same time, there are enduring challenges common to the professional schools. How does one maintain the right balance in a professional school between a faculty that is connected to the world of practice and a faculty that is at the highest standards of intellectual rigor, given that practitioners are often looking for easier expositions and are oriented not to the frontier but to the useful. That’s a matter on which our professional-school deans are exchanging ideas and information all the time. A lot that’s good comes in that cross-fertilization.

One other area that is also worth thinking about is the use of the University’s convening power. One of the wonderful things about Harvard is its ability to draw leading people from every walk of life to come here and participate in discussions.

As the American under-21 chess champion, Kenneth S. Rogoff decided to “miss most of the last two years of high school.” He left Rochester, New York, to support himself in Yugoslavia on prize winnings—perhaps an inkling of his international interests. Yale accepted his equivalency diploma; in college he played chess summers only (placing no lower than seventh in three U.S. Championships), indulging instead a new passion, economics, in which he was taught by future Nobel laureate James Tobin. Thereafter, Rogoff dropped out of MIT to play chess until he quit (cold turkey) to earn a Ph.D. in 1980. Professor of economics at Harvard since 1999, he has pursued “problems at the intersection of political economy and economics,” a phenomenon he saw firsthand during two years on leave as chief economist and research director of the International Monetary Fund, ending last fall. He has documented the “political budget cycle”: governments’ willingness to raise taxes, for example, relative to the electoral calendar, and “why voters fall for it.” His interpretation of international debt (more symptom than cause of developing countries’ weak growth) extends to speculation on “why countries like the U.S. can borrow enough to wrap a rope around their necks several times” while others cannot secure credit. As the new director of Harvard’s Center for International Development, he will focus research on “the big problem for the world over the next 100 years”: that two billion people are poor although “our world is a cornucopia.” On the home front, filmmaker Natasha Rogoff pioneered the Russian Sesame Street, but International Grandmaster Kenneth will teach children Gabriel, seven, and Juliana, five, the basic chess moves.