appropriate guidance and advice," the report noted, distribution "affords the opportunity" to suit general education to individual students' interests. The students say they want that freedom and will use it well (see Student Essays: On the Purpose and Structure of a Harvard Education at the website). But academic advising has long been considered a very weak link in the chain. A separate committee has advanced ideas for wholesale changes in advising, contingent on faculty participation, lest the archetypal physics concentrator, as the Crimson put it, fill out his schedule with "three narrowly focused courses each in government and music."

Those faculty members must also commit themselves to creating courses suitable for general education. The committee observed that the Core created a "governance structure" through which professors joined to recruit, review, and assess courses—an ambitious and largely successful process of peer review for general education," and no mean feat for a faculty with strong incentives to attend to their own scholarship and their graduate students. A new standing committee would "assure that sufficient courses be offered that are particularly appropriate for general education."

To make room for students to explore, the EPC proposed several constraints on concentrations—and immediately backed off a bit when faculty colleagues resisted limits on their teaching of disciplines. Professor of economics David I. Laibson presented all the recommendations at faculty meetings on October 25 and November 8. The most significant mandates are deferring students' concentration choice to the middle of sophomore year, from the end of freshman year; limiting concentration course requirements to 12 (from as many as 14, or even more); and creating "secondary fields," a system of minors comprising four to six courses as determined by departments, in lieu of joint concentrations (which require dual-subject theses).

By the second day of discussion, after objections particularly from science professors, the 12-course rule had been softened to guidance: departments are to try to winnow down requirements and prerequisites so students can explore the

### Elsewhere

Since 2001, College students' international experiences during their Harvard years—formal study abroad, research, work or public service, internships—have evolved from the "unusual" to the "almost routine." So reported Gutman professor of Latin American affairs John H. Coatsworth to the Faculty of Arts and Sciences (FAS) on October 25. He spoke as chair of the Committee on Education Abroad, in support of the curriculum-review "expectation" that each undergraduate should pursue a "significant international experience."

Given the opportunity, under liberalized rules for study abroad introduced four years ago—and frequent jawboning by FAS dean William C. Kirby and President Lawrence H. Summers—students have obviously responded. Data presented by Jane Edwards, director of the Office of International Programs (www.fas.harvard.edu/~oip/), revealed that the number of students studying abroad for credit has nearly tripled, driven by surging enrollment in summer programs, which now attract more participants than term-time studies (see chart). Europe remained the destination of choice (about 60 percent of study-abroad students), with notable growth in Asia and Latin America. By field, nearly half of the travelers were in social sciences, and just 11 percent in the sciences.

After adding to study-abroad students those pursuing research, internships, work on Let's Go guides, and various kinds of service, the number of "sponsored" experiences abroad for 2004-2005 totaled 933. That is more than halfway toward FAS's goal of getting the equivalent of an entire College class out into the world each year. To achieve this in the next five years, Edwards foresaw new programs in venues ranging from Botswana and Cameroon to Argentina, India, Belgium, and Brazil, and covering interests in science, human rights, public health, and sustainable development.

An important partner in these efforts is the summer school, whose dean, Robert A. Lue, outlined growth in Harvard faculty-led programs from seven in 2004 to 10 last year; College enrollment rose from 41 to 106. The large new effort in Beijing, which enrolled more than 30 Harvard students, is accelerating the school's ambitions: six new offerings are planned for next summer, ranging from biological fieldwork in the Dominican Republic to an East Asian studies course in Korea.

Coatsworth reminded the faculty that international experiences provided students with exposure to the unfamiliar in the best liberal-arts tradition, a sense of global citizenship, and increased capacity to live and work in more diverse surroundings. To sustain and deepen student interest, he called for further incentives: financial aid and acknowledgment of "significant" experiences, carefully defined, on transcripts. And he urged extensive faculty engagement to enhance the quality of students' programs by identifying the best opportunities, helping to create new ones (like those in the summer school), and linking their own teaching to students' experiences abroad. On the latter point, Coatsworth offered his fellow professors their own incentive: grants from an "international innovation fund" to develop courses extending beyond the boundaries of the United States.