higher education have no roadmap to this “hidden curriculum.” That was certainly so for the young Sonia Sotomayor. But a twenty-first-century Sotomayor might be welcomed by Gonzalez to the seven-week summer Freshman Scholars Institute (FSI). If not among the 80 students invited for FSI, she might participate in an online version, and then, once enrolled, join the Scholars Institute Fellows Program—also led by Gonzalez, with associate director Nimisha Barton. (SIFP is a four-year series of workshops, faculty mentorships, and other experiences that extend the FSI immersion and broaden it to all similar undergraduates throughout their Tiger years. Underscoring its interest in such students, Princeton’s materials for applicants highlight first-gen students and faculty, and describe SIFP.)

Together, since 2015, drawing on their common experiences through their Ph.D. degrees and as Princeton writing teachers, Gonzalez and Barton have scaffolded opportunities that help all first-gen and low-income undergraduates adapt to their new surroundings, take responsibility for their education, train for leadership, and make the most of the university’s resources. Alongside coursework, FSI has seeded extracurricular learning: students receive “Bingo Plus” cards on which they must check off attending sessions about the undergraduate research office, nutrition and wellness counseling, fellowships advising, the writing center, and many other resources.

FSI, like Georgetown’s summer immersion, dates to the late 1960s, when Princeton began orientations for minority students prospectively interested in engineering. It now incorporates two courses: “Ways of Knowing” (WK), a sort of interdisciplinary analog to Harvard’s freshman Expository Writing, with close writing and reading; and since 2015, one of three purpose-built quantitative or scientific offerings: a foundational engineering lab; a life-sciences research course; or a course in data, visualization, and quantitative methods. (Each confers full credit; students know the stakes, learn about college grading, and earn breathing room during subsequent se-

Illustration by Mark Steele

1927 “To vagabond,” i.e. “to rove around classrooms where one does not belong,” has entered the undergraduate vernacular. The Bulletin reports a noticeable increase in the practice during the fall, in part because Crimson editors have begun printing daily lists of lectures deemed to be of general interest.

1942 Thirty-nine members of the Harvard Auxiliary Fire Department, organized to supplement the regular Cambridge department in case of fire from enemy air attack, receive their badges at a special dinner with University officials and Cambridge firemen.

1947 The Band expresses student opinion on a suitable World War II memorial by spelling out “Harvard Needs a Student Activity Center” during half time at the Princeton game.

1952 Oliver Bolton ’39 (R-Ohio) is elected to Congress, joining his mother, Frances Payne Bolton (re-elected for a seventh term), as the first mother-and-son representatives in U.S. history.

1957 Harvard Student Agencies Inc. has been chartered as a private non-profit Massachusetts corporation. HAS plans to work closely with Harvard financial-aid officers to assist needy students by encouraging and helping to organize student-conducted business enterprises.

1962 A bequest from bacteriologist and immunologist William A. Hinton ’05, M.D. ’12, Harvard’s first black professor, has set up a Dwight D. Eisenhower Scholarship Fund for graduate students, to recognize that administration’s accomplishments toward acceptance of the principle of equal opportunity for all.

1967 Meeting at Harvard, the National Association of Graduate School Deans unanimously proposes scrapping existing selective-service laws in favor of a lottery.

1992 Tommy’s Lunch, “a Mount Auburn hangout for generations of Harvardians,” closes its doors on Thanksgiving weekend, without fanfare, after 35 years of feeding hungry undergraduates.