Yesterday’s News
From the pages of the Harvard Alumni Bulletin and Harvard Magazine

1915 The University’s new professor of hygiene institutes precautionary measures in the weekly inspection of milk, butter, and cream supplies in various Harvard dining halls to forestall the “epidemics and ‘flashes’ of typhoid which have wrought havoc in other colleges.”

1925 The Massachusetts legislature passes an act to permit construction of a footbridge over the Charles River from the Cambridge side to the site of the Business School’s proposed buildings.

1935 President Conant’s proposal to eliminate Latin as an entrance requirement for A.B. candidates creates a furore... The Faculty Council decides that knowledge of either Latin or Greek will remain a requirement for the A.B. degree.

1960 The Faculty of Arts and Sciences approves Social Studies as the second interdepartmental honors concentration for undergraduates, almost 60 years after History and Literature became the first.

1965 Chanting “Raise Cops’ Pay,” a shifting group of about 200 undergraduates stage a spring “riot” on Sunday, May 9, between 10 p.m. and 1 a.m., heading to Radcliffe twice and to Lesley College once for panty raids, largely unmolested by either Cambridge or Harvard police. The outbreak apparently forestalls a planned sit-in at Lamont by a Radcliffe group, WILL (Women to Invade Lamont Library).

Harvard asks the Cambridge City Council for permission to spend $2 million to depress Cambridge Street and build a pedestrian mall over it from Littauer Center and Phillips Brooks House to the fire station.

1985 A small protest fails to keep South Africa’s consul general from a Harvard Conservative Club luncheon at Lowell House, and the crowd grows to nearly 200; some block a Harvard police car, others scuffle with a police escort. (The consul leaves via steam tunnel.) The incident prompts the reconvening of the Committee on Rights and Responsibilities (set up in 1969) for the first time in seven years.

2000 A University committee recommends extending job training and health-insurance benefits to almost all University employees, including casual workers and those employed through subcontractors. Hundreds of students, meanwhile, turn out to hear Matt Damon ’92 endorse the living-wage campaign being sponsored by the Progressive Student Labor Movement.

many insights Harvard has acquired into what does work in online education. Byers professor of business administration Bharat N. Anand, who became vice provost in October 2018, has articulated a strategy focused on:

• emphasizing learning rather than teaching: moving from the broadcast model of disseminating lectures or other classroom teaching toward inductive, problem-solving learning experiences. The technologies now exist to record faculty members’ instruction, so they don’t need to be available online live, even as their courses engage widely dispersed students in active exercises and peer-to-peer interactions, making for immersive learning at a large scale.

• and being flexible about where learning occurs and in what formats—for example, by creating shorter units rather than semester-length classes; creating foundational modules on basic concepts that might be useful entry points to multiple courses (on campus or online); and addressing prospective learners with diverse needs.

Drawing upon HarvardX, the large extension operation, and the University’s schools—including Harvard Business School, where he led development of HBS Online and its pedagogically driven platform—Anand and Tingley are far advanced in developing a new generation of online learning experiences, created and taught by colleagues from across the faculties.

Their common feature, as Tingley put it, is “start[ing] with a learning experience when it is a matter of discovery for the student, rather than leading with, ‘This is the thing you should discover.’” Thus, as teachers guide a course, the online platforms can now enable pedagogies that incorporate quick-reaction quizzes and pop-up “cold calls” to stimulate student thinking and expression, plus social-media-like ways of encouraging consultation with other learners online at the same time.

As opposed to long-form, didactic, lecture-based instruction, these features emulate some of the liveliest attributes of the case-method form of instruction pioneered at HBS, which effects “a powerful combination of inductive teaching and peer...