

**MENTAL HEALTH:
A PARENTS' GUIDE**

**FROM REFUGEE CAMP
TO PRINCETON CAMPUS**

**PAW INTERVIEW:
PRESIDENT EISGRUBER '83**

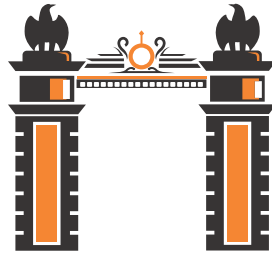
PRINCETON ALUMNI WEEKLY



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PRINCETON ALUMNI WEEKLY

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Hitting the High Notes

Opera singers make up a relatively small club; countertenors, even smaller. Two of the world's best attended Princeton.
By Mark F. Bernstein '83

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President Christopher Eisgruber '83 in conversation about his role in public life, campus speech, intellectual diversity, and other topics.

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Q&A: Rockonomics

Economics professor Alan Krueger talks about his research on the economics of the music industry, including a look at the secondary ticket market and why he thinks Taylor Swift is an "economic genius."

An Architect Abroad

Paulette Singley *98 mentored inspiring women at the American University of Sharjah.

Enlightened

John Witherspoon's arrival in 1768 was a "dream come true" for Princeton, Gregg Lange '70 writes.



Can You Taste It?

Rachel Sophie Isaacs Schwartz '18's creative thesis connected the ephemeral qualities of food and dance.

Celebrating Religious Pluralism

Each fall during Opening Exercises, the University Chapel hums with the soaring sound of organ music and dances with the swirl and flourish of colorful kites. Student speakers read prayers from multiple faiths and spiritual traditions, and entering freshmen pause amidst the festive buzz of Orientation activities for a contemplative gathering devoted to the University's ethical commitments and mission.

The interfaith character of Opening Exercises reflects an inclusive vision championed by Dean of the Chapel Frederick Borsch '57 in the 1980s and carried forward today by Dean of Religious Life and the Chapel Alison Boden. Dean Boden strives to make it possible for Princetonians to pursue their faiths and spiritual projects, however they define them. Through worship services, interfaith dialogue, lectures, choirs and concerts, sacred text study, and more, the Office of Religious Life (ORL) enables a wide spectrum of theological opinion to flourish and encourages respect for diversity and ethical reflection.



Student members of the interfaith Religious Life Council gather in Murray-Dodge Hall.

For many members of our community, the ORL plays a vital role in making meaning in life. The ORL staff believes that all people experience a continuous process of seeking to understand who we are and why we are here. This journey of reflection and self-discovery happens in many ways—religious, spiritual, ethical, and secular—and ORL supports all of them.

Some find meaning through worship—ranging from the ecumenical Christian worship service held in the Chapel each Sunday and the weekly Jummah Prayer led by Imam Sohaib Sultan to regular Shabbat services in the Center for Jewish Life and the Saturday morning Satsang led by Hindu Chaplain Vineet Chander. Others study the Bible, Bhagavad Gita, Torah or Qur'an.

Throughout the formative college years, the ORL encourages students to explore who they are and how to integrate their belief systems into daily life. For example, international travel opportunities allow students to put their values into practice.

Under Dean Boden's tenure, delegations have examined the intersection of religion, human rights, and social change in Cuba, worked with the International Network of Engaged Buddhists in Thailand and Myanmar, and explored arts, religion, and culture in Ghana, to name just a few. Recent trips organized by the Center for Jewish Life have

traveled to Morocco and Greece to immerse themselves in Jewish history. This fall, Dean Boden will lead an interfaith delegation to Oman to study reconciliation and healing in the wake of conflict, and Associate Dean of Religious Life and the Chapel Theresa Thames will guide a civil rights tour of the southern United States.

The opportunity to learn across difference lies at the heart of each of these experiences. The ORL believes that religious and theological diversity fosters productive and illuminating conversations. In these interfaith interactions, the ORL welcomes individuals' deeply held religious beliefs while cultivating an ability to listen to differing viewpoints in the spirit of respect and dignity.

To support an environment inclusive of all faiths and identities, recognized student groups, including religious organizations, are open to all students. While organizations do not need to be registered with the University, those that receive this formal recognition must abide by *Rights, Rules, Responsibilities*, which prohibits discrimination on the basis of identity characteristics, including religion. For example, Koleinu, Princeton's Jewish a cappella group, and the Chapel Choir, which performs every Sunday at the Chapel's main service, embrace members of all faiths.

Many of our students celebrate these religious and theological differences and embrace the potential for interfaith dialogue. Some of these exchanges take place through organic encounters in the Center for Jewish Life or Murray-Dodge Hall, both of which have been renovated in recent years to improve accessibility and create dynamic communal spaces. Others occur through more formally structured forums such as the Religious Life Council (RLC).

The RLC is an undergraduate organization committed to fostering conversation among students of all faiths. The RLC reflects a long tradition of interfaith dialogue at Princeton that dates back to 1981, when Dean Borsch established an Interfaith Council. This group met at his house for regular dinner discussions on what they called "Big Questions."

Today, the RLC convenes weekly dinners under the leadership of Associate Dean of Religious Life Matthew Weiner. Members from across the spectrum of religious belief make an intense commitment to fostering civil dialogue and cultivating interfaith friendships. The RLC also hosts public events including Interfaith Thanksgiving, Interfaith Day of Service, and a range of lectures. This robust slate of programming remains a national model for interreligious student work.

Visitors to Princeton's campus often remark upon the dazzling diversity and vibrant strength of religious expression on our campus. What they observe is a credit to traditions with deep roots at this University, and to Dean Boden, the staff of the Office of Religious Life and other Princeton religious organizations, and the many community members and leaders who renew and supplement those traditions for today's students, faculty, and staff.

Inbox

A PIVOTAL PERIOD

Thanks for sharing Greg Conderacci '71's marvelous recollections of a pivotal period in Princeton's history that dramatically changed the course of both the University's and America's history ("Never Going Back," July 11). I would love a series of recollections (perhaps in the form of memoirs) that recall how the aftermath of events in 1968 brought sweeping change (e.g., campus protests, coeducation, affirmative action, student-faculty relations, "town-gown" relations, community outreach, "Princeton in the Nation's Service," etc.) to the heart of what today is represented by a Princeton University education.

Perhaps the current officers of the classes of 1968 to 1972 could collaborate with the Alumni Council to reach out and compile memoirs on that pivotal period in Princeton's history from their classmates.

John T. Mavros '71
St. Petersburg, Fla.

Thanks for a great article. But I'd like to take exception to one comment, and to provide a little clarification on another point. I was a Ph.D. student in economics and began at Princeton in September of 1967.

"In the fall of 1967, the antiwar movement wasn't really serious" is news to the thousands of us who demonstrated at the Pentagon in October 1967 (recounted in Norman Mailer's *Armies of the Night*). I think a more accurate statement would be that the antiwar movement hadn't yet succeeded in convincing a majority of Americans that

the war was folly.

As a freshman at the University of Michigan and a member of Students for a Democratic Society, I passed out handbills in the spring of 1965 for the nation's first teach-in on the war in Vietnam. I always thought of that teach-in as the beginning of the antiwar movement.

The clarification concerns draft deferments for graduate students. Prior to the fall of 1967, graduate students would get multi-year deferments that would allow them to finish their Ph.D.s, and by the time they finished they were older than what the Army wanted and weren't drafted. Grad students who began in the fall of 1968 received no deferments. Those of us who began in September 1967 received a one-year deferment. Several of my classmates signed up for ROTC, to ensure that they would be able to finish at Princeton and not be drafted prior to that. One left to go to the Peace Corps, another to Vista. I applied to my draft board as a conscientious objector, was turned down, appealed, and while the appeal was pending the lottery came in and I won the lottery.

David Shapiro '72
Santa Fe, N.M.

Vestiges of honor require that I address an inaccuracy in the excellent "Never Going Back" that credited me with patrolling the Mekong Delta during the Vietnam War. While it is true that I served as the youngest fleet commander in the USNR during that conflict, it is also true that my flagship was a Boston Whaler, my fleet

FROM PAW'S PAGES: 9/29/1970

Not on Pot

DEAR SIR:

It rather surprised me to read in PAW (6/30/70) that I wrote a letter expressing disapproval of the recent student "strike" and the university's handling of it. Unless I am sadly mistaken, I can't recall writing such a letter—I haven't yet gotten to taking hallucinatory drugs or smoking pot, and liquor is expensive—so I am unable to explain this communication. As a matter of fact I think the "strike" and the way the university acted during it were acceptable, all things considered.

MULFORD COLEBROOK '26
Princeton, N.J.

eight-oared shells out of the U.S. Naval Academy, and there was no more risk to my skin than could be afforded by pincers of famously irascible Maryland crabs.

Peter Raymond '68
Dedham, Mass.

Editor's note: The experience of patrolling the Mekong Delta in a riverboat was that of George Lynn '68.

HALTING THE P-RADE

The letter from Alan Flippen '84 on the P-rade cancellation (Inbox, July 11) was ill-advised. I have served on the board of Lightning Strike and Electric Shock Survivors International and written a widely referenced article on the medical aftereffects of a lightning strike ("Overlooked Diagnoses in Chronic Pain: Analysis of Survivors of Electric Shock and Lightning Strike," *Journal of Occupational and Environmental Medicine*). I am not risk-averse, having played varsity lacrosse at Princeton, raced F production cars, and shot the Big Five in Kenya, but to be outside in a lightning storm is foolhardy. Most lightning strikes occur on the periphery of the storm. Kudos to the people who canceled the P-rade.

Nelson Hendler '66, M.D.
Cambridge, Md.

As an occasional dilettante in rock climbing, hang gliding, and a few other activities commonly perceived

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FROM THE EDITOR

Princeton Voices

A Tiger hungry for news of Princeton can find it in several places: in PAW, of course, but also on the University homepage, Princeton.edu; in our student paper, *The Daily Princetonian*; and in the pages of national and local media. But there's only one news source that's equally hungry to hear back from you, and that's the one you are holding in your hands or reading on your screen right now. This is your magazine — funded in part by your class dues — and your voice matters.

To provide another forum for alumni voices, we have brought back an essay feature, beginning on page 41. We call it "What I Learned," which we interpret broadly: Tell other alumni about something you've come to know through your time at Princeton or in the years since graduation. Send your ideas to pawessay@princeton.edu. We have also changed our back-page history feature to focus on individuals with a connection to Princeton, especially people whose names might not ring a bell. We welcome your suggestions for other "Princeton Portrait" subjects.

This issue includes an interview with one alum whose voice carries extra weight on campus: President Christopher Eisgruber '83. Eisgruber addressed a range of Princeton-specific topics in the discussion, but it was his take on a broader topic that resonated most with PAW editors: his views on economic opportunity and the realities facing parents hoping to send their children to college. Share your thoughts on the president's comments by writing to PAW or posting a comment at PAW Online.

Finally, PAW occasionally surveys alumni who have agreed to be part of a readers panel about content in the magazine and on our website. These comments help us make changes and improve what we do. To join the panel, and to send ideas of any sort, write to paw@princeton.edu.

We look forward to hearing from you. — Marilyn H. Marks *86

as dangerous, I share some of Alan Flippen's sentiments regarding an excessive aversion to risk in our culture. However, Princeton's decision to cancel the P-rade should not be held up as an example of collective milquetoasting.

Flippen would do well to remember some of lightning's properties. Above all, it is capricious, sometimes striking miles from the central thunderstorm (the FAA advises pilots to remain 20 miles clear of thunderstorms). Relying on weather-radar apps with their inherent delay can instill false confidence, and the fact that 99 times out of 100 nothing happens, provides confirmation bias for risky behavior (see "black swans"). I've been caught in several life-threatening lightning situations on fourteens [mountain peaks at least 14,000 feet in elevation] in Colorado and in the California Sierra, including an episode where a dozen people were struck. I'm continually slack-jawed by the cavalier attitude held by many toward lightning.

My personal decision to advance or retreat may be made differently than the University's, where thousands are potentially at risk. That said, the decision was poorly communicated and haphazardly implemented, and should be reviewed.

Rainer Malzbender '79

Niwot, Colo.

I completely agree with Alan Flippen. The P-rade was canceled prematurely. This was my landmark 50th reunion, so not having the chance to march in the P-rade was extremely disappointing.

Steven J. Feldman '68

Manalapan, N.J.

WHAT COLLEGE IS WORTH

President Eisgruber '83's 2018 Commencement address (President's Page, July 11) fails to address or even mention the central source of doubt about the value of a college degree: selection bias. Undoubtedly college graduates earn more, on average, than non-graduates. But they are not otherwise a representative cross-section of their entire age cohort. They are the strivers and achievers of their cohort before they ever get to college. In fact, that is the basis on which they were

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selected for acceptance into college in the first place. It seems likely that they would out-earn those that were not selected, even if they never set foot thereafter in a college classroom at all.

I'm not convinced that the substantive content of college courses (other than in the STEM fields) adds much value to or for the graduate. The real value of a college degree is that it suggests that the graduate has the stamina and ability to run and survive the gauntlet. College is just an additional selection mechanism.

Mikk Hinnov '66
Scituate, R.I.

Mikk Hinnov '66' [in an online comment] ignores one factor: Going to a college with a good reputation does not make you better educated, but it does give you contacts that could help you well into your future. This is why families and individuals will go into heavy debt to attend the schools with the best reputations if they can get in. As always, it is not what you know but whom you

know and where you got to be known as a college student. That all this is true is not uplifting, but at least it is factual.

Norman Ravitch *62
Savannah, Ga.

PUBLIC-SCHOOL MAJORITY

Part of the "legend in our own minds" in the Class of 1966 is the belief that we are the first class with a majority of public-school graduates. Recently we heard a member of the Class of 1967 make the same claim.

Recalling consternation among alumni on this topic when we were undergraduates, we wondered if other classes from our era might also claim this distinction. We did some research, finding articles about each class when it was admitted in *The Daily Princetonian's* archives and counting schools in our *Freshman Herald* ('66 did have a public-school majority, but the margin — 100-plus — seemed too large to have occurred in a single year, suggesting we were not the first).

The data we found indicate that

the Class of 1962 was most likely "the first class with a majority of public-school graduates." The Class of 1961 was described in a *Prince* article as "about 50-50," with context suggesting preppies had a slim edge, and the same report stated that preppies were "back in the majority" in the Class of 1960, suggesting that '59 may have tilted slightly to public-schoolers.

It seems clear that the balance shifted firmly with 1962. Prior to 1959 all classes had preppie majorities, generally by wide margins. Every class after 1962 has been majority public-school.

We share this with the alumni as a whole possibly to burst a few bubbles, and to offer any class that wishes to support a different conclusion the opportunity to prepare a rebuttal.

Jon Holman '66
San Francisco, Calif.
Edward Groth III '66
Boston, Mass.

Editor's note: The staff at Mudd Manuscript Library provided data for

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PRINCETON ALUMNI WEEKLY

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Inbox

the following chart, noting that when foreign-school graduates were considered, the classes of '59 and '61 saw "a greater number, though not a majority, of public high school graduates" matriculate and that '62 was the first class with a public-school majority (50.8 percent).

APPLICANTS MATRICULATING FOR THE CLASSES OF 1959-1962

Type of School	'59	'60	'61	'62
Independent	380	380	369	360
Public	383	361	370	388
Foreign	13	19	28	16

THE NEW CLASS STONES

It is perhaps interesting to note (irony of ironies or poetic justice?) that during the several months of the current project to replace the roof and restore the cupola at Nassau Hall, with scaffolding and fencing surrounding the entire

building, the almost 150-year history of class ivy stones at Princeton University on the exterior of Nassau Hall will not be viewable.

During this period, the only class stones that will be visible on campus are those recently installed along two walkways in front of Nassau Hall of the 17 older classes (ranging from 1946 to 2006) without a marker on the building as well as the Class of 2018 — the new Princeton tradition.

Charles Plohn Jr. '66

Princeton, N.J.

A REUNIONS HAIKU

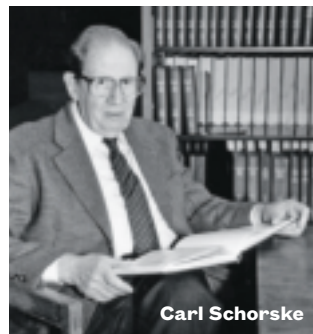
Standing in a swamp.
Recap life. Change friends. Repeat.
Wait, is this my beer?

Robert Nelson '90

Mohnton, Pa.

THE SECOND TIME AROUND

Touched by the Spark of Learning



Carl Schorske

You remember the first time it happens to you at college. No, not that — the other spark. It happened to me in the early 1970s in Professor Carl Schorske's class on Viennese intellectual history at the turn of the 20th century. There he showed, with remarkable eloquence and erudition, how Freud, Klimt, Schoenberg, and other seminal figures had changed Western intellectual life forever.

After we left college, many of us went on to have traditional, even distinguished, careers, but I venture to guess few had many more Schorskean moments.

Forty-five years after departing from Princeton, I felt something akin to that first spark. Through a CUNY program allowing seniors like me to audit undergraduate classes, I ended up in a class at Hunter College on "Narratives of Adultery in 19th-Century Literature." Into the class strode young and hip, Armenian-born Professor Margarit Ordukhanyan. "So," she said wryly, "if you've come to talk about sex, you're in the wrong place." Of course, that's all we talked about during the remainder of the semester as we pored through novels by Flaubert, Tolstoy, and Hardy.

Though the two professors have different teaching styles, they have something fundamental in common: They both revere the artists whose works they are explaining. Sitting in class, you hear this: The artists you are studying are people who take ideas seriously and practice their craft at the highest levels. Put in the time to try to understand what they are trying to create and you will be rewarded, even changed. At the end of each class you feel it: You are being consumed by an intellectual delirium.

Bruce Cogan '73

New York, N.Y.

To share a learning experience after Princeton that left a lasting mark on you, write to PAW or email paw@princeton.edu.

On the Campus



The historic visage of Nassau Hall took on a different look over the summer as scaffolding allowed workers to begin replacing the slate roof and renovating the cupola. The project is expected to be completed by spring.

Photograph by Ricardo Barros

Distress Signals

What parents are entitled to know about their student's mental-health issues

Atending Princeton is a life-changing experience, but it can be a challenging one. With mental-health concerns among college students increasing nationwide, many Princeton parents may wonder how they can help their children living on campus, and what they're entitled to know about their children's health.

During the 2017–18 academic year, more than 2,000 students visited the University's office of Counseling and Psychological Services (CPS). But parents often don't know about their children's struggles: The Family Educational Rights and Privacy Act (FERPA), a federal law governing student privacy, prohibits colleges from sharing information in student records with parents except in narrow exceptions. These exceptions include a health or safety emergency; if parents document that the student is claimed as a tax dependent; or if the student provides written authorization. Even in these cases, colleges can use their discretion in deciding whether to release records or notify family members.

At Princeton, if a student is believed to be at imminent risk for harm to self or someone else, the normal protocol is a

WHAT PARENTS CAN DO

Talk to your student — ask how you can be helpful and be direct about your concerns.

Encourage your child to take advantage of University resources (such as CPS or residential-college staff).

Empathize and be as supportive as possible.

Let your student know you love her/him — care packages, texting, and phone calls go a long way.

Feel free to share concerns about your student with the residential-college dean. In an emergency, contact Public Safety if there is a concern about the immediate safety of your child.

referral for inpatient hospitalization, said CPS director Calvin Chin. The student would be transported to the emergency room for evaluation, and if he or she then consents to hospitalization or if an involuntary commitment is necessary, the student would be admitted to an inpatient facility.

University policy is to notify parents whenever a student is hospitalized, Chin said, and the director of student life in the student's residential college would contact them within 24 hours.

Most health and safety emergencies will involve a hospitalization, Chin said, but it's possible that residential-college administrators could have "serious concerns" about a student's health and safety without a hospital admission and would seek a meeting with the student and parents to address the issue.

Absent an emergency, he said, he does not believe residential-college administrators would communicate with parents without the student's consent because of FERPA. CPS also does not communicate with parents without the student's consent.

"We're bound by confidentiality because of the ethics of our profession and the laws that govern psychotherapy," Chin said. "However, we absolutely recognize that families can be an incredibly supportive part of a student's experience."

The demand for counseling services spikes with academic deadlines — before midterms, finals, and when other academic work is due. CPS staff will often direct students to campus resources, such as the Writing Center, the McGraw Center for Teaching and Learning, or staff within the residential colleges.

In addition, more than 1,000 faculty, students, and staff have completed Princeton Distress Awareness and Response training, which instructs bystanders how to recognize signs of distress in students and how to connect them to the resources they may need.

Chin said parents should take cues from their child on how they can be most helpful if the student is in distress.

"I would look for changes in behavior or presentation," he said. "If their child is normally outgoing and gregarious and then suddenly seems more shut down, that could be a warning sign. Is the student sleeping through class? Falling behind in their work? Withdrawing from their friends? All of these could be warning signs. I would encourage parents to ask about how their students are doing. Usually, students will be open about whether they are feeling sad or anxious or overwhelmed." ♦ By A.W.



Calvin Chin: "Look for changes in behavior or presentation."



Q&A: ASAD HUSSEIN '22

'When We Think of Refugees, We Don't Think of Princeton Students, Do We?'

The parents of Asad Hussein '22 fled the war in Somalia in 1991 for Dadaab, a refugee camp in Kenya. That's where Hussein was born and spent his life — until he arrived in Princeton in early July to take part in the Freshman Scholars Institute. Hussein is the fourth person in his family to move to the United States — in 2005, his sister Maryan moved here from Dadaab; his parents arrived last year. Hussein, whose birth name is Mohamed Hassan, adopted the pen name "Asad Hussein" when he began writing for publications such as *The New York Times* and *The Guardian* after graduating from high school. He talked with PAW about growing up in Kenya and what he hopes Americans understand about refugees.

Frank Wojciechowski

What was it like growing up in Dadaab?

I had a happy childhood. But in the background, there was a lot of hardship. Sometimes you would see people who couldn't afford food. The refugees were not allowed to work, to do anything. So because they had a lot of energy and a lot of different talents, they put those talents into other things — in art and into education especially, and in religion too. What kept them at the time was so much faith, so much art, and so much investment in education. You would see old people learning from the younger ones; younger people learning from the old. And I think that shaped the way I think about education and generally about the education process. If you were

On the Campus

good at one subject, you could teach the other person. That person, if they were good at a subject, they would teach you too. It's something that's still happening in Dadaab, and I'm very proud of that.

What was it like for you in high school?

It was pretty strange — just when I was starting high school, there was an insecurity in the camp, and the teachers deserted the schools. We had to sort of be on our own and do everything on our own. So a typical day would be just going to school if you felt like it, and not going if you wanted because there were no teachers.

What did you do after you finished high school in 2014?

I spent most of my time looking for a way to get a higher education. After completing high school, there are not many options for you. You're not allowed to move around in Kenya as a refugee. You're not a Kenyan citizen. What you are is just a refugee. There were scholarships in the camp, and I applied for those scholarships, but I didn't get them. But when things didn't work out, I just kept on writing. I was writing for international newspapers, as well as the local newspapers in Kenya, and that's what I spent the last five years doing. I was also teaching English at my former high school.

continues on page 10

'A SYMBOL OF RESILIENCE'

I mainly knew my sister through the stories my mother told. She said Maryan loved to get in fights when she was young, prompting the nickname Askari, or soldier. In sixth grade, because teachers made sexual advances and disparaged her, she dropped out of school. She sold potatoes to support us and helped bring up my two younger siblings and me. She survived a civil war and a destitute life in a refugee camp. So I always thought of Maryan as a symbol of resilience, a woman who, in the words of the Somali poet Hadraawi, can kill a warrior and protect a herd of camels.

Excerpted from a piece by Asad Hussein '22 in The New York Times Magazine, Nov. 20, 2016

On the Campus

continued from page 9

What was it like for your family when you were accepted to Princeton?

My parents didn't go through formal schooling like I did, and they still don't really know what Princeton is. I suspect, though, that they are very happy for me, and they know that this could be my gateway out of Dadaab. Getting into Princeton has been a big deal for me. But I always think of home and of the injustices that are still there. And when you are at a place like Princeton, which is a place of plenty, you think of the scarcity back home, and you get angry at it.

What would you like to study?

I still have no idea what I want to study, but if it involves writing and ideas and reading, I think that's something I would wish to pursue. I'm here to learn and to keep an open mind.

Will you go back to Africa one day?

I may go back to Africa. I always have been a refugee. I don't have a country, in a way. I'm from Somalia, because my parents are from there. I'm not from Kenya, because Kenya has put in place policies that keep refugees from contributing to the society. I'm a Somali, but the experience connects me to Kenya. And that I think is what connects me to Kenyan students who are here.

What should we know about refugees?

When we think of refugees, we don't think of Princeton students, do we? We think of scary people, or people who are out to harm us and to do us bad. But being a refugee is just being cast by life — being thrown out of your home, and looking for a home now. And it can take ages: You can spend your whole life moving around. Americans move all around the world, and we don't think of them as refugees. Refugee is [a term] for the people that were thrown out by war and who have been uprooted from their countries by war. But a refugee is a person just looking for home and safety. And I hope we would accept them as one of our own, too, because their kids could come to Princeton. ♦ *Interview conducted and condensed by A.W.*



LISTEN to the full interview at paw.princeton.edu

Emmanuel Onaivi, a professor at William Paterson University, discusses a point with Du Bois scholar Grace Farr.



Preparing to Lead

A summer program at Princeton encourages 'the best and brightest'

Before he was a student at the University, Rhodes scholar Jordan Thomas '18 spent two summers on Princeton's campus to take part in the W.E.B. Du Bois Scholars Institute, a five-week academic program designed to prepare high school students to be leaders in their communities. Thomas, who is about to begin graduate school at Oxford, says the Du Bois Institute's rigorous academics, college-prep programming, and emphasis on service were a major influence in his decision to attend Princeton over Harvard and Yale.

The program "really has a foundation built on giving back — that idea that through your own skills and talents, you will improve your own circumstances but then help others rise to the circumstances," said Thomas, a graduate of University High School in the Newark Public Schools district. "When I think about where I got this value of making a difference and paying it forward — it all began with the Du Bois program."

The institute — which was inspired by Du Bois' idea that the most effective

leadership will come from "the best and brightest minds" — was founded at William Paterson University in 1988. It moved to Princeton in 2000 and has been held on campus every summer since.

"Princeton shares our vision, in that they want to cultivate the best and brightest to solve the problems that confront our society," said Sherle Boone, a retired psychology professor who is the founder and executive director of the Du Bois Institute. At least 10 Du Bois scholars have gone on to attend Princeton.

Participants come from families and communities that "have experienced historical barriers to achievement and opportunity," the institute website says. This year's 58 Du Bois scholars range in age from rising eighth-graders to high school seniors; 53 are black students, four are Hispanic, and one is Asian. Younger students take core classes in math, writing, reading, and African American culture and identity. Older students can choose from one of four tracks in

Photos: Sameer A. Khan



the Scholar Academy: management/business, engineering, pre-med/neuroscience, or leadership (which focuses on issues in the social sciences and humanities).

Among the teachers are Princeton professors and graduate students, including African American studies professor Ruha Benjamin, who taught a course this summer called “Dynamics of Race, Ethnicity, and Gender.” She said the fact that her Du Bois students had similar racial and ethnic identities helped promote a different kind of thinking in the classroom.

“There’s a kind of intellectual freedom that comes when you don’t have to censor yourself because of race and racism,” Benjamin said. “When you’re in an environment with majority black students, you realize how different everyone is. Whereas when you’re in predominantly white settings, it’s an ascribed homogeneity based on what people think of you, and there’s also a sense that you have to band together and play down your differences in order to be cohesive.”

Jayna Bryant, who attends a largely white school in Wappingers Falls, N.Y., said the Du Bois program was a new experience for her. “It comforts me to be around people who think like me and who look like me,” she said.

Bryant is considering applying to

Spelman, Hampton, North Carolina A&T, and Princeton. Her plans include pre-med studies, and she said the institute has helped her become a more critical thinker.

Students come from both affluent and underprivileged backgrounds — the Du Bois Institute is supported primarily by tuition, which ranges from \$4,700 to \$6,500, depending on the student’s age. (A limited number of tuition scholarships are available.) The program has partnerships with several school districts and receives donations from companies including Bristol-Myers Squibb and Johnson & Johnson. ♦ *By A.W.*

DU BOIS SCHOLARS: IN THEIR OWN WORDS



AIDAN DENT, 16, of Burke, Va. Looking at: Pepperdine, UCLA, and Georgetown. Wants to study: law.

What do you like about the institute? Since my school is predominantly white, I don’t really get to interact with people who are African American like me. I love coming here over the summer to feel at home.

How has the program helped you?

Without this program, I feel like I wouldn’t be as social or mature as I am, because it teaches you a lot about self-care and looking out for yourself and learning about yourself, as well as meeting other people who want to succeed like you.

What’s your favorite course this summer?

We have this course called “Scholarly Inquiry,” and it has a lot to do with psychology. One of the questions for my final exam is about whether it’s ethical to lie in certain situations. And it’s just really making me think, it’s making me research, and it’s definitely going to help me because I’m starting to think more outside the box.



DARLENE FOLAS, 16, of West Orange, N.J. Looking at: Cornell, Howard, Penn, and Princeton. Wants to pursue: ROTC/law.

What attracted you to the Du Bois Institute?

I went on the website and saw so many people who looked like me — black students, at Princeton. I was so intrigued by it that I had to give it a shot. So I did, I got accepted, and I went in my first year just because I wanted to prove to myself that I could do it.

What have you learned that you think will benefit you in the future?

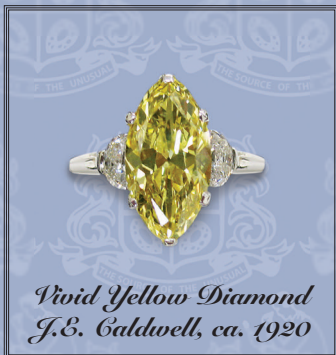
Having an institute that believes in you and sees your potential ... really gives you the confidence to put yourself out there. This year, I really want to learn how I can channel everything I’ve learned into a career and help my community.

What’s your favorite course this summer?

“Immigration and Migration in a Changing World.” I’ve learned that you have to have the courage to challenge everything, and I feel like that’s one of the biggest takeaways from this program. We can’t just accept everything for truth. ♦

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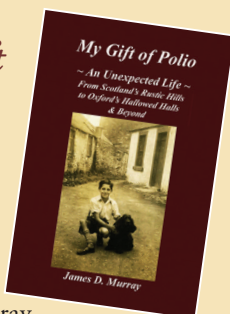
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Gustavo Dudamel:
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relationship between
art and the issues
of our times.”

Dudamel in Residence

‘Rock star’ sets the tempo in a range of roles

Celebrated conductor Gustavo Dudamel will be on campus three times during the academic year as artist-in-residence with Princeton University Concerts (PUC), which is marking its 125th anniversary.

The “rock star” music director of the Los Angeles Philharmonic and the inspiration for the Amazon series *Mozart in the Jungle*, Dudamel will curate three chamber concerts that feature ensembles from orchestras he has been associated with. He will conduct the University Orchestra and Glee Club in two programs in April.

Dudamel will partner with a number of Princeton groups, including the Center for Human Values and the University Art Museum. Events include a collaboration with Trenton Music Makers — the local branch of El Sistema, a free program in classical music founded in Venezuela for poor children, which has played an important role in Dudamel’s life.

“We will explore the relationship between art and the issues of our times, and connect the University with the young people of its surrounding community through music,” the conductor said.

The anniversary season also features performances by vocalist Bobby McFerrin Sept. 21 and by mezzo-soprano Joyce DiDonato March 10. Crossroads, a new series, highlights music’s ability to tell stories; it includes a song cycle by singer-songwriter Gabriel Kahane that draws from a two-week train trip he took across the United States beginning the morning after the 2016 presidential election.

More information can be found at princetonuniversityconcerts.org. ♦

CAMPAIGN NETS \$69.6 MILLION

Class of '93 Sets Annual Giving Record

The University’s 2017–18 Annual Giving campaign brought in \$69.6 million, with the 25th-reunion Class of 1993 raising \$11.7 million — a record for any class.

The campaign total, Princeton’s second-highest after last year’s \$74.9 million, was well above the \$65 million goal, said Assistant Vice President of Development for Annual Giving William M. Hardt ’63.

Reflecting a national trend, the percentage of undergraduate alumni participating slipped to 55.7 percent, the lowest in 25 years. A national mood of uncertainty has created a challenging climate for philanthropic organizations and nonprofits, Hardt said, but “the fundamental loyalty of alumni to Princeton is still strong.” Last year was the 68th consecutive year in which participation “was significantly above 50 percent,” he said, praising the leadership and dedication of AG volunteers.

Three other reunion classes set records: The Class of ’83 broke the 35th-reunion record with \$5.1 million; the Class of ’63 set a 55th-reunion mark with \$3.5 million; and the 60th-reunion Class of ’58 raised \$3.2 million. Graduate-alumni donations totaled \$2.3 million, exceeding \$2 million for the first time. ♦ By W.R.O.

DISCRETION FOR DEPARTMENTS

Latin Honors: How Common?

A July 3 *Wall Street Journal* article called *cum laude* designations “close to the norm at many top schools,” reporting rising rates of Latin honors awarded at graduation. At Princeton, 47.2 percent of the Class of 2018 graduated with honors; during the past two decades the percentage of students receiving honors has ranged from 41.5 percent to 48.3 percent.

CLASS OF 2018:
LATIN HONORS

47.2% TOTAL HONORS*

18.9% *Cum laude*15.5% *Magna cum laude*12.9% *Summa cum laude**Numbers vary due
to roundingSource: Office of the
Dean of the College

Princeton gives departmental faculty broad discretion in awarding honors. Each department is free to award as many (or as few) honors as it deems appropriate based on performance in departmental courses, the senior thesis, and comprehensive exams. The English department sets cutoffs so that only a third of its concentrators receive Latin distinction. The Department of Philosophy, which bases the majority of its calculation on independent work, awards honors to about half of its seniors each year.

Yale caps honors at 30 percent of the graduating class, with further caps on different levels of honors. Harvard, which revised its

system in 2002 after 91 percent of the previous graduating class received honors, relies on departmental recommendations and college-wide GPA cutoffs. It limits honors recipients to no more than 60 percent of graduating seniors. ♦

By Alden Hunt '20

IN SHORT

JANET RAPELYE, the University's dean of admission for 15 years, will become president of the Consortium on Financing Higher Education Nov. 1. The organization, based at MIT, represents 35 selective private colleges and universities, including Princeton. It supports research and analysis on a range of higher-education issues, including admissions and financial aid, and convenes meetings of top officials from its member schools.

During Rapelye's tenure, applications have nearly tripled, to 35,370 this year. Dean of the College Jill Dolan will serve as acting dean of admission and will chair the search for Rapelye's successor.

Princeton will no longer require the writing section of the SAT or ACT as part of the admission process, but instead will require a **GRADED WRITING SAMPLE**, preferably in history or English. “With this policy, Princeton aims to alleviate the financial hardship placed on students, including those who have the opportunity to take the test without writing during the school day and for free,” the University said in July.

Though the University has on occasion requested a graded writing sample from individual applicants in the past, according to Dean of Admission Janet Rapelye, the new policy makes Princeton the first Ivy League school to require a graded writing sample of all applicants. Students may continue to submit SAT or ACT writing-test scores if they choose, she said.



IN MEMORIAM
ROBERT G. GILPIN, professor emeritus of politics and international affairs, died June 20 in Waterbury,

Vt. He was 87. Gilpin joined the faculty in 1962 and taught for 36 years. He was an expert on international political economy, and his early studies examined the role of scientists in the formation of policy and the impact of nuclear weapons in international relations. Among his books was *The Political Economy of International Relations*, which won the 1988 Woodrow Wilson Foundation Book Award for the best book in political science. ♦

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On the Campus



ESSAY: FIRST DAYS ON CAMPUS

The Journey Begins

By P.G. Sittenfeld '07



P.G. Sittenfeld '07 is a councilman in Cincinnati. He is proud to nurture a streak of perfect Reunions attendance.

While back on campus this year for my 11th reunion, I ran into legendary professor John Fleming *63, whose famous course on Chaucer I took during the fall of my junior year.

On a couple of occasions during that semester, in front of a few hundred students, Professor Fleming would, without warning, call on me to answer a question from our most recent reading assignment.

"Mr. Sittenfeld, can you remind us how many husbands the Wife of Bath had?"

"She had five husbands," I said, "three of them good, two of them bad."

"Why, Mr. Sittenfeld, you are not just a pretty face," Professor Fleming would say, affirming my answer, but then pausing dramatically and looking around the lecture hall before looking back at me. "Some might say you're not even

a pretty face!"

After seeing each other in June, Professor Fleming and I exchanged emails.

I reminded him how in giving the Baccalaureate address to the Class of 2007, he had dubbed us "The Class of Destiny." We enthusiastically embraced the label, and it's stuck ever since.

Professor Fleming wrote back: "It is always a moving experience for me to see what has become of the one-time students forever fixed in my memory as golden youth. So many of them, like you yourself, are wholly vindicating the high promise that your old professors saw in them, 10, 20, 30, or even 11 years ago."

In my early days on campus, I was filled with awe and wonderment at the place that is Princeton. History and achievement were everywhere I turned.

Nassau Hall had functioned as the nation's capitol during the Revolutionary era; Einstein famously lectured in McCosh 50; enough Nobel laureates roamed the campus that one could pass you by with complete anonymity.

Illustration: Sean Rubin '09; photo: Claudia Hershner

During my first semester, I was late for one of my Psychology 101 classes and missed the introduction of the day's guest lecturer. At the end of the class, I said to the student sitting next to me, "That guy was impressive!"

The student replied: "Yeah, well, he did win the Nobel Prize in economics last year."

The guest lecturer had been Daniel Kahneman, a Princeton professor.

But the most exciting interactions came from witnessing the talents of my fellow students — and from considering the possibilities for what the future might hold.

On a September evening, during one of the few times that our entire class sat together in one place, the student body president — a handsome senior boy with dark hair and a Southern accent — said to us, "Look to your left. And now look to your right." Eleven hundred and fifty freshmen did as instructed.

"One of you might be a United States senator, or even president, one day."

I wonder how many 18-year-olds sitting in beautiful Richardson Auditorium thought, "He's talking to me!"

By college standards, I was an early riser, rarely sleeping much past 7 a.m. Emerging from my dorm room one morning, I thought, "Wow, this university thinks of everything — they're even softly playing classical music in the hallways as students start their day."

As I walked along, I realized the music was coming from a specific place, not being pumped through the halls. I followed my ears until I came upon a small study room, where my across-the-hall neighbor, Serena — who was of Indian descent and had grown up in London — was practicing the cello.

"How long have you played for?" I asked her. "Since I was 5," she said.

I let her get back to it. It was 7:15 a.m. Her music sounded sublime, and the whole scene felt so Princeton-y.

I suspect that what most of us who are now 11, 25, or 50 years removed from our own undergraduate experience would tell the incoming class — the Class of 2022! — is that the next four years are going to fly by in a way that's hard to imagine.

And you can't slow it down.

All you can do is soak it up. ♦

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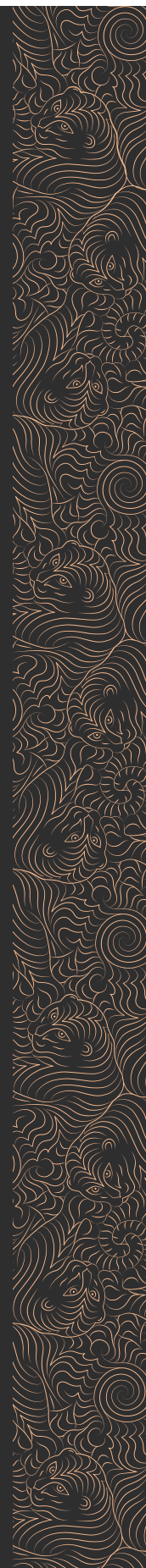
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Carlie Littlefield '21 plays with one of her Coach for College students.

SERVICE ABROAD

Learning by Leading

Summer program places student-athletes in mentoring roles in rural Vietnam

When Carlie Littlefield '21 first saw the kids approaching the basketball court, she gave up all hope of getting any shots. They'll take the ball from me and start playing with it themselves, she thought. After all, she was outnumbered by middle schoolers who did not speak her language.

To her surprise, her first shot was rebounded and eagerly passed back. Shot after shot, the kids chased down the ball and cheered her on. Littlefield, a standout point guard from Waukeg, Iowa, was one of 10 Princeton student-athletes participating in the Coach for College program in rural Vietnam. She was there to serve as a role model to the children, and she was touched by how eager they were to help her.

Coach for College promotes higher education through sport, bringing

students from Princeton and other U.S. universities to work with Vietnamese coaches and instructors who teach academic subjects, sports, and life skills to more than 500 children in rural communities.

Seth Napier, U.S. program director of Coach for College, said the children are at a crucial stage in their lives, when having a mentor can give a significant boost. "At the end of three weeks," he said, "the Vietnamese students leave camp with a higher motivation toward overcoming the many obstacles they face to stay in school, knowledge that will help them succeed in the upcoming school year, and perhaps most important, a new confidence that they have deep value as individuals in the eyes of their coaches."

continues on page 20

THE BIG THREE

1 KAT HOLMES '17, fencing in the anchor position, scored the decisive touches in overtime contests against Estonia and South Korea to lead the United States women's epee team to its first gold medal at the World Championships in Wuxi, China, July 25. Former Tiger teammate Eliza Stone '13 won her first individual World Championships medal, a bronze in the saber.



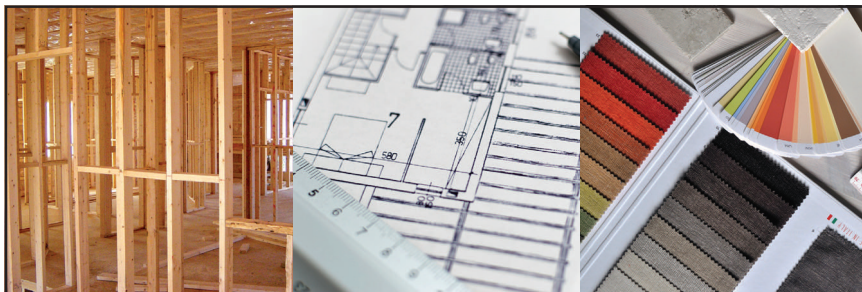
2 TOM SCHREIBER '14 scored with 0.2 seconds left to lead the United States over Canada, 9-8, in the Federation of International Lacrosse World Championship final July 21 in Netanya, Israel. Schreiber, who scored 13 goals in seven games, was named Outstanding Midfielder in the tournament.



3 EMILY KALLFELZ '19, a member of Princeton's Ivy League-champion women's open varsity eight, won a silver medal for the United States in the women's single sculls at the Under-23 World Championships in Poznan, Poland, July 25. Five Princeton rowers won medals at the regatta, representing the U.S. and Great Britain. In August, three more Tigers medaled at the World Junior Championships. ♦



 **READ MORE** about Tiger athletes who competed internationally this summer at paw.princeton.edu



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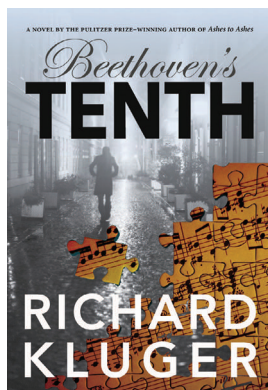
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On the Campus / Sports

continued from page 19

Max Schwegman '18, a track and field alumnus and two-time Coach for College participant, said that academically, there are limits to how much can be covered in three weeks. But for the kids in the camp, a boost in self-confidence could be the difference between staying in school and dropping out. "If we can get them to believe in their abilities," Schwegman said, "they will be able to find the confidence to pursue their own dreams instead of writing them off as unachievable."

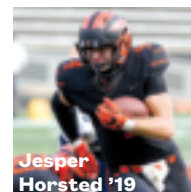
In the classroom, the Tigers were paired with Vietnamese college students who assisted with translation. Each undergrad typically teaches one sport and one academic subject to students in two different grades. For Littlefield, it was math and basketball.

"Each lesson I taught, I tried to get the kids excited about learning and eager to continue to improve at whatever we were working on that day," she said. Sometimes she would resort to barrages of high fives (or handfuls of candy) to motivate her sixth- and seventh-graders.

The program "leverages our student-athletes' love for academics and love for athletics," said Brendan Van Ackeren, assistant director of athletics for the Princeton Varsity Club, which has worked with Coach for College since 2013 and supports about 80 percent of the costs for the Princeton students in the program. The Tigers gain new perspectives from being immersed in a culture so different than their own.

Upon her return, Littlefield found herself complaining a lot less. "My eyes were open to the fact that anything I could possibly complain about was trivial compared to what the kids experienced each day," she said. "I try to approach every day and every workout with renewed gratitude." ♦ *By Sophia Cai '21*

Football Preview



Princeton's high-scoring offense looks to regain its championship form. **Read more about the 2018 Tigers at paw.princeton.edu.**

Life of the Mind

Using a psychological survey done since the 1990s, Goldman was able for the first time to create an accurate measure for psychological well-being of Americans.

“Psychologists don’t have a measure of despair,” says Noreen Goldman, who is an epidemiologist and the Hughes-Rogers Professor of Demography and Public Affairs at the Woodrow Wilson School. “We are throwing around this term ‘deaths of despair’ and tying it to opioid use, yet people have paid little attention to what’s actually happening with mental health.”

Using a psychological survey that began in the mid-1990s, however, Goldman was able for the first time to give a comprehensive view of psychological well-being of Americans. Published in the *Proceedings of the National Academy of Sciences* in June, her paper not only corroborates Case and Deaton’s findings, but also finds that as compared to the mid-1990s, overall mental health has worsened for American adults aged 24 to 76, across ethnicities. Her study reveals something else: Mental health declined fastest among Americans of lower socioeconomic status, and more slowly — or not at all — at the top of the socioeconomic ladder.

Goldman and fellow researchers Dana Gleib and Maxine Weinstein of Georgetown University used the Midlife in the United States (MIDUS) survey, which questioned adults about their mental health during two time periods: 1995 to 1996 and 2011 to 2014. The researchers looked at six measures: positive and negative outlook, depression, life satisfaction, and psychological and social well-being. Using a composite measure that accounts for



PUBLIC AFFAIRS

Abandoning Hope

A new study reveals a disparity in mental health along socioeconomic lines

After decades of falling death rates in the United States, Princeton economists Anne Case *88 and Angus Deaton noticed a disturbing trend: From 1990 to 2010, deaths among middle-aged white men and women had begun to rise — not due to the usual culprits like cancer and heart disease, but largely from an increase in opioid and alcohol abuse and suicide. To describe the trend, Case and Deaton used the term “deaths

of despair” in a paper they published last year — the media ran with it, and rampant speculation about the cause of the widespread ennui among white men, especially those without a college degree, followed.

Despair, however, is a squishy term — one not often found in economics papers. Amid the speculation, there was little evidence to quantify whether Americans’ overall mental health had worsened compared to prior decades.

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Life of the Mind



“The [mental-health] disparities between those who are well-off and less well-off got larger over time.”

— **Noreen Goldman, professor of demography and public affairs**

education, occupation, income, marital status, and wealth of the respondent, they found that at the 50th percentile and below nearly all of these scores worsened. “We were surprised at how consistent the results were,” Goldman says. “All of these measures seemed to go in the same direction.”

What’s more, the negative mental-health consequences worsened at a higher rate the farther one goes down the socioeconomic ladder. Life dissatisfaction and hopelessness increased at the 10th percentile

between the two survey time periods. But Americans at the 75th percentile socioeconomically showed almost no change, while those at the 90th percentile improved well-being in most areas. “The disparities between those who are well-off and less well-off got larger over time,” says Goldman.

There could be many reasons for the worsening mental health of poor and working-class people, including rising income inequality and wage stagnation that puts more pressure on those with lower incomes. The paper’s findings don’t necessarily prove that declining mental health is causing the increased deaths from opioids and suicide, however — it could be the other way around. “Poor mental health can lead to people taking more drugs, or the accessibility of drugs can lead to poor mental health,” she says. “These things go in both directions.”

Whatever the connection, the study highlights the need for increased attention to mental-health issues, particularly among lower-income Americans. “When it comes to mental illness, we tend to think of the extreme of the spectrum, without realizing that there are many people with serious mental issues that may not be manifest in clinical depression,” she says. “We need better support for people who can’t afford private treatment.” ♦ *By Michael Blanding*

IN SHORT



A survey of more than 1,200 U.S. musicians conducted in part by the University’s Survey Research Center found that the median **INCOME FOR MUSICIANS** was only \$35,000 in 2017, and only about \$21,000 was from their music. More than 60 percent of musicians surveyed said that income from making music isn’t sufficient to meet their living expenses. Led by economics professor Alan Krueger, the survey also found that more than half of musicians struggle with mental-health problems, and two-thirds of female musicians have experienced sexual harassment.

When attacked with **ANTIBIOTICS**, most bacteria die, but the small number that persist increase the chance of re-infection. In an experiment involving *E. coli* bacteria and the antibiotic ofloxacin, postdoc Wendy Mok and associate professor Mark Brynildsen found that the bacteria that stopped growth to repair antibiotic-damaged DNA survive at higher rates than cells that continued growth without repairing their DNA first. Published in June in *Proceedings of the National Academy of Sciences*, the research could help develop techniques for making antibiotics more effective. ♦ *By Michael Blanding*



HISTORY: MICHAEL GORDIN

Chronicling Where History Meets Science

In high school, Professor Michael Gordin was determined to become a physicist, with history as something he read about in his “fun time.” That is, until he entered Harvard and discovered that practicing physicists don’t spend their time debating “the more philosophical questions” and 19th-century theories but rather “are solving problems and moving the field forward,” he says with a laugh. “That was a big revelation for me.”

Fortunately, Gordin stumbled upon the history of science, which allowed him to talk about

those philosophical and historical questions that he was interested in while also exploring the effects of science on politics, culture, and broader life.

“I’m just fascinated by how ideas can reshape how people think about themselves.” ♦ By Agatha Bordonaro ’04

MICHAEL GORDIN is the Rosengarten Professor of Modern and Contemporary History and director of the Society of Fellows in the Liberal Arts.

Gordin’s Studies: A Sampling

TECHNICALLY SPEAKING Gordin’s investigation into a dispute over who invented the periodic table became an exploration of the importance of language in science, resulting in his 2015 book *Scientific Babel: How Science Was Done Before and After Global English*. The book reveals how scientist Dmitri Mendeleev’s original periodic table, published in Russian in 1869, posed a problem for his predominantly German-, French-, and English-speaking peers. Gordin explores what using many languages meant to science and how science’s global shift to English has “increased efficiency, but it has also been rather unfair.”



ON THE EDGE

Since middle school, Gordin has been fascinated by the boundary between “good science” and “fringe science — or what people call pseudoscience.” So when he heard that Princeton had the archives of Immanuel Velikovsky, a local scholar famous in the 1950s for his controversial and widely debunked planetary theories, Gordin pounced on them — resulting in his 2012 book *The Pseudoscience Wars: Immanuel Velikovsky and the Birth of the Modern Fringe*. “I was interested in

a bunch of epistemological questions about what counts as knowledge and what doesn’t,” he says. “These fringe movements ... Where do they come from? What makes them tick? And why do they persist for so long? You learn a lot about the mainstream by looking at the fringe.”



BOMBSHELL NOTIONS

It’s often said that nuclear weapons ended World War II. But there were five days between the detonation of the second atomic bomb in Nagasaki and Japan’s surrender — and several more weeks before the official surrender documents were signed and the war ended. What were people’s attitudes then toward this new and devastating weapon? Gordin explores that in his 2007 book *Five Days in August: How World War II Became a Nuclear War*. “The certainty and the bright lines [around nuclear weapons] that we see in retrospect were very blurry to the people living through [that time],” Gordin says. ♦ By A.B.



HITTING THE HIGH NOTES

COUNTERTENORS

ANTHONY ROTH COSTANZO '04
AND **ARYEH NUSSBAUM COHEN '15**

LEAD AN OPERATIC REVIVAL

BY MARK F. BERNSTEIN '83



“PUR TI MIRO,” soprano Sarah Shafer sings in the closing duet of Claudio Monteverdi’s 1643 opera, *The Coronation of Poppea*. “I adore you.”

“*Pur ti godo*” — “I desire you” — Anthony Roth Costanzo ’04 answers, his crystalline countertenor almost as high.

“*Pur ti stringo.*” “*Pur t’annodo.*” “I embrace you. I enchain you,” the two characters, Poppea and Nero, seduce each other in Italian, the delicate Baroque harmonies intertwining. It is one of the most sensual duets in all of opera.

Standing with the rest of the cast on the stage is Aryeh Nussbaum Cohen ’15, a countertenor who plays the role of Ottone. Like Costanzo, he knows *Poppea* well; it is part of the countertenor repertoire, and both sang it as Princeton undergraduates. As he does at the end of each performance during the opera’s 10-day run in June at Cincinnati’s Corbett Theater, Nussbaum Cohen picks a small section of the audience and watches.



Countertenors Anthony Roth Costanzo '04, left, as Nero, and Aryeh Nussbaum Cohen '15, kneeling, as Ottone, perform with other cast members in the Cincinnati Opera's production of Monteverdi's *The Coronation of Poppea*, in June.

"*Si, mio ben, si, mio cor, mia vita, si, si, si, si. ...*" ("Yes, my love, yes, my heart, my life, yes, yes, yes, yes. ...")

As the last notes fade and the lovers raise their arms in ecstasy, Costanzo's right hand grips a dagger. High on the coronation platform, he turns as if to embrace Poppea — but stabs her instead. She falls back, dead. The stage goes dark. After a moment, the house erupts. Nussbaum Cohen catches it all.

"I always like to watch [the audience's] reaction," he says. "There are always gasps."

Gasps indeed — because Nero killing Poppea is not how the opera is supposed to end.

COSTANZO AND director Zack Winokur, old friends, batted around the surprise finale during a long walk shortly before production began. Not only was it dramatically jolting, it seemed truer to the spirit of the characters. Monteverdi let the historical Nero off easy; the Roman emperor did, in fact, kill Poppea and their unborn child a few years after the coronation. Although they ran their plan by the rest of the cast, director and star went back and forth about executing it, putting it in some rehearsals and taking it out, until opening night.

Monkeying with Monteverdi is the sort of risk — career defining, perhaps — that only an established artist can take. Costanzo fits that bill. Still, this is a good time to be a countertenor. Ignored for generations by composers and producers, countertenors now sing new music written just for them, and long-neglected operas are being revived to showcase their unique vocal range. Last year, countertenor Iestyn Davies won raves on Broadway in the play *Farinelli and the King*.

Even countertenors acknowledged how incongruous it can sound for an adult male singer to open his mouth and let out such high notes. Countertenors sing at the same range as a female soprano or mezzo soprano, or as a boy soprano or alto. With eyes closed, it can be difficult to tell the male and female singers apart. (*To hear the two countertenors, go to paw.princeton.edu.*)

"I love that, because I find that it really draws people in," says Nussbaum Cohen, who won the Metropolitan Opera's prestigious National Council Auditions Grand Finals last year. "For people who aren't 'opera people,' there is something about hearing a countertenor for the first time that's beguiling."

It is a special singing technique that creates a sound that differs from the countertenor's normal singing or speaking voice. Both Costanzo and Nussbaum Cohen are natural baritones. Many male singers can reach the falsetto register that characterizes the countertenor; what makes a countertenor unique is that he can sustain it and sing expressively.

From a technical standpoint, countertenors produce that mesmerizing sound by vibrating only the tips of the vocal cords. When a tenor sings, 70 percent of his vocal cords close; when a countertenor sings, only about 10 percent close. Not surprisingly, it requires technical precision for a countertenor to generate power and volume. Basses might sound even richer after a night on the town and a few cigarettes, but the countertenor voice can be a delicate instrument. Nussbaum Cohen, for example, avoids alcohol, dairy, gluten, and even spicy foods lest they irritate his vocal cords.

The countertenor repertoire largely consists of works written before 1750 and after 1950, but they were long overshadowed by an even more exotic sound. Monteverdi

wrote the parts of Nero and Ottone for castrati, male singers who had been castrated before puberty to preserve their unbroken voices and who could sing even higher than a countertenor. Castrati were among the most famous singers of their time, and because audiences wanted to hear them, composers wrote for them. Baroque opera is filled with castrati roles. In another surprise to modern sensibilities, they often played heroes, kings, and villains, parts we might expect to be more deep-voiced.

Musical tastes changed in the Romantic period, explains Professor Wendy Heller of Princeton's music department. Mozart and others began to write operas that were less florid and more naturalistic, turning away from the biblical and classical themes that had been Baroque staples. As the subject matter became lighter, ironically, the male voices became deeper. Verdi, Wagner, and the great operatic composers of the 19th and early 20th centuries wrote most of their male leads for tenors.

They aren't making castrati anymore — thank goodness — although the last one did not retire from the Vatican choir until 1913. Even so, the male falsetto never really died out, living on where it began in Catholic (and later, Anglican) church music. In pop culture, it can be heard in the trills of Frankie Valli and Michael Jackson, Prince and the New Power Generation, and even in Hank Williams' cowboy yodels. Countertenors don't sound quite the same as castrati did, but they are our closest approximation.

THEIR SHORT RUN in *Poppea* was a welcome opportunity for Princeton's two countertenors to work together. Beyond their shared ability to sing in a range few men can sustain, a Princeton education, winning the Met competition, and a similar monogram, Costanzo and Nussbaum Cohen do not seem to have much in common. Nussbaum Cohen is tall and broad-shouldered, with an engaging, boyish enthusiasm. Costanzo is small and slender. A boundary pusher, he once appeared on stage nude in Philip Glass' opera *Akhmat*.

The two men also entered their careers from different directions. Costanzo has been on stage nearly his entire life. The son of two Duke University psychologists, he appeared in his first theatrical production at the age of 8. By 11, he had an agent, and he later appeared on Broadway and in several national touring companies. In high school, he was nominated for an Independent Spirit award for his role in the 1998 Merchant Ivory film, *A Soldier's Daughter Never Cries*.

When he was in eighth grade, Costanzo appeared in his first opera, a New Jersey Opera Festival setting of the Henry James novella *The Turn of the Screw*. He was struck by how complex and layered operatic stories were, and how he could engage those stories both singing and acting. It was in *The Turn of the Screw* that he met the show's director, Michael Pratt, who also conducts the Princeton University Orchestra and directs the program in musical performance. Costanzo chose Princeton in large part because of his relationship with Pratt, who promised to work with him on a major project every year. He was also able to sing professionally and recalls taking his freshman finals in Italy while appearing at the Spoleto festival. For his senior thesis, Costanzo wrote a show about a fictional 18th-century castrato and performed it in Richardson Auditorium, raising a budget of \$35,000. Filmmaker James



Nussbaum Cohen sings in the National Council Auditions Grand Finals Concert at the Metropolitan Opera in New York in March 2017. A *New York Times* critic wrote that Cohen “clearly stood apart from the pack.”

Ivory, a friend, designed the costumes.

Three years after winning the Metropolitan Opera National Council Auditions in 2009, Costanzo earned first place in Plácido Domingo's world opera competition. Since then, he has appeared on stages around the world and gained renown for a voice *The Wall Street Journal* called "otherworldly."

NUSSBAUM COHEN, on the other hand, describes his decision to pursue a career in opera as more of an accident.

He entered college as an aspiring Woodrow Wilson School major and sang in the Glee Club and chamber choir. In the winter of his freshman year, Nussbaum Cohen won a ticket lottery in the music department to see a production of *La Bohème* at the Met. It was the first opera he had ever seen and, transfixed, he decided to dedicate himself more seriously to singing.

The full story, though, is a little more nuanced than that. When he was in seventh grade, a friend's mother heard him humming and urged his parents to get him music lessons. Nussbaum Cohen sang in the Brooklyn Youth Chorus throughout high school and remained a boy alto even after his voice changed because it was the only way he knew how to sing.

He sang in his synagogue's services at Rosh Hashanah and Yom Kippur and spent the summer after his freshman year of high school learning the musical style of the Jewish prayer service, so he could serve as the second cantor. "For me, it was about conveying both the meaning of the words and the musical lineage," Nussbaum Cohen told an interviewer for the (Houston) *Jewish Herald-Voice* this year. "The Jewish people is intrinsically tied to this music. What a thing it is to serve that tradition!"

By the time Nussbaum Cohen applied to Princeton, he had the makings of a rich and expressive countertenor. Gabriel Crouch, the director of choral activities, recalls being astounded by an audition tape Nussbaum Cohen submitted with his application: "I said to myself, 'My goodness, what is this voice?'" When Nussbaum Cohen appeared for his live audition several weeks later, Crouch called in colleagues so they could hear him, too.

That voice also impressed David Kellet, a member of the performance faculty who became Nussbaum Cohen's vocal coach. "When I first heard him, my mouth hung open," he says. "Aryeh's instrument is of a size and richness that is unique."

Even as he pursued his singing, Nussbaum Cohen declined to pigeonhole himself as a musician. He ran unsuccessfully for

class president; founded the Princeton chapter of J Street, a progressive alternative to the pro-Israel lobbying group AIPAC; and co-founded a Muslim-Jewish dialogue group. He graduated with a degree in history and certificates in vocal performance and Judaic studies.

The real turning point came at the end of his sophomore year when Nussbaum Cohen received a Martin A. Dale '53 Summer Award, which enables students to pursue projects outside their regular course of study. Nussbaum Cohen titled his application "An Opportunity for Operatic Growth." With the grant, he approached Costanzo, whom he had met at campus music events, and asked him for lessons. For a few months that summer, Costanzo tutored Nussbaum Cohen on fine points of technique and introduced him to some of his teachers and coaches.

"Anthony played a huge role in opening my eyes to the wonders of the art form, and I am eternally grateful," Nussbaum Cohen says. Costanzo returns the compliment: "Aryeh is incredibly talented, eager, and has a fantastic instrument. I've been excited to see his development."

Between lessons with Costanzo, Nussbaum Cohen used his grant to attend Baroque music programs at Oberlin College and in Vancouver, where directors told him that he might be able to sing opera professionally. "My attitude was, if I don't try now, I'll probably always look back and wonder," he says.

He spent the year after graduation "woodshedding" — practicing every day, working with voice coaches, and preparing for the Met competition. For his performance piece, he chose an aria from the 1998 opera *Flight*, the story of an Iranian refugee stranded at Charles de Gaulle Airport and trying to evade deportation. Friends and family filled Lincoln Center for the competition or followed along on social media. Although Nussbaum Cohen was one of six winners, *New York Times* classical music editor Zachary Woolfe '06 declared, "[T]here was only one complete artist ... he clearly stood apart from the pack."

Nussbaum Cohen followed that up by winning the Houston Grand Opera's Eleanor McCollum Competition, which earned him a spot in the company's young artists program. For the past year, he has received intensive training in everything a young opera singer needs to become a professional: voice lessons, movement lessons, acting lessons, language classes, and coaching sessions for musical and artistic preparation. Nussbaum Cohen supplemented this with hours of daily work at home, practicing, learning translations, and listening to recordings. One highlight of his year in Houston was performing as Nirenus in Handel's *Julius Caesar* alongside Costanzo and countertenor David Daniels.

"You never have it figured out," Nussbaum Cohen says. "That's probably my favorite thing about this career I have stumbled into: You're always a student. That keeps things interesting and fresh."

Though it may seem surprising that Princeton's music program has developed two successful operatic countertenors, Pratt credits Costanzo for setting things in motion. "When he won the Met auditions, well, word got around quickly about Princeton being early-music and opera friendly," Pratt says. "Aryeh's coming was thus not pure luck, but he is not the only fine countertenor to come through. And I hear that there are more on the way."

AS A PRINCETON FRESHMAN,
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TO DEDICATE HIMSELF MORE
SERIOUSLY TO SINGING.**



In 2017, Costanzo starred in a production of Handel's *Aci, Galatea e Polifemo* at National Sawdust, a music venue in Brooklyn, N.Y.

SHORTLY AFTER *Poppea* ended, Nussbaum Cohen began an 18-month fellowship with the San Francisco Opera. During the upcoming season, he will appear around the country, but one project stands out. In April, he will sing the role of King David in a performance of Handel's *Saul* at Walt Disney Concert Hall in Los Angeles. Any parent would be proud, but in the Nussbaum Cohen family this engagement is special. "They say every Jewish mother wants her son to be a doctor," his mother posted on Facebook. "Not me. I'm thrilled that my son will be King David."

Grasping all of Costanzo's projects is difficult, but a profile last year in the *Times* gives a flavor. It ran under the headline "Anthony Roth Costanzo Exists to Transform Opera."

Costanzo left Cincinnati even before *Poppea*'s run ended (an understudy sang the last performance) to keep a commitment in Japan, where he collaborated with Kabuki and Noh performers to incorporate Baroque arias into the traditional Japanese story *The Tale of Genji*, at Tokyo's Kabuki-za theater. Six years ago, Toyoshige Imai, a Kabuki playwright, saw Costanzo during a rehearsal of *The Enchanted Island* in New York. They became friends, and Imai suggested they collaborate on the new work, which premiered in Kyoto in 2015, with Costanzo singing Scarlatti and Dowland arias in Kabuki costume. All 26 performances sold out, and Costanzo found himself accosted by Japanese fans on the street.

This month, he will release his first solo album, which will coincide with the debut of *Glass Handel*, an "operatic art installation" at Philadelphia's Barnes Foundation. While Costanzo sings works by Handel and Philip Glass, a 21st-

century minimalist, in costumes designed by Calvin Klein's chief creative officer Raf Simons, artist George Condo will paint on a giant canvas in response to the music, ballet dancers choreographed by Tony Award winner Justin Peck will perform, and 10 filmmakers will shoot music videos that later will be shared online. The audience, meanwhile, will be wheeled to different parts of the art gallery on movable seats.

If this sounds over the top, Costanzo disagrees. "Opera is unique in that it was one of the first interdisciplinary art forms," he points out. "Ballet began in opera. Costume design. Set design. Going forward, it can't stay insular. It can't be opera for people who already love opera. The way to break out of that is to take those disciplines and engage with them in a more creative way."

Of course, there is also a practical side: The limited number of roles for them forces countertenors to be versatile. Though Costanzo doesn't direct this last point to Nussbaum Cohen, it could be seen as a bit of brotherly advice.

"The opera houses aren't even doing an opera you can be in every season," Costanzo notes. "So you are forced to carve your own path instead of just waiting for the phone to ring. That is an asset in our era, where opera is not as much a part of the culture as it once was."

"Thinking creatively and making new opportunities," he says, "not only for yourself but for the art form, is what allows for an interesting career." ♦

Mark F. Bernstein '83 is PAW's senior writer.

THE VIEW FROM



A CONVERSATION WITH PRESIDENT EISGRUBER

In late July, PAW editors Marilyn Marks '86 and W. Raymond Ollwerther '71 sat down with President Christopher Eisgruber '83 for an hourlong interview that touched on a wide range of issues, including campus speech and diversity, his role in public life, University fundraising, and student service. Here's a condensed account of the conversation, which included questions submitted by readers.

Peter Murphy

NASSAU HALL



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President Christopher Eisgruber '83,
photographed in August in Firestone
Library's third-floor reading room.

PUBLIC LIFE

You have been speaking out on immigration policy, on tax reform, and on other national issues. How do you view the proper role in public life for a university like Princeton?

There are a couple of pieces to that. I have a set of principles about which kinds of issues I will speak out about, and at least one of two things has to be true. One is that the issue might have specific relevance in some way to what the University is doing or the University's interests in general. Certainly that's true, for example, when we talk about issues of research funding, or the regulation or taxation of university endowments. The second is with regard to issues that might be within the scope of my scholarly authority. Maybe the best example is last September, when I spoke out about the confirmation hearings of Judge Amy Coney Barrett, who was being questioned about her religious beliefs; I write on religion and remain an authority on religious freedom and the Constitution.

Those are necessary rather than sufficient conditions. There's also a question about under what circumstances it makes sense to speak about something, and I'm guided in part by the idea that higher education right now is a topic that's very much in the public eye and under public scrutiny. It's important that we be telling our story, because if we're not telling our story as institutions of higher education, the story's going to be told and written about us in ways that don't get out a good account of what it is that we're doing. So that, I think, requires us to speak out more. Those of us in higher education, those of us who are university presidents — we need to be speaking out about the moral mission and the ethical mission of what universities do.

That's been important around the issue of immigration, for example. Immigration is an issue that I think does affect universities disproportionately to the rest of society. Princeton and other universities in general are very international places. We're international in our undergraduate student body, we're very international in our graduate student body, and we're very international in our faculty and in our staff. There are a lot of these issues right now. It's a fraught and contested time. It's very important as well that we not only be focused on, but articulate about, the values that define us as an enterprise.

Do you find that it's having an impact?

I do think so — and with a lot of different audiences. People may agree or disagree with particular positions that I have taken and that the University has taken, but I think most people agree that universities are institutions that need to have a service mission and they need to have a sense of values about what it is that they are doing. On the one hand, people want me and want the University to be careful about when we intervene in issues, because if I do so inappropriately, it can have an aspect of orthodoxy about it or chill the kind of robust conversation that needs to take place on a university campus. About a year ago, there were people asking me to take a stand about climate change and issues related to American participation in the Paris Accords. I personally am very

concerned about climate change, and as a personal matter, I regret the decisions that the United States made. We as a university are very committed to investment in environmental studies and the research and teaching that's taking place there because we think those issues are important, but I don't think that that topic is one that fits either of the two criteria I just described.

I also think [our approach] has been helpful thus far in my conversations both with people on Capitol Hill and with the press: People want to know what our stands are on issues ranging from free speech to socioeconomic diversity, and, again, I think it helps us to be clear about what our values are in those areas.

To pick up on one strand of what you were saying, which is the University drawing talent from around the globe: Is the University seeing any impact from the policies adopted by the Trump administration? For example, has Princeton been hurt by visa restrictions or other new policies?

Yes, we have seen some impact. The impact isn't as bad as some people might fear in terms of chilling applications or other things, and it is kind of population-specific in some ways. On the basis of my conversations with the dean of our Graduate School — it's very international — we continue to see strong sets of applications and strong interest from around the world in coming to Princeton. We continue to have a very international graduate student body with extraordinary talent in it.

I will say this: As we try to recruit particular faculty members to Princeton and people face the prospect of uncertainty in coming here, as a result not only of the actual visa restrictions they may face but also in terms of restrictions that they worry may come down the road — that does affect our competition vis-a-vis institutions in other countries. There are individual cases that are very troubling as we try to get students here or if we have students here who are affected by travel restrictions and suddenly worry about their ability to leave the country or go home. So, yes, we continue to attract extraordinary talent from around the world, but it feels like we're fighting battles on a lot of fronts in order to be able to do that successfully.

Do you think Princeton will be affected by the reversal of President Obama's policy urging universities to consider race in admissions?

We believe that it is imperative to put together a class that draws talent from every sector of society, and right now we continue to believe that in order to do that, we will use a holistic admissions process that takes race into account as one factor among others. So we see no reason right now to alter the policy that we have continued to apply and that has been fully approved by the Supreme Court.

STUDENT ACTIVISM AND CAMPUS SPEECH

It's been more than two years since the sit-in at Nassau Hall. When we spoke with you two years ago in this setting, you said you felt Princeton was "being pushed forward on issues where we should welcome

being pushed forward” but that “some of the pushing is going in directions we shouldn’t go.” How do you look back at that time and the ways that the University has responded, and how has it changed the kind of place that Princeton is?

One of the things that has changed at the University as a result of that activity and the time from which it emerged is a greater attention to making sure that we represent — in how we talk about the University and how we constitute the symbols of the University — the full diversity of the community that we are today and that we aspire to be in the future. Specific examples of that include the renaming of West College as Morrison Hall, the naming of the Sir Arthur Lewis Auditorium, the recent naming of the Betsey Stockton Garden, and the Jimmy Johnson Archway. We have encouraged our academic and residential-life units to think about how they want to represent their communities on the walls of their buildings. In the past, there was a lot of conformity and, I think, sometimes just a lot of emptiness in the sense that there were blank walls that might have been embellished or decorated in ways that send a message of inclusion and now are being handled that way. So when our students walk around, they can see themselves and people like them represented in the iconography of this University.

It’s affected the way I talk about our community as well. I used to tell stories about Woodrow Wilson in an unself-conscious way, and in some ways in an uneducated way, about the complexity of his history. Now I realize that if I’m going to talk about Woodrow Wilson, who did do some great things for this University, I also have to talk about the things that he did wrong both at this University and in public life more broadly. I think [history professor] Marni Sandweiss’ Princeton and Slavery project this past year is another great example of this. It was, in my view, an extraordinary weekend of events and the culmination of it, that represented a lot of what’s best about this University — and underneath it all, a pervasive commitment to telling the story of the past in a way that was faithful to its complexity and to the parts of it that may be embarrassing to us, rather than just laudatory. Our business is truth telling, and so being pushed in ways that cause us to tell the truth more fully is a good thing.

One of the trends right now in the popular discourse that I find disappointing is a tendency to talk about free speech and inclusivity as though they were opposed ideals. I don’t think they’re opposed ideals, because I think you need both free speech and inclusivity for a university to succeed. You need people to feel free to express their opinions, even when those opinions may be disagreeable to people or offensive to people around them, but you also need people from all sectors of society genuinely feeling empowered to come to the table and feeling that their voices are respected. So getting a robust discussion isn’t just about unfettered speech, it’s also about inclusivity and making sure that the variety of voices are present at the table. You get free speech and inclusivity by adding to the speech that’s on campus in appropriate ways, not by shutting it down and not by turning your back on inclusivity. Equality and free speech are, speaking as a constitutional scholar here, two pillars of what this country is about, and being

“People may agree or disagree with particular positions that I have taken and that the University has taken, but I think most people agree that universities are institutions that need to have a service mission and they need to have a sense of values about what it is that they are doing.”

“When you’re calling for people to speak out and to express themselves with ideas and forms of expression that are sometimes very provocative, that’s not always going to take the form of a kind of polite seminar discussion.”

faithful to those ideals isn’t about choosing between them; it’s understanding how to be faithful to both.

You chose Professor Keith Whittington’s book *Speak Freely: Why Universities Must Defend Free Speech* as the Princeton Pre-read. Is there anything that you feel particularly strongly about in that book, and is there any area in which your views differ from his?

Keith and I share a conviction that robust argument and debate and a culture in which people can and do speak their minds — those things are fundamental to what a great university does and to our mission. One of the things I appreciate about Keith’s book is that you can agree or disagree with his resolution of particular issues, but I think he does a pretty good job in taking questions about things like so-called safe spaces. I think, as Keith does, that the term is often confusing and does more to stir up emotions than illuminate what’s at stake. But he takes those debates and draws out the differing sides in ways that help people to understand one another better in those conversations.

The book has an introduction from me where I talk a bit about my own views. [Read it at paw.princeton.edu.] I emphasized something that I would want to make more prominent: the idea that both free speech and inclusivity are critical values of a university that need to be respected and rightly understood, and are consistent with one another in a way that we were discussing a moment ago. Keith has a view about what a university is, and while I agree with the kind of fundamentals of it, it may be in some ways a little narrower than what I see. He says that universities are about the pursuit of knowledge for its own sake, and everything else that goes on at a university is kind of collateral or derivative of that. I do think the pursuit of knowledge for its own sake is something that universities must value. But in my introduction, I also quote Emily Carter, the dean of our School of Engineering and Applied Science, who feels very strongly that for what engineers study and teach, the practical consequences of knowledge really matter. [Engineers] have an urgent drive to produce knowledge that is indeed valuable and beautiful for its own sake, but is also valuable for the problems that it addresses. I think there are many people throughout the University who feel that way as well.

In the wake of the February incident in Professor Lawrence Rosen’s class [in which the professor used a racial slur as a pedagogical technique in a class on hate speech], the University appointed a faculty group to look at speech within the classroom. What progress has been made?

That’s still at the early stages. From my standpoint, it’s useful to have a clarification of the rules that govern classroom speech, given the amount of attention that incidents generate. But first of all, you’ve got a set of general commitments that exist right now that are clear and well understood about the importance of robust discussion, and more importantly you have a culture that’s supportive of that. When you have a lot of people engaged in free speech, occasionally you’re going

to have events that are a bit messy. When you're calling for people to speak out and to express themselves with ideas and forms of expression that are sometimes very provocative, that's not always going to take the form of a kind of polite seminar discussion. I think that the norms of free speech on this campus are strong and robust, and I think they are [strong] principally because our faculty members are committed to it in a way that understands the full complexity of the idea and in ways that reflect differing but important and respectable conceptions of what the most important aspects of free speech are.

INTELLECTUAL DIVERSITY AND 'VIEWPOINT PLURALISM'

One alum suggested that we ask you this question: "The faculty is becoming more diverse except in one respect. It seems to become even more liberal and overwhelmingly supports Democratic candidates. How should we think about this in the context of your focus on the benefits of diversity?" Do you think that this kind of diversity is something that should be taken into consideration when hiring?

I do think it's important that there is a diversity of views on the faculty, and I do think it's important that conservative students and faculty be comfortable speaking up in conversations.

There was a workshop that [professors] Steve Macedo and Robby George put together this past year that a number of our faculty attended and that I attended for the course of the full day about the question of political diversity or viewpoint pluralism. One of the takeaways from that particular gathering was that "viewpoint pluralism" was probably a better way to talk about this issue, and that it was important. It's important to make sure that there is robust conversation and argument about the topics that deserve to be the subject of robust argument.

I make that point — and your question referenced this — because sometimes people just talk about it in terms of balance or representation, and I think that's deceiving. The arguments that take place on a college campus about ideas are not point-and-counterpoint debates between political candidates. Oftentimes, the political affiliation of a particular faculty member is just irrelevant to what is being discussed in their course, and that's including in the humanities and in the social sciences. Even when it is relevant, it's relevant not in terms of a question of balance, but in terms of a question of truth seeking. We need to have arguments about the questions that matter, rather than figuring out whether or not the sides are evenly balanced. I continue to think that it has been a problem in American higher education that in some arguments — where it does matter that you have a pluralism of political viewpoints — we haven't had enough. I think the situation is better at Princeton, but I do think it's something that makes sense for us to pay attention to.

Should this concern about viewpoint pluralism be taken into account in hiring decisions?

I think you always want to be asking the question, how do you get simultaneously the most talented people in the field and

really vigorous and rigorous argument. So you want to make sure you're not putting inappropriate constraints on the hiring process. I think most of the thoughtful conservatives who are concerned about this don't think that the right way to do this is through some form of preference or designations of slots in hiring. On the other hand, you must take into account the need to have vigorous arguments. It's when you start thinking about it in terms of counting heads or political affiliations ... that's a mistake.

ADMISSIONS AND ECONOMIC OPPORTUNITY

There seems to be a sense among many families in the middle class and probably the lower-middle class that they're being squeezed out, not just at Princeton but at other elite universities, while upper-income students are continuing to be admitted in large numbers and there's a push to recruit talented lower-income students.

How are you defining middle class?

The kind of family that comes to mind is a two-income family making about \$125,000, or a single-income family making around \$60,000, which is around the national average income.

So we're taking more students than we have been in the past from the income sectors that you just described as middle-income. When you talk about Pell-eligible students, you're talking about families with incomes ranging up to around \$50,000 a year, and when Princeton talks about low-income students more broadly, using our own criteria rather than Pell eligibility, we're talking about 40 percent to 50 percent of the American income distribution.

When you said middle- to low-income, our efforts to diversify the class are about taking those numbers up, and in fact we have done that. Over the past dozen years, we have been taking up the percentages of students in every income quintile other than the top one, which continues to be the most over-represented income quintile. [See graph, page 36.] Even when you get up to the top American income quintile, which cuts in at around \$110,000 per year, we're increasing the number of students that we are taking in the lower reaches of that. People have very different definitions of what's middle income, but the efforts that we're making right now are around diversifying all of those groups.

If you ask people, "Who's middle income?" most people think middle income is the people they know. Rich is seen as unimaginable affluence or something like that. Middle income is the people I know, and depending on whom you're talking to, the people you know can have incomes around \$250,000 to \$300,000 a year. We appreciate that those are folks who are often working very hard to put their kids through college. In that sense, that's a middle-class experience. They are having to make tough choices that are not choices the very affluent must make.

But as a statistical matter, if we're talking about \$250,000 or \$300,000, we're talking about the top 5 percent of the income

distribution. What [people in that income bracket] feel is, “We’re middle income,” and on some definitions that’s true. And they feel it’s getting harder and harder to get into a place like Princeton, and [Princeton is] making outreach to these kids who are low income or who are at the middle of the American income distribution. All of those things are true. If you look at those income quintiles, all of them are going up, and it’s the top one that’s going down. I want to sympathize with what parents are feeling in that range, but it doesn’t change the answer to the question you asked, which is, are you more likely to get in as a middle-class or working-class parent than you used to be? The answer to that question, at least at Princeton, is yes.

We were saying the other day that our parents felt pretty secure that if their kids went to a good college — it didn’t have to be Princeton — the kids would do better than they did economically. I don’t think they would feel that way today.

It’s a related question, but it’s really important, because it goes to what’s happening in colleges. There are real questions today about under what circumstances a child is going to do better than their parents did, and I will tell you from having conversations with parents, that’s a concern, and not just for working-class parents. That concern may be even more present

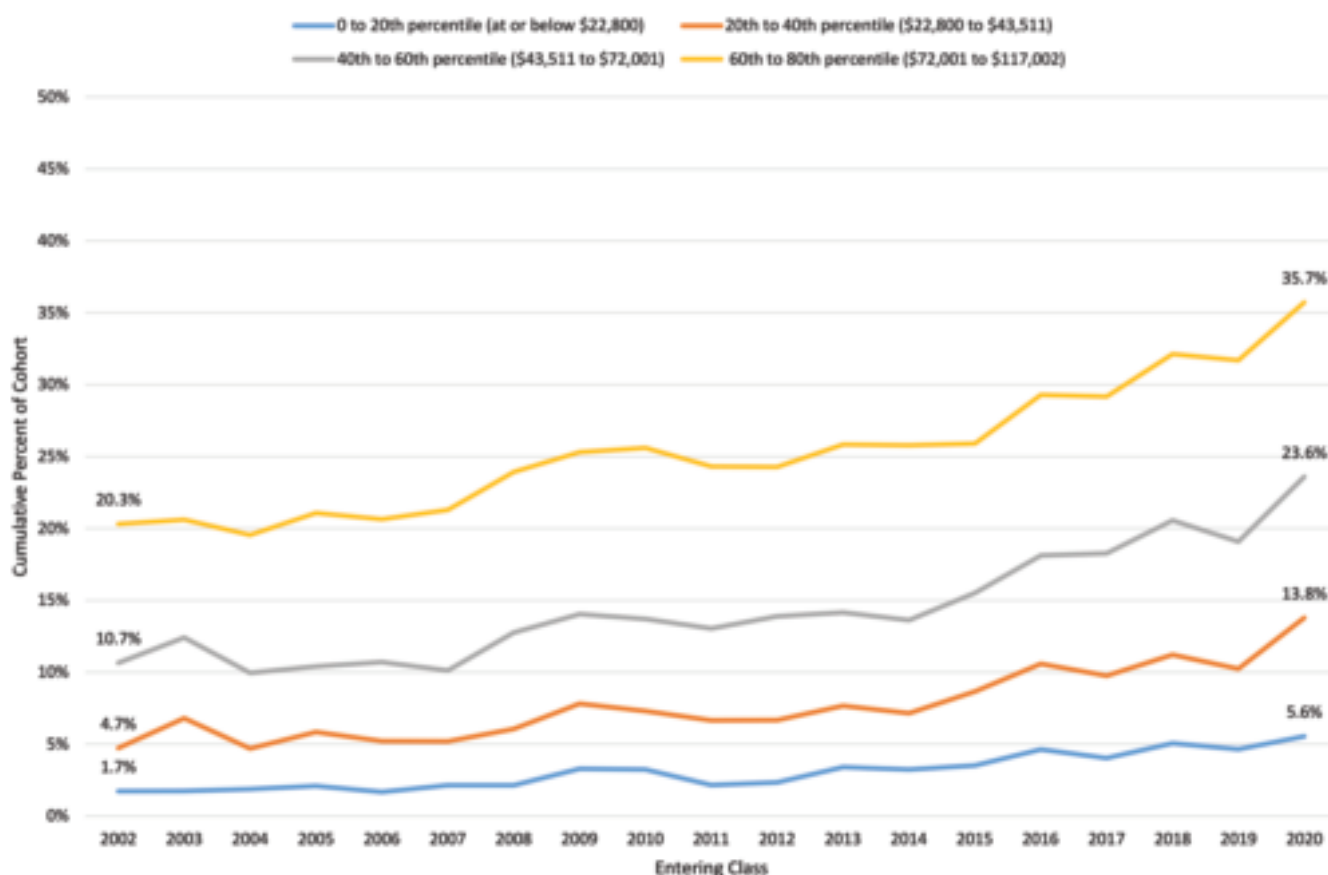
as you get to parents who have done better [economically]. All parents want their kids to do as well or better than they did. As you get higher in the American income distribution, it becomes more difficult to do that.

There was an important book by Robert Gordon of Northwestern, published by the Princeton University Press, talking about whether or not we can count on the kinds of growth that we have seen in the past. There are worries about that. All of the following things could be true at the same time: It could be true that your chances as a child of working-class parents of getting into an Ivy League institution are greater that they were in the past. It could be true that a college degree provides you with a higher wage premium than it has in the past. And it could also be true that your chances of doing better than your parents within the society are not as high as they were in the past because the last one of those things isn’t about whether you get into college or the premium from a college degree, it’s about the overall economic prospects within the society. The economic evidence does suggest that right now the college wage premium is as high or higher than it has ever been in our history, but people are more worried about whether or not kids will get jobs out of college.

Part of what you see again and again in the press are stories about students who have graduated with \$80,000 in undergraduate debt, which is a real outlier number. [In

Princeton Family Income by U.S. Annual Household Income Thresholds

Expressed in 2015 Dollars/Excludes International Students



This graph, provided by the Office of the President, shows family income of Princeton undergraduates, by cumulative quintiles. Over the period shown, representation of students in the top quintile (not shown) decreased from 79.7 percent to 64.3 percent.

the stories], they've got that much debt and they're either unemployed or they're a barista. People who fit that profile exist, but they are statistically incredibly rare — but for some reason, that anecdote is what captures people's attention. The question for me, then, becomes: Why is it that such an anecdote has so much pull on people right now — rather than the other kind of anecdote, some of which may be equally unrepresentative but lead you in the opposite direction?

I think a lot of it is about this sense of chastened economic prospects. It is real, and we have to think about what it means for our educational institutions. It's part of the reason I'm out there talking more about what it is that we do, because I think we've got to be telling the story.

PAW LIGHTNING ROUND

Transfers: Did this year's experience with transfer admissions accomplish what you hoped for? What's the plan for next year?

We have a tiny transfer class this year. I think we were aiming for 12. [Nine enrolled.] Here's what I'm happy about: bringing in community-college students and military veterans. They are going to be a really different kind of student. I hope that over time and as we expand the undergraduate student body, we can take these numbers up. One of the things that we keep learning over and over again is, we can't just open the doors and say we want this kind of talent on our campus. We have to realize these students are coming from different backgrounds, and we need to enable them to flourish.

Innovation: The University just created the position of vice president for innovation. Can you speak briefly about the University goals for innovation and specifically in encouraging joint ventures?

The driver here is that we are hearing from our very best faculty, and many of them think their teaching and research will be better if they have more contact with the entrepreneurial world and the innovation ecosystem. What we want to be able to do is to look for ways to increase our connections to what's around us, and to help build that innovation ecosystem in the state of New Jersey. We've been very pleased that the administration of Gov. Phil Murphy has been proactive about reaching out to us and shares these aspirations.

Service: In your talk to alums at Reunions, you said, "We want all our students thinking about their service initiatives." How close is Princeton to that goal, and are more steps needed?

Well, I think the good news is that this generation is a great generation when it comes to service. They come in the door caring about service; if you look at the rates in which they volunteer, for example, both in high school and beyond, this generation is a heck of a lot better than my generation was and generations before us. I also think we have a great range of service activities on campus. There are lots of things our alumni have done that have been important partnerships,

“There are real questions today about under what circumstances a child is going to do better than how their parents did, and I will tell you from having conversations with parents, that's a concern, and not just for working-class parents. That concern may be even more present as you get to parents who have done better [economically].”

“We just finished a year in which 55.7 percent of all living Princeton undergraduate alumni gave back to the University, and so my first reaction to that is: That is astonishing, and thank you to our alumni.”

and I’ve been really pleased with the way our alumni want to continue to build on that.

But do we need to do more? Yeah, we need to do more. One of the things that we are piloting right now is the Service Focus program that came out of our task force report on service and civic-engagement initiatives. It looks to find service internships for our students as they come out of their freshman year, and then integrate [the internships] into courses to encourage reflection by the students in an academic way about what they learned. We have a set of courses in our fall term that incorporate this element into what they’re doing. I’m really thrilled about the range of faculty members from across the University who have been interested in this.

Annual Giving and the next capital campaign: Can you address the issue that while the total amount of money collected by Annual Giving has been increasing, the percentage of alumni who are giving seems to be decreasing — and that’s happening nationally. Broad participation has been a priority here; is that changing?


I have a stack of Annual Giving letters that are going out — I’ve been signing them for days. We just finished a year in which 55.7 percent of all living Princeton undergraduate alumni gave back to the University, and so my first reaction to that is: That is astonishing, and thank you to our alumni. We continue to have numbers on participation, which we care about tremendously, that are jaw-dropping to all of us who have been involved in this project for a very long time. Could that number be even higher? Yeah, it could be even higher, and it has been. I think what’s happening — as you say, nationally — is that people are getting charitable solicitations from lots of different sources and a growing range of charitable sources, and people are connecting to one another differently. We’re having to learn along with that. We were, I think, the first university to accept Annual Giving contributions through Venmo [a mobile-payment service], and we’re going to continue to be alert to the ways in which people communicate differently and networks operate differently.

Is there anything specific you can tell us about the goals of the campaign and its timing?

Right now, the main thing is continuing to push forward these critical priorities that you’ve heard me talk to alumni about on many occasions. The expansion of the undergraduate student body — I continue to be hopeful that five years from now, roughly speaking, in 2023, we can welcome an expanded class to the campus. We’re focused on reaching students from all sectors. We’re focused on service. And we’re focused on excellence in the 21st-century liberal-arts university.

I think it’s always worth emphasizing that at the end of the day, it all comes back to insisting that what we’re doing here needs to be teaching and research of the highest quality. We’re blessed with a faculty of an extraordinary capacity and with terrific students who can benefit from those faculty. Part of what continues to make this job a joy is simply nurturing the research initiatives that get exemplified in the work that our faculty does and the extraordinary teaching that takes place on this campus. ♦ *This interview has been condensed and edited.*

PRINCETONIANS

A woman with short brown hair and hoop earrings is smiling and looking at the camera. She is surrounded by a large, colorful pile of various sneakers, including bright yellow, pink, blue, and orange ones. Some sneakers have tags attached to them. The background is a plain, light-colored wall.

SOMEONE ELSE'S SHOES: Heather Hopkins '99, an early-education advocate, started My New Red Shoes in 2006 to provide back-to-school outfits and footwear to homeless and low-income children in the San Francisco Bay Area. She was inspired by her mother's painful childhood memories of being unable to afford new school clothes. Six months after starting the nonprofit, Hopkins outfitted 354 kids with new attire and shoes. Today the organization — with a five-person staff and an extension office in Portland, Ore. — is estimated to have helped more than 57,000 kids. ♦

Tony Avelar/AP Images

EMPOWERING REFUGEES THROUGH CULINARY EDUCATION

Kerry Brodie '12
at Emma's Torch
Classroom Café
at 345 Smith St.
Brooklyn, N.Y.



KERRY BRODIE '12

EMMA'S TORCH LIGHTS A NEW PATH FOR REFUGEES

At the Washington, D.C., homeless shelter where Kerry Brodie '12 once regularly volunteered, she met many refugees in search of work. When she read about a shortage of line cooks in New York City's restaurants, Brodie wondered: What if a program could train and connect these job seekers to understaffed restaurants?

Two years ago, she moved to the Big Apple and created that program herself.

"It's not just about getting in the door. It's about getting into a career that works with their goals."

— Kerry Brodie '12

In the first year, Brodie, who had no restaurant experience, enrolled in the Institute of Culinary Education and attended a food-business boot camp. Next, she partnered with resettlement agencies and asked experts to weigh in on programming. Now, Emma's Torch — named for the poet Emma Lazarus, whose words are inscribed on the base of the Statue of Liberty — provides culinary training, experience, and job placement for refugees who have often fled countries beset by conflict, religious persecution, and human trafficking.

Once an application has been accepted, Brodie helps connect that student with hiring restaurants and hospitality groups during their training.

"Early on in our program, we start

talking about career goals," she says. "Often our students have been looked at as victims for so long that no one is asking them what they want. We ask where they want to be in five years and work out a career plan."

The first Emma's Torch Classroom Café was a pop-up brunch restaurant in Red Hook, Brooklyn, which opened in 2017. Seven students completed an eight-week paid apprenticeship, taking cooking lessons during the week and serving brunch on the weekends. Along with knife skills and food-safety guidelines, participants received English-language instruction and interview tips.

The curriculum also preps students to expect a respectful work environment, fair wages, and opportunities for promotion or advancing their skills.

"It's not just about getting in the door," Brodie explains. "It's about getting into a career that works with their goals."

Nineteen students have graduated from the program, and all have found full-time employment. One, from Saudi Arabia, works as a line cook at The Dutch in SoHo. A student from Guinea is a prep cook at SoHo House. The pop-up closed in autumn 2017 but a larger, permanent space in Carroll Gardens, Brooklyn, opened its doors in May 2018.

Brodie works full time for the nonprofit, thanks to several grants, the restaurant's revenue, and support from fellow alumni and the Princeton community. Board members include Francesca Furchtgott '12 and Julia Bumke '13, and Emma's Torch bested 23 other startups at the 2017 Princeton Entrepreneurs' Network Startup Competition for a \$10,000 prize. This past summer, two interns from the Princeton Start-Up Immersion Program helped with program operations and development, and a Project 55 fellow just came on board.

Brodie believes people are drawn to the program because their families, like hers, immigrated in the past.

"I'm very fortunate to be alive today because there are countries that let in my relatives during World War II," she says. "And I think that storyline is one that many people can relate to." ♦ By Nina Bahadur '12

Clayton Raithel '12

By Jessica Deutsch '91

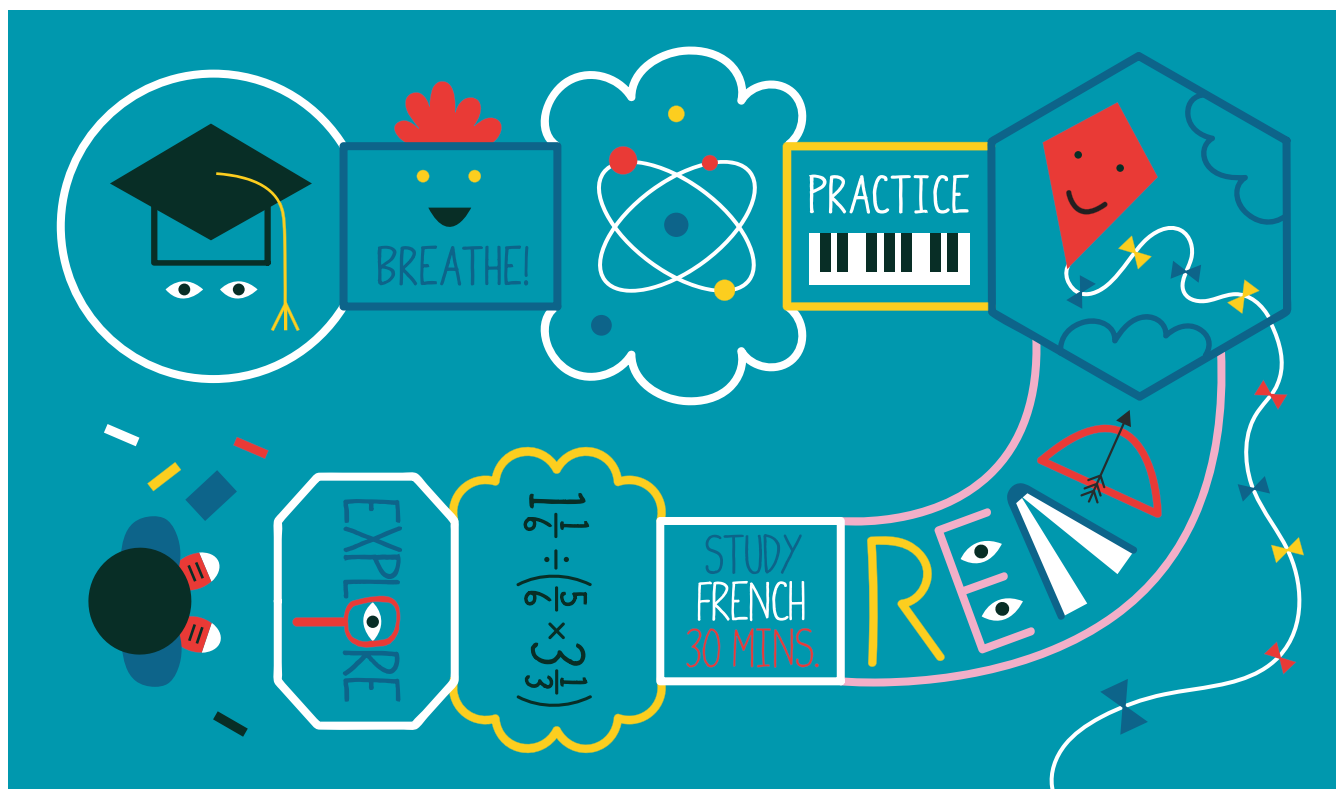


advising practice. She was associate director of health-professions advising at the University for four years.

Alex cried today. OK, I thought, using newly minted therapeutic inquiry skills, could you tell me a little more? He was worried that if he didn't do well, he wouldn't be able to go to one of the "world's best universities, like his parents." Excuse me? My 8-year-old child was overcome by anxiety about the relationship between a third-grade quiz

My son's worry about the consequences of third-grade social studies crystallized a vague, sickening sense that something had shifted.

I stopped buying college-branded onesies for new babies (sorry, U-Store). I stopped laughing at jokes or predictions about toddlers' careers or athletic prospects. When I took a job as a pre-med adviser at Princeton, I saw that going to Princeton didn't just "happen" these days. It was part of a carefully choreographed performance: for some, an inspired journey; for others, an exhausting push.



Observers of higher education have documented the rise in mental-health problems among college students, including in the 2009 film *Race To Nowhere*. Directed by parent-activist Vicki Abeles, the film exposed what I was worried about for my own children, and what I was hearing as the prelude to many of my Princeton students' experiences — disengagement and stress-related illness. I saw the film first in a small venue with 11 others. I knew I needed to get it in front of my whole community.

The Princeton school district is considered one of the highest-performing in the nation. But if you listened carefully to conversations of people waiting in line for coffee — about kids going to “great schools” — or looked at the results of a district survey on student well-being, the subtext was painful: Many of our children were driven more by anxiety than joy or purpose.

I arranged to screen *Race to Nowhere* at Princeton High School. More than 500 parents came to see it, and in the conversation that followed, many said they were worried about their children's homework load. They said they felt conflicted by how hard they were pressing for travel soccer — and travel everything — and how little time there seemed to be for family, friends, or free play. They were confused by how, or why, they had entered the race. They were grateful for the rare opportunity to say so aloud.

That was the origin of Princeton Balance, a Facebook page for parents seeking a reality check on their instincts. Was it protecting snowflakes to question whether homework in grade school is beneficial? No! It turns out that the oft-

A useful question before lights out might be, “What did you do to unwind today?” not, “Did you finish every last algebra problem?”

quoted “10-minutes-per-grade-level” homework rule isn't based on evidence at all. Is it indulgent to prioritize your adolescent's eight to 10 hours of sleep each night? Only if you would say the same for meeting recommended daily requirements for nutrition. The Facebook site was a place to share research that affirmed parental instincts as well as my professional observations.

Because I had worked at Princeton and with students applying to college and medical school, I wasn't naive about “what it takes” to be admitted or to be prepared for the rigor of selective colleges or professional schools. But the more I looked, what I found was that parents, students, and society would be better served by redefining goals that were more particular to individual kids, less obsessed with a narrow prescription for success, and more about vigor than rigor. Vigor means being challenged, but emerging with more energy, more enthusiasm than when you entered. At a minimum, perhaps we could collectively exhale if we took the blinders off in the early years? Princeton Balance was a step toward reclaiming balance and authenticity in childhood and education.

I can't say our parental navigation was flawless, but my personal and professional views converged around the quest for balance and authenticity.

For my own kids, and for those I was advising, I am inspired by the notion that “[the] combination of play, passion, and purpose ... best develops the discipline and perseverance required to be a successful innovator,” as Tony Wagner writes in *Creating Innovators*. I choose “interest” over Wagner's “passion,” and balance might be elusive on any given day. But it is game-changing to hold the ideal of balance as a priority. The difference can mean a happy kid at the end of a busy day instead of one who is tired and dragging. “Internal locus of control” separates an inspired pre-med

from one likely to burn out en route to medical school. Taking time to breathe is not weakness or laziness; it is essential to the development of a physically and emotionally healthy human being and to the ability of a doctor to practice good medicine. Mindfulness — what Jon Kabat-Zinn calls “the practice of moment-to-moment, open-hearted awareness” — might just be the basis of our best parenting, the most important gift we could give our children. A useful question before lights out might be, “What did you do to unwind today?” not, “Did you finish every last algebra problem?” It's about mindset.

Why is it so hard for a parent to do what seems intuitively right? Why are college counseling offices overwhelmed by students with depression and anxiety? I think what needs treatment most is our national mindset about parenting and education. Taking seriously the notion of service as a Princeton alum, a parent, and an educator, last year I ran for a seat on the Princeton Public Schools Board of Education. I campaigned on a platform of “excellence and balance.” I'm convinced that these two ideals can coexist rather than compete with each other.

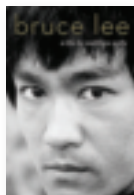
As a newly elected official, I have much to learn. I'm hopeful that we can move the needle in a district that can be a bellwether. What creative sparks might fly if elementary-school kids spend more of their after-school hours unstructured? I'm intrigued by Lenore Skenazy's Let Grow movement to “future-proof our country” by promoting curiosity and independence and countering overprotection. I'm taking notes as schools take steps to eliminate or decrease reliance on AP exams in favor of deeper and more enthusiastic engagement.

Parents and grandparents, if you are worried about what your children might lose if you relax the reins, I ask you a different question: What might they gain? What I've learned from raising my own two children (the worried third-grader has graduated from college, and his sister is starting her sophomore year) and from advising hundreds of others is that the script in your head is the least interesting part of their stories. The magic is in the parts that they imagine for themselves when you let go. ♦

A CALL FOR ALUMNI VOICES
Throughout the year, PAW will publish essays by alumni about things they've learned at Princeton or since graduating. We're looking for voices on a wide range of topics that could help other alumni navigate through careers, family issues, and ethical dilemmas. If you would like to write an essay, please send your idea to pawessay@princeton.edu. Do not send completed essays, please.

READING ROOM: MATTHEW POLLY '95

THE MAN BEHIND THE ICON



At age 12, Kansas-raised Matthew Polly '95 saw something that changed his life: the 1973 movie *Enter the Dragon*, starring Bruce Lee. The film sparked a lifelong obsession with martial arts that took him to China during his senior year at Princeton to study kung fu at the famous Shaolin Temple and motivated him to pen two books on the subject. Polly spent nearly a decade researching his third tome: a biography of Lee, the man who kicked off not just Polly's fascination, but that of millions worldwide. Before *Enter the Dragon*, there were a few martial-arts schools in the United States; by the 1990s, Polly notes, 20 million Americans were studying the discipline.

Bruce Lee died at 32, one month before the movie's release, which makes him a strange kind of celebrity — one whose fame, outside Southeast Asia, came posthumously.



What he's reading: *Ali: A Life* by Jonathan Eig. "Bruce Lee was obsessed by [Muhammad] Ali during his life. ... This iconic figure, is so often linked to Lee in the public mind."

For that reason, Americans know little about him, despite his iconic status. "Many people think of him as just this martial artist who accidentally made a couple movies. But he was an actor first, then merged those two passions," says Polly.

Bruce Lee: A Life (Simon & Schuster) fills in those details. It explores Lee's early career as a child actor in colonial Hong Kong, following in the footsteps of his father, a well-known Cantonese opera and movie performer; and his young adulthood in Seattle and then Hollywood, struggling to make ends meet. Lee's intensity and charisma were apparent from the start.

In Hollywood, Lee partied with Steve McQueen; bought a Porsche and became known for driving too fast; and landed minor TV roles, most famously as Kato, the Green Hornet's sidekick. Eventually, Lee returned to Hong Kong to act — he needed the money — and became a massive star there. That

attracted the attention of Warner Bros. studios, which offered him *Enter the Dragon*.

Lee became the first Chinese-American man to star in a Hollywood movie, during a time when Asians were portrayed by white actors wearing eye makeup. "It was an unbelievably impossible thing to do at that time, given the racism," says Polly. "For years he was denied even minor parts. That he kept at it for so long until he succeeded is probably the most remarkable thing about him as a human."

Then came his tragic — and mysterious — death, from cerebral edema, which Polly argues was caused by heat stroke. When it happened, Lee was booked to appear on *The Tonight Show Starring Johnny Carson*, Warner Bros. had offered him a five-movie deal, and Hollywood was abuzz over his obvious star power. "He was right on the edge of being up there with Steve McQueen and all the other great stars," says Polly. "It makes you wonder what could have been." ♦ By Eveline Chao '02

SHE ROARS CONFERENCE: OCT. 4-6

THE YEAR OF THE TIGRESS — The She Roars conference will feature prominent alumnae from across disciplines and generations, discussing everything from politics to professional development. Highlights include a conversation with Supreme Court Justices Sonia Sotomayor '76 and Elena Kagan '81 moderated by Heather Gerken '91, Yale Law School dean; a breakfast with U.S. Rep. Terri Sewell '86; and a closing dinner hosted by actress and writer Ellie Kemper '02. Registration is open to Princeton alums at sheroars.princeton.edu.



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CLASS NOTES

Online Class Notes are password protected. To access, alumni must use their TigerNet ID and password. **Click here to log in:** <http://paw.princeton.edu/class-notes>



MEMORIALS

PAW posts a list of recent alumni deaths at paw.princeton.edu. Go to Reader Services on PAW's home page and click on the link "Recent Alumni Deaths." The list is updated with each new issue.

THE CLASS OF 1949



William R. Campbell '49

Bill died April 4, 2018.

Like other classmates, he joined us on campus after a year in the Navy. He roomed with Mike De Camp, Huntly Mayo, and Robert Neill Smith. During his senior year, he lived off campus with his wife, Ruth. He majored in English and joined Charter Club.

After graduation Bill went to work for a firm specializing in waste-recycling. He then joined Arrow Development Co., a manufacturer of amusement-park equipment, including roller coasters. He and Ruth were then living in California, in a house designed by Robert Neill Smith. Bill loved working with amusement-park operators and was known for his encyclopedic knowledge of roller coasters.

In 1976, the firm was sold, and Bill retired as president. He became active in the Inverness (Calif.) Public Utility District, working to provide affordable housing for senior citizens.

Ruth died in 1999, and in 2004 Bill married Ann Sheldon Taylor, a dear friend of hers, and moved to Westminster-Canterbury in Richmond, Va. He is survived by his three children, Catherine, Colin, and Kenneth; and grandson Roscoe. To Ann and all of his family, we offer our sympathy and condolences.

George R. Frick '49

George died May 22, 2018, in Chestnut Hill, Mass. after living for years in the Boston area.

He came to Princeton after two years in the Navy and left following his freshman year. He then joined L.O.F. Glass Fibers Co., headquartered in Toledo, Ohio, and eventually became its district manager in Westwood, Mass. After many years with L.O.F., George started the Frick and Henry Co., which built small boats. Other than occasional changes of address, we have had very little contact with him over the years.

Upon retirement, George and his wife, Marian, whom he married in 1952, spent their

time in Massachusetts and Delray Beach, Fla. In addition to his love of golf, George enjoyed tennis, sailing, history, and tinkering with his antique Porsche automobile.

George is survived by Marian; children Thomas, Julia, Lucile, and George Jr.; nine grandchildren; and one great-grandson. We salute their times together, their long family life, and offer our condolences to all the family.



Richard J. Homrighausen '49

Richard died Feb. 20, 2018, in Lafayette, Calif., less than a week after celebrating his 91st birthday.

Born Feb. 16, 1927, he grew up in Princeton, where his father was a professor at Princeton Theological Seminary. Richard was, therefore, truly a faculty brat, attending Princeton High School and joining our class in November 1946 after a year in the Army. He majored in history and was a member of Prospect Club, the Pre-Med Society, and Westminster Fellowship. Richard worked in the Soil Mechanics Lab, Commons, and taught Sunday school at Jamesburg along with Bernie Peyton.

Richard graduated from Cornell Medical School in 1954 and moved to Moraga, Calif., to establish a private practice in internal medicine. He married Jean Grantham. He retired in 1993 and moved to Lafayette, where he remained active in many sports, including backpacking, camping, and running in marathons. As he said in our 50th-reunion yearbook, "It's been a great life."

Richard's son, Eric, predeceased him, but he is survived by sons Mark and Paul; his partner, Nancy Bowers; and a "fourth son," Alex Nagappan. We offer our condolences to them all.

Edwin N. London '49

Ed died Jan. 12, 2017, in White Plains, N.Y.

Ed came to Princeton from Rochester, N.Y., and roomed at North Reunion. After his freshman year, he transferred to Syracuse University and graduated from there in June 1949. He then joined Bausch &

Lomb and began his career in photography, eventually moving on to the photo supply and entertainment field.

In 1974 Ed was the president of Fotoshop Stores in Manhattan, providing high-definition photos and photo editing for many clients. After 20 years in the photo equipment and supply business he became a partner in a Coopers & Lybrand subsidiary in New York, serving clients in the entertainment business as a financial adviser.

Ed continued living in the New York area, but also maintained a second home in Stockbridge, Mass.

He was survived by his wife, Elaine; three daughters, Patricia London Wager, Nancy London, and Elizabeth London Plaker; and several grandchildren.

THE CLASS OF 1951



Ashton Harvey '51

Ash was born Feb. 26, 1929, in New York City to Katharine Davis Harvey and Dr. Harold Harvey 1916.

He prepared for Princeton at the Pomfret School. At Princeton he was an economics major, a member of Cottage Club, and active in crew. Ash roomed with John Ehrenclou, Sandy Halsey, and Chuck Highley.

After two years in Army intelligence, he started work as a stockbroker with Montgomery Scott and Co. In 1970 Ash and his partners formed Delafield Harvey Tabell, an investment-advisory firm; in 1991 they sold the firm to U.S. Trust. Ash fully retired in 2012.

A true steward of the land, he was active in the D & R Greenway Land Trust of Princeton, the Block Island Land Trust, and the Block Island Nature Conservancy. In 2002 he formed the Harvey Family Charitable Foundation to help "those who are hurting."

Ash died April 29, 2017. His memorial service took place at the Land Trust of Princeton. He was predeceased by his first wife, Isabel; and brothers Denning '48 and Seth '55. He is survived by his wife, Marion Dunham Harvey; his children, Ben, Edward, and Julie Esty; seven grandchildren; sister Dorothy Davis; and stepchildren Andrea Riccio and Danny Dunham.

L. Ashley Robinson '51

Lou was born Aug. 28, 1928, in Bronxville, N.Y., to Leland and Helen Ball Robinson. Lou withdrew from Princeton during our sophomore year for health reasons and completed his undergraduate degree work at Occidental College in Los Angeles.

He graduated in 1958 from Columbia Law School and worked for White and Case in New York City. He then became a partner in Burlingham, Underwood & Lord, a firm specializing in maritime law. He lived in



Bronxville for 67 years until he retired to Jefferson, N.H.

His first wife, Nancy Brooks Robinson, died in 1971. Lou died May 1, 2017, of pneumonia. He is survived by his wife, Yvonne L. Robinson; his children, Gary and Susan; four grandsons; and sister Sally Harris.



Eugene Michael Towbes

'51 Mike was born July 17, 1929, in Washington, D.C., to Louis H. and Thelma Lavigne Towbes.

At Princeton he majored in civil engineering and was active in Terrace Club and the Center for Jewish Life. He roomed with Jack Timberlake. Mike graduated *summa cum laude* and was elected to Phi Beta Kappa. Mike's one semester at MIT was interrupted by three years' service in the Navy Civil Engineering Corps.

In 1954 he and Gail Aronson were married and the following year they moved to California. Mike then started the real estate construction and development business for which he became so well known. Over the years the Towbes Group developed more than 6,000 residential units and 1.8 million square feet of commercial properties. Mike was a founder and sole shareholder of Montecito Bank and Trust. In 1980 he established the Towbes Foundation, dedicated to assisting the needs of local nonprofits. Gail passed away in 1996 of multiple sclerosis.

Mike died April 13, 2017, in Santa Barbara of pancreatic cancer. He is survived by his second wife, Anne Smith Towbes; his daughters, Lianne and Carrie; two grandchildren; and his sister, Carol Skinner.

THE CLASS OF 1952



Frank C. Carlucci III '52

Frank died June 3, 2018.

He joined us after studying at Wyoming Seminary. At Princeton he ate at Elm and majored in SPIA. He roomed with Tom Herbert and wrestled on the junior varsity team. After Navy service Frank earned an MBA from Harvard in 1955 and was taken on as a Foreign Service officer with duty in the Congo upon its independence.

His lengthy obituary in *The Washington Post* calls him "a soft-spoken but hard-driving crisis manager for six presidents whose reputation as a tamer of federal bureaucracies led to stints as secretary of defense, national security adviser, and deputy CIA director."

Frank also had an illustrious record after leaving the government — he became chairman of the Carlyle Group, Nortel Networks, Neurogen Corp., and Infracore.

Frank is survived by his wife, Marcia, and his children, Karen, Frank IV, and Kristin.

The class sends its best to them, along with appreciation of Frank's extraordinary military and government service for our nation.



William S. Morgan Jr. '52

Bill had more adventures before Princeton than most of us did; he studied for a year at the Virginia Military Institute after graduating from

Morristown High School and then served in the Army as a paratrooper. Once at Princeton he majored in economics, graduated *magna cum laude*, ate at Charter, and roomed with Dick Smith.

In his career he worked at General Electric and Morgan Guaranty, and was executive vice president at Worcester National Bank. At age 55 he retired to Sarasota, Fla., where he was active in community affairs and enjoyed exercising his singing voice.

Bill died May 16, 2018. He is survived by his children Scot, Victoria, and Linda, as well as by his former three wives, Edith, Sharon, and Ruth. The class sends its good wishes to them with a salute to Bill for his service to our country as a paratrooper.

THE CLASS OF 1953



Edmund Francis Baxter Jr. '53 *55

Ed was born in Scarsdale, N.Y., and came to Princeton from the Chaminade High School on Long Island.

At Princeton he majored in chemistry, joined Terrace Club, and was a member of the Catholic Club and the Chemistry Club.

After graduation, Ed spent three more years doing graduate work in chemistry and then worked for Esso Research and Engineering Co., until he transferred in 1968 to Diamond Shamrock Chemical Co. His work took him to Cleveland and then to Dallas, where his wife, Ginny, died in 1997.

After Ginny's death, Ed decided to move to an entirely different career and went to work for Barnes & Noble selling books in a Dallas superstore, where he enjoyed the personal relationship with customers and was able to promote books by John McPhee and host a visit from George Gallup. He also developed an active lay ministry in the Roman Catholic Church as a liturgical reader and Eucharistic minister.

Ed died March 30, 2018, in Dallas. He is survived by two sisters, Hope Baxter Gusmer and Nora Baxter Weber, whose husband, Marty, was in the Class of '58.

William F. Ogden Jr. '53

Known for his sense of humor, good counsel, and kindness to others, Bill pursued a career in banking and business, dealing with large and small companies across the Midwest



and overseas. He was born in Georgia but moved to Chicago with his family at the age of 5 and grew up in that city.

He came to Princeton from Chicago Latin School for Boys, majored in economics, and was a member of Cap and Gown Club. After college, he joined the Navy, went to Officer Candidate School, and spent three years on a gas tanker in the Mediterranean.

He began his business career with Manufacturers Hanover Bank in New York and earned a law degree from NYU Law School. He met Elinor Ketting in New York City. They got married and moved to Minnesota, where he worked for the First National Bank of Minneapolis until 1976, when he opened his own consulting business.

His love of fishing led him to Montana, where he created Eagle Rock Reserve, an open-space development in Bozeman. In retirement, Bill served a term as class president and was active in the St. Paul-Minneapolis Committee on Foreign Relations, Westminster Presbyterian Church, and the Greater Yellowstone Coalition.

He died May 11, 2018, from complications of Parkinson's disease and heart disease. He is survived by his wife of 58 years, Elinor; their three children, Laura Stackhouse '84, William, and David '89; and four grandchildren.



Clarke Winship Slade Jr. '53

Clarke was born in Daytona Beach, Fla., and came to Princeton from Phillips Academy. He majored in chemistry, was a member of

Campus Club, and played IAA football.

After graduation, Clarke was drafted and spent his Army stint at Fort Monmouth, N.J., learning and teaching the guidance system of the Nike guided missile. A chemist who specialized in marketing research, Clarke worked for the Atlas Powder Co. — later AstraZeneca Corp. — traveling widely, speaking often at industry gatherings, and serving as president of the Chemical Marketing Research Association.

In retirement Clarke worked on a number of Earthwatch archaeological projects in places such as Moscow, Pompeii, and Mammoth Cave in Kentucky. He volunteered at Wilmington's Faith Center, which provides counseling and financial assistance to low-income families and individuals facing immediate financial crises. He was also treasurer and a board member of the English Speaking Union.

Clarke died May 23, 2018, in Wilmington, Del., after a brief illness.

THE CLASS OF 1954

Wesley W. Marple Jr. '54

Wes died May 24, 2018.

He came to Princeton from Trenton (N.J.)

Central High School and majored in the Woodrow Wilson School. He dined at Dial Lodge, and was a participant in Roy Heath's Advisee Project and the Triangle Club. He served as class archivist and was a member of the Undergraduate Council staff.

Wes earned an MBA and, after military service, a doctor of business degree from Harvard. He joined the faculty at Northeastern University and became professor of finance. He enjoyed engaging with students, who revered him for his quick wit, diligent class preparation, and thoughtful critiques of their work. He also designed courses for business people and college educators around the world and taught at MIT, Oxford, and Harvard Business School. He served as a consultant, trustee, or board member of numerous corporations. He retired from Northeastern in 2013.

In 1959 he and his wife, Betty Lou, bought a 55-acre farm in New Hampshire, eventually rebuilding the farmhouse and expanding to 650 acres, improving the land and maintaining the tree farm. They made applesauce from their trees there and enjoyed the sunsets.

Wes is survived by Betty Lou; his daughter, Caroline; sons Ted and Doug; grandson Wesley; and two granddaughters, Adelaide and Eloise.



Walter D. Mott '54

Walt died May 26, 2018.

He prepared for Princeton at Albany Academy. At Princeton he majored in history, joined Quadrangle Club, sang in the Chapel Choir and the Glee Club, and was active in several of the religious organizations on campus. A participant in Roy Heath's Advisee Project, he personified what Heath came to call "the reasonable adventurer."

Walt was a versatile and reflective educator and social activist. After earning a master's degree in divinity at Yale, he pursued a multifaceted career centered on education. In his course he taught Christians and Muslims, coached basketball at a mission school in Lebanon, studied at the Goethe Institute in Munich, and taught courses in religion and culture at the Loomis School. He also earned a master's degree in literature at Wesleyan University while serving as assistant director of admissions, promoted civil rights with federal grants, worked to improve access to higher education for disadvantaged youth, taught behavioral science at a community college, and engaged in conflict mediation.

Walt loved good conversation, reading, and letter writing — with a preference for putting pen to paper rather than transmitting bits.

Walt is survived by Debbie Massa, his partner of 26 years, whom he married in 2009; and her two daughters, Stephanie and Stacey.

THE CLASS OF 1955



Arthur Key Foster Jr. '55

Key was born Nov. 22, 1933 in Birmingham, Ala., to A. Key Foster and Vonceil Oden Foster. He died May 24, 2018, at home.

A basic engineering major at Princeton, he joined Quad Club and was a member of the Orange Key Society. He spent two years in the Navy and then attended the University of Virginia Law School, where he earned a law degree and was business manager of the *Virginia Law Review*.

He joined the Birmingham law firm of Martin, Vogtle, Balch & Bingham and practiced in the fields of wills, trusts, estates, and tax-exempt bonds for more than 40 years.

A deeply faithful man, Key was a lifelong member of St. Mary's on the Highlands Episcopal Church. He served several terms on its vestry, was both a senior and junior warden, taught an adult Bible class, and was chalice bearer, lay reader, and acolyte instructor.

A devoted family man, he spent many weekends at the Redstone Camp on Logan Martin Lake, where he would pull his kids behind the ski boat, take his family sailing, and play tennis, pingpong, and pool with family members for hours on end.

He is survived by his wife, Jean Lyles Foster; son Arthur Key Foster III; daughter Brooke Foster Scott; and four grandchildren, Arthur Key Foster IV, Thomas Coker Foster, Alice Woods Scott, and Katherine Parker Scott.



John Marshall Hemphill '55

John was born Feb. 20, 1933, in Atlantic City, N.J., to Mary and Harry J. Hemphill. He died Sept. 19, 2017, at Lancaster General Hospital in Pennsylvania.

Coming to Princeton from Exeter, he majored in architecture, joined Dial, and worked with the Campus Fund Drive and Theatre Intime.

He joined Armstrong World Industries in 1955, later earning an MBA from Penn State. He managed development work for Armstrong's Building Products Group. John received several important patents during his career and moved to London for several years in the mid-1970s to establish a product-development group specifically for Armstrong's European markets.

By 1993 he retired from Armstrong and opened his own consulting firm, Hemphill Interior Technologies. He was also board chairman of the Advanced Building Systems Integration Consortium, located at Carnegie Mellon University.

John is survived by the love of his life, Sarah, whom he married in 1958. They had 59 years of

the kind of marital companionship for which we all yearn.

THE CLASS OF 1959

Donald A. Corkran '59

Don died March 31, 2015, in Chadds Ford, Pa.

He came to Princeton from Tower Hill School in Wilmington, Del. His freshman year he roomed with Woody Woodhouse and Jim Sharp in Patton Hall but withdrew midway through the year. Completing his education at the University of Delaware, he joined the Wilmington Trust Co. as an investment-analyst and stayed until his retirement in 1993, becoming a member of the senior management committee and ultimately senior vice president in charge of the trust department.

A member of the Wilmington Club and the Wilmington Country Club, Don summered in western Maine for many years and was an avid outdoorsman, devoted to boating, hunting, and fishing.

He was survived by his wife of 53 years, Susan; sons Richard and Edmund; daughter Elinor Murphy; and four grandchildren, to whom we offer our condolences.



Marc F. Denton Jr. '59

Dan died April 13, 2017, of liver disease in McMurray, Pa., where he and his wife had recently moved.

Dan graduated from Verona (N.J.) High School, where he was president of the student council and captain of the football and basketball teams. At Princeton he majored in politics and was a member of the Pre-Law Society, Tiger Inn, Whig Clio, Theatre Intime, and Orange Key. Upon graduation, Dan served three years in the Navy as a line officer aboard the USS *Oglethorpe*.

Dan began his business career with IBM and later was with Peat, Marwick, Mitchell. Ever the entrepreneur (he had run the student beer-mug agency while at Princeton), in 1979 Dan started his own company, Denton Associates, where he developed EDP and loan-servicing software for the banking industry, selling the business to JPMorgan Chase in 2000.

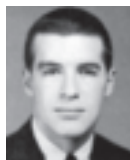
Throughout his life Dan was a passionate fisherman and boater, prompting a move to Little Silver, N.J., where he spent many a day in the backwaters and the Atlantic Ocean, searching out striped bass and bluefish, and serving as a Little Silver councilman. Above all, his family was the major focus of his life.

Dan is survived by his loving wife of 56 years, Connie; three children, Wendy Heleen, Dan, and Stacey Jones; and two grandchildren, Kendra and Trey. We have sent condolences.

Richard A. Rudders '59

Dick died peacefully Feb. 27, 2018, in Barnstable Village, Mass., of Parkinson's





disease with his wife, Joan, and three children at his side. A clinical and academic physician who contributed to cancer research, Dick was 79 years old.

Born in Brooklyn, N.Y., Dick attended James Madison High School before coming to Princeton, where he majored in chemistry, ate at Terrace, and roomed as a senior with Bob Messing. He then spent four years in medical school at Columbia University's College of Physicians & Surgeons. Moving on to University of North Carolina Memorial Hospital as a house officer (resident physician/surgeon), he met Joan Piland, a UNC graduate nurse, who would become his wife of 52 years. A two-year tour in the Navy Medical Corps at a small base in Maine followed, during which time he fell in love with the wilderness of northeastern Maine and the waters of New England.

Dick spent his medical career at the New England Medical Center and then the VA Hospital in Boston. He found time to teach students at the Boston University and Tufts medical schools when he wasn't fishing the waters off Cape Cod, where his ashes will be committed.

He is survived by his wife, Joan; sister Allissa Weis; children David, Jonathan, and Susan; and seven grandchildren. We have sent condolences.

THE CLASS OF 1960



Stephen W. Barber '60
Steve died May 11, 2018, having spent his entire working life in maritime pursuits.

Following four years as a Naval ROTC cadet at Princeton, Steve fell in love with the sailor's life and ultimately served 22 years in the Navy, largely at sea and in Pacific waters. He was involved in almost all the major Vietnam campaigns, both afloat and ashore, including significant refugee rescue-at-sea efforts at the conclusion of the war.

After retirement from the Navy in 1982, he joined American Hawaii Cruise Lines and later World Explorer Cruises, from which he retired in 2003. In retirement, Steve served as president of the San Francisco division of the Military Officers Association of America.

Steve joined us from St. Mark's School, where he played football and basketball. He dined at Charter and majored in history. During his Navy career, Steve earned a bachelor's degree in foreign trade from Arizona State University's Thunderbird School of Global Management.

He met Maryann in Japan, where she taught primary school at the Yokosuka U.S. Naval Base. Maryann passed away several years ago. They are survived by their son and

daughter, their children's spouses, and five grandchildren.



William G. Friend '60
Bill was born in Seattle, attended the Lakeside School, and then returned in 1971 to spend his career and his life there.

He started Princeton with the Class of 1958, but left to spend two years in the Army defending New York City at a Nike missile base and became an expert rifleman. Back at Princeton as a pre-med student, he joined our class as well as Charter and the Veterans Club. Bill excelled in his medical studies, both at Princeton and at Columbia University College of Physicians & Surgeons, where he did six years of surgical residency after earning a medical degree.

Back in Seattle, Bill became the first board-certified colon and rectal surgeon in the state and went on to do pioneering work in colonoscopy, outpatient surgery, and laser surgery. He published and lectured extensively. He also developed and helped to commercialize occult-blood screening technologies widely used in colon and rectal cancer screenings and thereby became active in venture capital. Bill was a keen gardener and landscaper, pursuits favored by Seattle's climate, and loved boating on Lake Washington.

Bill was predeceased by his wife, Linda. He is survived by two daughters and five grandchildren, to whom we extend our sympathy.



Ronald A. Long '60
Ron came to Princeton from Pennridge High School in Perkaskie, Pa. At Princeton he majored in electrical engineering and joined Court

Club. He sang in the Glee Club as a freshman and was active in intramural sports. Ron went on to earn an MBA at the Wharton School in 1962 and began his lifetime career in project management for a succession of companies, finally retiring from the Philadelphia Stock Exchange — now NASDAQ — in 2006.

He was a lifelong New York Yankees fan and generally attended at least one game every year. In later years he and his wife, Mary, became NASCAR fans as well. They followed NASCAR to the Daytona 500 several times.

Ron died March 23, 2018, from complications of dementia. He is survived by two sons from his marriage to Mary; two children from his earlier marriage; a stepdaughter; seven grandchildren; and a great grandson. The class sends sympathy to all his family.



John Todd McCall Jr. '60
Todd died Feb. 17, 2018.

Coming to Princeton from Nashville, Tenn., he brought a lifelong love of music with him and played violin and viola

in the orchestra for four years. He majored in mathematics. After graduation he went into teaching. He then earned a Ph.D. in 1971 from the University of Wisconsin. Todd then established a tax-accounting practice, which he continued until his retirement in 2008.

Todd married Barbara Lee Clements in 1969, and they settled in her hometown of Houston. He continued his love of music by performing in the first-violin section of the Houston Civic Symphony for 29 years, playing with amateur string quartets, and enjoying performances of the Houston Grand Opera. He was also an early adopter of the Apple II computer for both work and play.

He and Barbara Lee did not have children, but were devoted to their pair of Maltese dogs. She predeceased him in 2013.

Frank M. Pagenkopf '60

Frank was born and raised in Chicago. His father, Frank, was in the Class of 1925, and his uncle, Robert, was in the Class of 1937. As a city boy, Frank bicycled to all the great Chicago museums and especially to the Chicago Yacht Club, where he became a member at age 13 and was fourth senior on the roster at his death.

Frank attended Lake Forest Academy and came to Princeton with the Class of 1957. After a two-year sabbatical with the Army, he returned to join 1960. He majored in engineering, played inter-club hockey, and became president of Elm Club.

After graduation Frank joined Illinois Bell Telephone, where he spent 35 years, and finished his career with AT&T successor Lucent Technology. He married Penelope in 1961. They shared a love of travel and sailing. Frank was an avid racer and particularly loved the annual Chicago/Mackinac Race. He also enjoyed tennis, golf, hockey, music, and bridge. He is remembered as his son's soccer coach for always arriving directly from the office in a three-piece suit and wingtips. He was a faithful, not always fortunate, fan of the Cubs, Bears, and Blackhawks. Our sympathies go to Penny and all their family.

Frank is survived by Penelope; three children; and seven grandchildren.

THE CLASS OF 1961

John M. Crowther '61

John died of cancer April 27, 2018, in Los Angeles, at age 79. He was born March 28, 1939, in New York City, to Bosley Crowther '28 and Florence M. Crowther. He graduated in 1957 from the George School of Bucks County, Pa., where he lettered in soccer. At



Princeton he played freshman and JV lacrosse, was active with WPRB, and was president of the Triangle Club. He roomed with Peter Vanderwicken and took his meals at Cloister.

After college, John had roles in two successful Broadway plays and then moved to Rome, Italy, where he directed a film, *The Martlet's Tale*, and married the leading lady, Carla Romanelli. He also directed the Two Worlds Festival at Spoleto for three years, and wrote his own play, *Affected Memories*, about the Russian directors Stanislavsky and Meyerhold. John wrote nine movies and television series; a half-dozen books, including a novel, *Firebase*, about the Vietnam War; and a humorous book of his own cartoons, *Out of Order*. He also wrote and performed a one-man show, *Einstein*. In Hollywood, he had careers as a theatrical agent, high school lacrosse coach, and artist.

John is survived by Carla and his two brothers, Bosley III '56 and Jefferson.

THE CLASS OF 1962



Elijah P. Lovejoy IV '62

Lije died Feb. 18, 2018.

He came to us from Phillips Exeter. At Princeton he majored in psychology and later earned a Ph.D. from the University of Pennsylvania.

After graduate school he accepted a position at the University of California, Santa Barbara, and taught there for three decades. By our 10th reunion he had married Chantal Mirande and had two sons, Elijah and Nicholas. Along the way he did postdoctoral work at the University of Sussex in England and spent time in Kenya and Hong Kong tending UCSB students. Retiring from academia, he entered our Foreign Service and spent time in the West Indies as a diplomat.

While in Barbados he and his wife discovered scuba diving and fell in love with it. Retiring again, they purchased a home on the Big Island of Hawaii, where Lije described the scuba diving as "extraordinary."

Lije's wife, Chantal, predeceased him. To his sons, Elijah and Nicholas, and their families, the class extends its condolences.



Louis F. Versace '62

Lou died Dec. 26, 2017, in Marina del Rey, Calif.

He came to us from Montclair (N.J.) High School, where he was vice president of the student council and assistant editor of the school literary magazine, and played varsity basketball. At Princeton Lou was a member of Tower Club, acted in Theatre Intime, and made contributions to the *Nassau Lit*.

Following graduation he went on to earn

a master's in arts degree in teaching from Harvard and a master's in English from the University of California, Berkeley. Following his studies he began a long career as a high school teacher and later taught in the junior college system. In addition, he was a prolific writer of poetry, essays, and short stories. His poetry was published in a book, *Uncommon Poems for the Common Reader*. His works can also be found on the website a-poem-a-day.org.

Married during his early years in California, he had two sons with his first wife. He then married a second time to Vivienne Feuerstein. Although they divorced after several years, they remained close until his death.

Lou is survived by his two sons, Marco and Nico, and their families in Hamburg, Germany. The class extends its condolences to them.

THE CLASS OF 1963



Randall Revelle '63

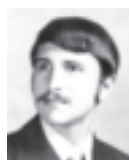
Randy died peacefully June 3, 2018, of congestive heart failure. He was a former Seattle city councilman, King County executive, and tireless advocate for mental health. To thousands affected directly and indirectly by mental illness, Randy was something of a hero, a man unafraid.

Back in 1977, when it was rare for a public figure to acknowledge mental difficulties, Randy forthrightly explained his diagnosis: bipolar disorder. He was among the nation's first politicians to face stigma head-on. And he became a leader in health-care reform. Following eight years on the city council — four as county executive — and an unsuccessful run for mayor, he was a longtime leader of the Washington State Hospital Association.

Randy came to Princeton from Roosevelt High School in Seattle. He was ROTC battalion commander, ate at Quadrangle, and was active in many organizations. He studied for one year in France, went to Harvard Law School, was an Army officer in the Pentagon, and then joined a Seattle law firm.

Among his closest friends throughout life were classmates Crane, Hughes, Lucas, Patterson, Rediker, and Hilton Smith. Said Rediker: "Randy was always our moral compass." Surviving are Randy's wife of 50 years, Ann; daughters Lisa '95 and Robin; brother Geoffrey '69; and three grandchildren.

THE CLASS OF 1970



Stuart H. Bentkover '70

Stu died Feb. 26, 2018, following an extended bout with multiple myeloma in his longtime home of Worcester, Mass. He was a highly accomplished physician and warm colleague.

He came to us from Evanston, Ill., and

quickly became a model for liberal-arts studies as a foundation for medicine, doing honors work in the biochemistry department. Part of the loyal counterculture based in Wilson College, he pursued his lifelong trumpet fixation both with Tiger Band and the great campus dance band of our era, the Prospective Sound; he even found time to defy death as a Commons captain.

Following medical training at Mt. Sinai and Harvard, Stu went to Worcester, established a head and neck surgery group at the Fallon Clinic, and then evolved into a facial plastic surgeon, becoming one of the most honored in New England and opening his own practice in 2002. He donated countless hours of surgical skill and hope to victims of domestic violence. He worked for Princeton for many years as a dedicated alumni-schools volunteer.

Stu is survived by his wife, Nancy; children Adam, Shayna Katz, and Tori; brothers Burton and Warren; and two grandchildren.

Stu began his HO train layout 32 years ago, and reported at our 25th reunion he hoped it would be complete by our 50th reunion. It occupies the entire basement and isn't really finished — just as his many friendships with all of us. We shall remember and miss him.



James S. Catterall '70

Jim died suddenly Aug. 23, 2017, of a heart attack and stroke. He was professor emeritus and past chair of the faculty at the UCLA Graduate School of Education and Information Studies, and afterward founder of the Centers for Research on Creativity.

A fine local scholar and athlete from Summit (N.J.) High School, at Princeton he ate at Quad and earned honors under Orley Ashenfelter in economics. A longtime musician, he also laid the basis for his groundbreaking work in arts education on electric bass in our renowned campus band Tiger Dynasty, which played throughout the East.

After earning a Ph.D. at Stanford, Jim went to UCLA in 1981, where he became internationally renowned for his work in the cognitive effects of music and the arts on education, as seen in the title of his 2009 book, *Doing Well and Doing Good by Doing Art*. He was a Princeton career adviser for many years. Meanwhile, Tiger Dynasty re-formed, began playing charity gigs around the country in 2010, and recorded a reunion CD.

He is survived by his wife, Rebecca; his children Lisa, Hannah, and Grady; his brother William; and four grandchildren.

The three remaining members of Tiger Dynasty, Steve Tracy '69, Bud Fairlamb '69, and Tex Biertuempfel '70 — Jim's friend since grammar school — played at his memorial



service. We will miss the music, but we will all remember Jim's spirit.

THE CLASS OF 1976

Robert R. Evans '76

Robert died Oct. 4, 2017, of complications due to metastatic melanoma in Needham, Mass.

Robert graduated from Columbia High School in Maplewood, N.J. He studied mathematics and philosophy at Princeton for five years before transferring to Boston University, where he graduated with a bachelor's degree in mathematics. While at Princeton, he participated in Ultimate Frisbee, the University Orchestra, and Chapel Choir. He remained a loyal Princeton alumnus.

As a polymath, Robert was led to become a computer scientist, working for many years at Teradyne and more recently at Siemens. He settled in Massachusetts, where he met his wife, Jane, while playing Ultimate Frisbee. He was inducted into the USA Ultimate Frisbee Hall of Fame in 2009. He and Jane raised two children in Needham. A man of prodigious general knowledge, he enjoyed such diverse activities as building wooden kayaks, reading about natural history, and singing choral music with the Metropolitan Chorale of Boston.

The class officers extend deepest sympathy to his wife, Jane; son Joshua; and daughter Dora. The Princeton Class of 1976 holds in honor the name of Robert Roy Evans.

THE CLASS OF 1981



Dana L. Harrison '81

Dana died March 9, 2018, at home in Berkeley, Calif., of a rare, fast-moving cancer. In the words of her brother Michael, "Her home hospice turned into a loving, reverent, and often raucous celebration of her life."

At Princeton, Dana majored in history and served as president of Terrace Club, where her free spirit and practical mindset were always evident. Upon graduation, she moved to the Bay Area to work in business and finance. But in 1998, after a car struck her, she left the corporate world for the arts.

Dana's business skills proved invaluable at Burning Man, where she created the event's money-management systems. In 2008, Dana produced *How to Survive the Apocalypse*, a rock opera set at Burning Man, with sold-out runs in San Francisco and Los Angeles.

Subsequently Dana was managing director of Theater Bay Area and executive director of the Ridhwan Foundation, a Berkeley spiritual education institute.

In remembering Dana, a colleague described her as "a cosmic explosion of life — ferociously intelligent, burning with passion, overflowing with compassion, and hard as nails when she needed to be."

Dana is survived by her mother, Roslyn; her brother, Michael; her sister, Julia Matheson; and their spouses and children. She is remembered by all who loved her, including a circle of longtime friends she named her "intentional family."

THE CLASS OF 1988



David M. Downing '88

David died April 8, 2018, surrounded by his family after a long and recurrent battle with cancer.

David came to Princeton from Canisius (N.Y.) High School. He entered with the Class of 1987 and joined the Class of 1988 after a year away between his freshman and sophomore years. At Princeton David majored in history, was a member of Ivy Club, and played hockey and golf. He earned an MBA from the University at Buffalo.

After Princeton David worked for Procter & Gamble and Rich Products before joining the family automotive dealership that his father started in 1969. David was the CFO and ran Towne Automotive Group with his brother Frank. It was one of the largest automotive groups in the country. David oversaw the finances of multiple dealerships that sold across 17 brands.

Those Princetonians who spent quality time with Dave understood that "Double D" was not just a convenient nickname. Whether you were a teammate on the ice or a fellow Ivy Club member, you knew that you could "Depend on Dave" to support you. "Devoted Dave" would have that deep conversation. "Dynamic Dave" would light up the room and make you laugh. "Devious Dave" got in trouble with a few of us along the way. And for those who were even more fortunate to buy a car from the Towne Group, it was "Dealin' Dave."

David is survived by his wife of 24 years, Karen; their four sons, Joseph, Stephen, David Jr., and Ethan; and siblings Matthew, Molly, Stephen, Franklin, and Gretchen.

David will be remembered for his easy and infectious smile and his generosity to all he knew. He was deeply loved and will be dearly missed.

GRADUATE ALUMNI

Loïc Bouvard '53

Loïc Bouvard, who served 39 years as a centrist member of the French Parliament, died Nov. 27, 2017, at age 88.

In June 1944, as a 15-year-old, Bouvard received the Croix de Guerre as a member of the French Resistance. In July 1950, he graduated from the elite Paris Institut d'Etudes Politiques and in October 1950, he earned a law degree from the University of Paris. In 1951, he enrolled at Princeton and graduated two years later, in 1953, with a Ph.D. in politics.

His business career included working at Air France in New York, and co-founding the Paris office of McKinsey & Co. and his own consulting firm. From 1973 to 2012, he served in the French National Assembly and was its vice president from 1984 to 1997.

Bouvard was dedicated to his Morbihan constituents. With his interest in foreign affairs, he was also a French delegate to the Parliamentary Assembly of NATO from 1978 to 2007 and was its president from 1992 to 1994.

His son wrote that his father "dearly loved his time at Princeton." Reflecting this, Bouvard contributed to the Princeton Graduate School's Annual Giving campaign for 38 years. He is survived by his wife, Elizabeth; five children; and 15 grandchildren.

Kenneth S. Deffeyes '59

Kenneth Deffeyes, professor emeritus of geosciences at Princeton, died Nov. 29, 2017, at the age of 85.

He graduated in 1953 from the Colorado School of Mines with a geological engineering degree. After two years of Army service, he earned a Ph.D. in geological engineering from Princeton in 1959. He then worked for Shell, evaluating oil fields.

Deffeyes taught briefly at Minnesota and Oregon State before joining the Princeton faculty in 1967, transferring to emeritus status in 1998. He helped reshape the curriculum at Princeton and elsewhere as the field began to incorporate plate tectonics into its understanding of the Earth's formation.

John McPhee '53 captured Deffeyes' personality, passion, and deep knowledge of geological history and petrology in his book *Basin and Range* (1981), as he followed him cross-country to learn the story of the Earth's development. Deffeyes was behind the geology field trips that enlivened beginning geology courses and freshman seminars, still taught today.

Deffeyes is survived by his wife, Nancy; two children (including Sarah Domingo '91); and two grandchildren. The University flag was flown over East Pyne at half-staff in his memory.

Alvin M. Goodman '58

Alvin Goodman, an electrical engineer who had retired from both RCA and the U.S. Office of Naval Research, died Dec. 24, 2017, of congestive heart failure. He was 87.

Goodman graduated from Drexel University in 1952, and in 1958 he earned a Ph.D. in electrical engineering at Princeton. After being on the faculty of Case Western Reserve University, in 1959 he joined the technical staff of RCA Laboratories in Princeton.

At RCA, he wrote 57 articles for refereed journals, received 24 U.S. patents, and earned several awards. Goodman treasured a

sabbatical year he spent in postdoctoral study at the Swiss Federal Institute of Technology in Zurich.

After early retirement in 1987, Goodman had a second career as a scientific program officer in the electronics division of the Office of Naval Research. He retired again in 1996. He enjoyed his retirement, but became blind at age 82. Not giving up, he continued his walks on the arm of a seeing person and listened to hundreds of books, including classics he had not had time to read in his earlier years.

Goodman is survived by his wife of 51 years, Constance, and two children.

Richard L. Chambers *68

Richard Chambers, a retired professor of Turkish and Ottoman history and language at the University of Chicago, died Aug. 1, 2016. He was 86.

Chambers graduated with a bachelor's degree in diplomatic and Middle Eastern history from the University of Alabama in 1950. He then earned a bachelor of science degree from the Georgetown Foreign Service School. In 1955, he earned a master's degree in history from Alabama. In 1958, he earned another master's degree in history from Princeton, followed by a Ph.D. in 1968.

Chambers started teaching in 1958 at the American University in Cairo. In 1962, he became an instructor at the University of Chicago, followed by promotions to assistant professor in 1965 and associate professor in 1971. He taught Turkish and Ottoman history and language as an associate professor until retiring in 1995.

He initiated the teaching of these subjects at Chicago and built up the Turkish studies program with distinguished visiting professorships and other hirings. He directed Chicago's Center for Middle Eastern Studies from 1985 to 1988, and twice was acting director. While not a prolific author, his published work had a very important impact on the field.

Chambers' academic career paralleled the development of Middle Eastern and Turkish studies in the U.S., to which he had made important contributions.

Lee E. Wickline *69

Lee Wickline, a teacher who later spent more than 30 years with United States government education agencies, died Oct. 3, 2017, at age 91.

Wickline enlisted in the Navy at age 17 during World War II and served on the USS *Princeton*. In 1949, he graduated from Berea College, and spent several years teaching high school science, mathematics, and physics. In 1954, he earned a master's degree from West Virginia University, and in 1964 he earned a doctoral degree from Penn State.

In 1958, the U.S. passed the National

Defense Education Act, funding teaching of science and mathematics. As part of this, Wickline was a state science specialist with the West Virginia Department of Education, and then with the U.S. Department of Health, Education, and Welfare in Washington, D.C., where he created the National Diffusion Network in 1974 and directed it for 16 years.

Wickline was a visiting student at Princeton's Woodrow Wilson School as a mid-career fellow from 1968 to 1969. In 1975, he served as director of the Office of Education Refugee Assistance Task Force, establishing education programs for Cambodian and Vietnamese war refugees. He retired in 1992.

He is survived by his wife of 69 years, Carolyn; two sons; and three grandchildren.

Thomas J. Valentine *72

Thomas Valentine, one of Australia's most noted academic economists, died July 22, 2016. He was 73.

Valentine graduated with a bachelor's degree from Sydney University in 1964. He earned a master's degree in 1968 and a Ph.D. degree in 1972 in economics from Princeton. From 1970 to 1981, he taught at the University of Western Ontario and the Australian National University.

In 1981, he joined Macquarie University as professorial fellow and director of the Centre for Studies in Money, Banking, and Finance. From 1989 to 1994, he was professor of finance and director of the Centre for Applied Finance at the Ku-Ring-Gai College of Advanced Education, and then was professor of finance at the University of Technology, Sydney.

From 1995 to 2005, he helped build the economics and finance program at the University of Western Sydney as dean of the commerce department, professor of banking and finance, chair of the Board of Studies for the College of Law and Business, and director of the Centre for Applied Finance. He was the author of more than 17 books and 95 refereed papers.

Valentine made significant contributions to economic policy that brought some of the most forward-looking structural changes in Australia, including as a consultant to royal commissions and other official inquiries.

Anthony R. Harris *73

Anthony Harris, retired professor of sociology at the University of Massachusetts, Amherst, died peacefully at home Dec. 4, 2017. He was 76.

Harris graduated from Queens College, CUNY, with a bachelor's degree in philosophy in 1964. He went to England and earned another bachelor's degree from the University of Cambridge in philosophy and English in 1966.

Returning to the United States, Harris earned a Ph.D. in sociology from Princeton in 1973, beginning a career-long study of

criminology and statistics. He then began a 30-year affiliation with the University of Massachusetts, retiring as a professor of sociology in 2002.

At UMass, he was the founding director of the criminal-justice program. He also maintained an active research program demonstrating the impact of medical advances on the lethality of criminal assault. He had visiting fellowships at the Netherlands Institute for Advanced Studies and in the psychology department at Harvard.

Harris is survived by his wife, Rita, whom he married in 1964; three children; and three grandsons.

Andrew W. Conrad *77

Andrew Conrad, retired professor of English at Mercer County Community College, died peacefully Aug. 28, 2017, after an 11-year battle with pancreatic cancer. He was 75.

Conrad graduated from Barrington College in Vermont in 1963. He earned a master's degree from Princeton Theological Seminary in 1971. He then enrolled at Princeton University's Graduate School and in 1975 earned a master's degree and in 1977 a Ph.D. degree in linguistics.

Conrad spent most of his career at Mercer County Community College in West Windsor, N.J. He joined the faculty as a professor of English, then became dean of liberal arts, after which he again was a professor of English. He touched the lives of thousands of young people and colleagues.

His daughter, Heather, said her father was "a teacher whose students unfailingly found him a kind and interested mentor." Conrad was an APGA board member from 1993 to 1996.

He is survived by his former wife, Mary Ann; two children; and three grandchildren.

Ricardo Gutierrez Mouat *78

Ricardo Mouat, professor of Spanish at Emory University, died Sept. 18, 2015, at the age of 64.

Mouat was born in Santiago, Chile, in 1951 and came to the United States in 1969. He graduated from Duke University in 1973. In 1978, he earned a Ph.D. in Romance languages and literature from Princeton. That year, he joined Emory in Atlanta, Ga., as an assistant professor of Spanish.

In 1984, Mouat was promoted to associate professor and in 1991 rose to full professor. As a Spanish-language educator, he was also a literary researcher. In 1986, he was awarded the Essay Prize Discurso Literario. He wrote at least five books in his field.

Mouat is survived by his wife, Disa, whom he married in 1983; a son; and both parents.

Graduate memorials are prepared by the APGA.

This issue contains an undergraduate memorial for Edmund Francis Baxter Jr. '53 '55.

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Preceptor Guy

By Elyse Graham '07

Princeton's lineage of brilliant, terrifying Chaucerians — John V. Fleming *63, D.W. Robertson Jr. — began, perhaps, with Dean Root. Robert Kilburn Root was his given name, but *Dean Root* is what his contemporaries left in the records, perhaps a reflection of his personal gravitas. He seems to have tried to be easygoing. At one University dinner, a

guest thanked Root for his hospitality, using his title. Root said, “Ted, Ted, don’t be so formal. Call me Mr. Root.”

Dean Root came to Princeton in 1905, one of Woodrow Wilson’s original preceptors. He remained for more than 40 years, advancing to chair of the English department (1926–33) and dean of the faculty (1933–46). His was a different Princeton: Weekly services in the University Chapel began with a formal procession in which Root and his colleagues wore full academic regalia.

As dean of the faculty, Root lived in the Dean’s House (now Maclean House), where the students kept tabs on his doings through the bay window. (In 1938, the *Princetonian* appointed him to its Honor Roll “for not drawing the curtains in his parlor and thus permitting vicarious enjoyment of his teas, bridge, and domestic reading.”) Mastery of Old English was required of every English major, which made Root’s course on the history of language (“Root’s Roots”) a well-beaten pilgrim’s path. Remarkd one commentator, “Dean Root has been particularly noted for his clear and precisely organized lectures, which have unfailingly ended exactly as the bell has begun to ring at the end of the hour.”

“Imperceptibly, the arid dean disappeared, and I was talking with a person.”

In 1945, a former student of his — the late writer William Zinsser ’44 — went to Root, hoping to transfer credits from academic programs offered by the Army toward the completion of his Princeton degree. Zinsser recalled how nervous he was to ask for sanction from this stern medieval figure: “Imperceptibly, the arid dean disappeared, and I was talking with a person. Could it be the same Dean Root, this warm old man who wanted me to tell him what I had done and thought and felt in North Africa and Italy? ... At the end, a look of sadness came into Dean Root’s eyes, and he said, ‘Tell me — I suppose Siena has been mostly destroyed?’ I told him that Siena hadn’t been touched by the war and that the great striped cathedral was still there on top of the hill. Dean Root smiled and saw me to the door. ...Not long afterward, he wrote to say that I had met the requirements for a degree ...”

One benefit of a stern reputation is the opportunity to indulge in unexpected jokes. Root once shocked the audience at Class Day by describing the graduating seniors, using slang, as “476 guys.” He was letting the seniors know he was aware of the verse they gave him in the Faculty Song: “A playful lad is Robert Root / He’d like to give us all the boot. / He raised his standards up too high / And graduated just one guy.” ♦





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