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100 YEARS LATER

PRINCETON ALUMNI WEEKLY

A large, diverse crowd of Princeton alumni is gathered on a green lawn, waving their hands enthusiastically. The crowd is dense and fills most of the frame, with people of various ages and ethnicities. Many are wearing orange or red clothing, some with Princeton University logos. The background is a bright green lawn under a clear sky.

SHE ROARED

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PRINCETON ALUMNI WEEKLY

An editorially independent magazine by alumni for alumni since 1900



PRESIDENT'S PAGE	2
INBOX	3
FROM THE EDITOR	7
ON THE CAMPUS	11
Honor Code revisited ♦ Good year for endowment ♦ MacArthur award winners ♦ Student Dispatch: Midterms (the electoral kind) ♦ Cartoonist, <i>Fun Home</i> memoirist Alison Bechdel draws crowd on campus ♦ A day with the drum major ♦ New tenured professors ♦ SPORTS: Football's star duo ♦ The Big Three	
LIFE OF THE MIND	23
When the police look like the military ♦ Brian Herrera on theater and culture	
PRINCETONIANS	37
Princeton-in-Harvard ♦ Once prodigy, now professor ♦ Conference: The great roar	
CLASS NOTES	42
MEMORIALS	58
CLASSIFIEDS	62
PRINCETON PORTRAIT	64



School of Military Aeronautics at Princeton, October 1918, page 26

Still in the Trenches

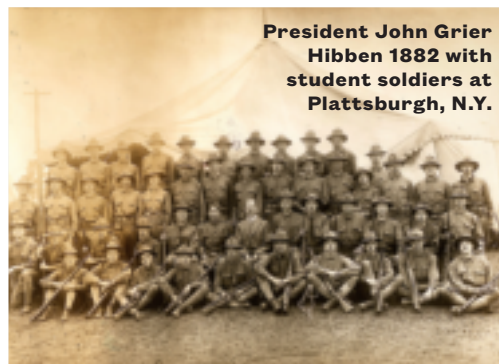
A century after the end of the Great War, Princeton professors and alumni weigh in on what that war teaches us.
By Mark F. Bernstein '83

26 Verdun and Back

In 1990, professor and pilot Samuel Hynes flew over World War I battle sites. An excerpt from his essay about the journey.
By Samuel Hynes

33

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President John Grier Hibben 1882 with student soldiers at Plattsburgh, N.Y.

Princeton at War

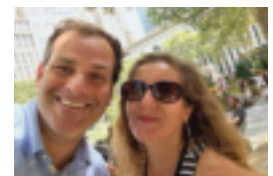
From 1916 through 1918, PAW published weekly dispatches from students and alumni in World War I. View a timeline of photos, notable events, and excerpts.

PAWcast

Historian Nell Irvin Painter explores her creativity as an MFA student and artist.

Great Scot

Gregg Lange '70 continues his look at the legacy of James McCosh.



Friendly Debate

Podcasters Zanthé Taylor '93, right, and Andrew Boer '93 explore social and political issues from opposing points of view.

On the cover: She Roars participants in their group photo on Poe Field. Earlier, social psychologist Amy Cuddy '05 advised women to "take up space" by stretching their arms out — a power pose. Photograph by Sameer A. Khan

A Vision for Graduate Education

Sarah-Jane Leslie '07 was named dean of the Graduate School in January. She brings to this role an exemplary record as both a marvelous scholar and an adept administrator. I have invited Dean Leslie to share her priorities for graduate education at Princeton. — C.L.E.

This fall marked my first opportunity as dean to welcome a new cohort of graduate students. It was not just an important duty; it was a deep pleasure, reminded as I was of my own years as a graduate student at Princeton.

Our incoming graduate students hail from all over the world, from various backgrounds and life paths. They are drawn to Princeton by the dreams of creating new knowledge and deepening our collective culture. They are inspired by the prospect of expanding the very boundaries of what we know. Like each cohort before them, they will inject new life into Princeton's scholarly mission.

Our returning graduate students and graduate alumni manifest this same passion for discovery and exemplify Princeton's unparalleled commitment to excellence. So many examples come to mind; let me mention just a few. Tracy Reuter, who has been actively involved in Princeton's first-generation/low-income (FLI) student community, is a Ph.D. student in the Princeton Baby Lab, where she is researching how infants'



Denise Applewhite

Dean of the Graduate School
Sarah-Jane Leslie '07

brains enable them to perform the seemingly miraculous task of acquiring language within a few short years. Graduate alumnus Yogesh Goyal '17, who grew up in a mountainous region of India, was recently named an inaugural Schmidt Science Fellow for his work spanning chemical and biological engineering, molecular biology, and genomics. Then there is Winton Scott, who began his undergraduate studies at Austin Community College before transferring to the University of Texas, Austin, where he fell in love with classics. He taught himself Ancient Greek and Latin; at Princeton, he is now mastering Sanskrit as he prepares to write an interdisciplinary dissertation.

Our graduate students are marvelous, so what exactly does a *dean* do, given such marvelous students? One part of my task involves setting out a vision for the Graduate School, a vision that supports our students' quest for knowledge, thereby advancing the mission of the University as a whole. Through ongoing conversations with our remarkable faculty, staff, students, and alumni, my priorities are taking shape around three key themes: diversity, professional development, and centrality.

The continued excellence of graduate education at Princeton depends on an ongoing commitment to diversity.

Indeed, the University's strategic framework, adopted by the Board of Trustees in January 2016, reaffirms that only if we draw talent from all nations and all backgrounds can we sustain the unsurpassed quality of teaching and research on our campus.

At the Graduate School, we're especially delighted by the vibrant diversity our new students bring to campus. In this cohort, over 40 percent are international students, joining us from 46 different countries. Among our incoming domestic students, 20 percent are from racial or ethnic backgrounds that have historically been underrepresented in the academy. Furthermore, almost 30 percent of our new domestic students are either the first in their families to attend college or have made their way here from low-income backgrounds.

Of course, our students need to flourish not only at Princeton but also beyond. One of my major priorities is to ensure that all our students — both Ph.D. and master's degree students — feel equipped to explore the full range of rewarding career possibilities that lie before them.

All too often, doctoral education is seen as simply providing the specialist training needed to become a faculty member. The training of future research leaders and talented teachers is central to the mission of the Graduate School, but the view that doctoral work is only about training future members of the academy fundamentally undervalues the Ph.D. While many of our Ph.D. alumni go on to pursue careers in academia, an almost equal number are making spectacular contributions across a dazzling range of careers, spanning government, industry, nonprofits, the arts, finance, and myriad other areas. With crucial and generous support from Graduate Annual Giving, we have begun to enhance professional development opportunities to ensure that our graduate students have the resources to explore and prepare themselves for such diverse careers.

Finally, I will advocate strongly for the centrality of graduate education in Princeton's ongoing mission. Ensuring that graduate students are pivotal in new and developing University initiatives will be crucial to this aspiration.

For example, as Princeton seeks to advance teaching and research through partnerships that span academia, government, industry, and nonprofit sectors, graduate student involvement in this innovation ecosystem will be invaluable. Here I am reminded of students like Alexandra Werth in electrical engineering. In her dissertation work, Alexandra is developing a non-invasive glucose sensor, using mid-infrared laser spectroscopy. Alexandra hopes to see her graduate work evolve into a marketable product that will improve people's lives.

The Graduate School is an engine of innovation whose impact extends far beyond the boundaries of our campus. Today's graduate students are accelerating discovery and expanding knowledge in ways that will enable us to better serve humanity. It is this broad sense of purpose that inspires my work as dean, as it inspires the efforts of so many colleagues across campus, to build an even brighter future for graduate education at Princeton.

Inbox

A STEP TO HELP PARENTS

The article on parental notification of mental-health issues (On the Campus, Sept. 12) neglects key distinctions and implies that the University is doing all it can to help parents help their children.

Unstated is that there is a vast difference — in kind, not degree — between temporary or situational depression and anxiety, and serious mental illness (SMI). SMIs, including clinical depression, bipolar disorder, and schizophrenia, are life-threatening and commonly manifest themselves in early adulthood. Parental awareness of deteriorating health can be crucial to helping a son or daughter find a path forward. Princeton should make every effort to help parents know when major changes in thought and behavior are occurring. A protocol that notifies parents only after a hospitalization is inadequate, as thousands of families have learned.

CPS Director Calvin Chin's statement that "usually, students will be open about whether they are feeling sad or anxious or overwhelmed" is a misleading generalization. People with SMI often deny that anything is wrong, that they have stopped taking medication, or that they have suicidal thoughts. Unless parents can talk with advisers, counselors, physicians, and faculty, they may receive too little information, too late.

There is something the University can do. It can send every incoming freshman a confidentiality-waiver form for parental access to medical information. The form can include an explanation

for the waiver's purpose, as well as a box that can be checked to decline to grant the waiver. Submission of the form must be required for matriculation. This system would dramatically increase the number of students who allow their families to be kept abreast of important mental-health issues.

Chuck Bethel '68
East New Market, Md.

REFLECTING ON SHE ROARS

The She Roars conference (story, page 39) couldn't have fallen on a more perfect and poignant time for so many of us. I joined the conference after a long flight from London, where I currently reside. For me, it was an ideal moment, as I've been in a transitional moment in my career while also feeling swept up not only in America's current political climate but also in life abroad, and I was so eager to jump into conversations with fellow Princeton women.

After earning my Ph.D. in international relations at the London School of Economics last year, attending the She Roars panel on "Liberating the Ph.D.: Diverse Career Paths with a Doctorate" was the perfect opportunity for conversations to help tease out many of the anxieties, questions, and curiosities I currently face in exploring next steps in my career.

Complementing such targeted panels with a range of sessions on issues unrelated to my studies — exploring journalism, wellness, leadership, and other areas — was a welcome respite from the more specific advice

FROM PAW'S PAGES: 4/11/1972

Sociological Threat

DEAR SIR:

Referring to "Who's Running the Ship?" PAW, March 7, the two most important matters facing Princeton's new administration are:

1. To get control of the university away from the faculty.
2. To get control of the faculty away from the sociologists.

As Clemenceau nearly said: "Education is too serious a thing to leave to professors."

FERDINAND H. DAVIS '24
New York, N.Y.

I was seeking and provided many undiscovered sources of information and inspiration. Topping this off with meals shared with dear '10 friends alongside Princeton '73 and '74 women who told remarkable stories of persistence and drive — all with an incredible sense of humor and camaraderie — was more than I could have expected from just three short days.

Rachel George '10
London, U.K.

When I saw that Brett Kavanaugh had been confirmed, I felt the disappointment and bitterness I had experienced after Hillary Clinton lost. But this time, I was in the company of 3,400 alumnae at the She Roars conference. Congresswoman Terri Sewell '86 of Alabama had told us the power of contributing to women electoral candidates. Justices Sonia Sotomayor '76 and Elena Kagan '81 had shared their strategies for amplifying female voices on the Supreme Court. Samara Bay '02, a dialect coach for women candidates, explained that women are less self-conscious when we advocate for issues or other people.

On the last night, I was on the dance floor, surrounded by women of all shades, ages, and political persuasions, moving without inhibition and with so much joy. I draw strength from the generations of women before me, who faced not only a national administration that treated them as the lesser sex but also a University administration that did

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Inbox

the same.

Nevertheless, they persisted. They fought to make Princeton ours. They are still fighting to make workplaces, the media, science and technology, health care, the academy, and political institutions ours. Hell hath no fury like a woman who is not represented. We will run, we will fund-raise, we will vote, we will litigate, we will advocate, we will speak, and we will be heard.



Hope for me is a dance floor of women, arms raised, claiming all the space we deserve, and singing: *I got the eye of a tiger, a fighter, dancing through the fire, 'cause I am a champion, and you're gonna hear me roar!*

Ellis Liang '15
New Haven, Conn.

STILL EXCLUDED

Twelve female students lived in an off-campus house while taking classes with 3,000 male students, paying tuition, taking exams, writing research papers. Critical Language students, we were called "Critters," and the 1967 yearbook says we were a "pleasant diversion." Our male counterparts from the same universities could stay on at Princeton to graduate, but we could not. We are still excluded from having our accomplishments reported in PAW and membership in Princeton Clubs worldwide. Time for a change — give us the same privileges as the two-years-later female attendees!

Pauline C. Reich CL '66-'67
Tokyo, Japan

A QUESTION OF VALUES

To answer Charles Rockey '57's question (Inbox, Oct. 3): Yes, Republicans are eligible for Princeton University portrait commissions, not just Democrats. It's not a question of political-party affiliation, but of who best represents Princeton's values of service to others and to the

nation. When you apply that standard to Bill Bradley '65 and Sonia Sotomayor '76 on the one hand versus Ted Cruz '92 and Samuel Alito '72 on the other, well, there's simply no comparison.

If there's extra space on the wall, I could go with all four. But how many others of our diverse fraternity of Princetonians have we overlooked? I wish we had room for them all.

Anthony Piel '58
Sharon, Conn.

LEARNING 'PRACTICAL THINGS'

President Eisgruber '83's thoughts on "teach[ing] more practical things" (President's Page, Oct. 3) mirror what I've been telling prospective students in my Alumni Schools Committee volunteer interviewer role. The way I phrase it is that my Princeton liberal-arts education gave me the skills and confidence to enter new situations, quickly learn their parameters, and take well-reasoned actions.

Stewart A. Levin '75
Menlo Park, Calif.

CONDUCT AND CHARACTER

Thanks so much to my classmate Stephen Xenakis for this moving essay ("Science and Humanities, Doctors and Torture," Oct. 3). It stirs so many reactions for me. Like Stephen, I became a psychiatrist after Princeton. Although I have not served in the military, for 20 years I have been adjunct professor of psychiatry at our nation's military medical school (the Uniformed Services University of Health Sciences). Several times, I have helped teach the required course on military medical ethics. Some years, though, the reactions of some students worried me. A few of them seemed to have lost their moral compass as a result of the terrorist attacks of 9/11.

Many of us strongly opposed the war. But I don't know that many (any?) of us were against our troops. ... Opposition to U.S. military policy at any time need not mean opposition to our soldiers.

Stephen has spent his career in a world that tests character in numerous ways. It is not easy to balance the obligations of military physicians to help support our troops as a fighting force and our professional obligations to our individual soldiers as well as to a range of other people, including enemy soldiers, suspected terrorists, and non-combatants on any side of a conflict.

I admire how well Stephen has threaded this needle, showing dedication, patriotism, and courage.

Stephen alluded to Princeton students' views of the Vietnam War while he and I were on campus. Many of us strongly opposed the war. But I don't know that many (any?) of us were against our troops. So many of them were drafted, as any of us could have been. Opposition to U.S. military policy at any time need not mean opposition to our soldiers. I think we're much clearer about that distinction now than we probably were in the 1960s.

Richard M. Waugaman '70
Potomac, Md.

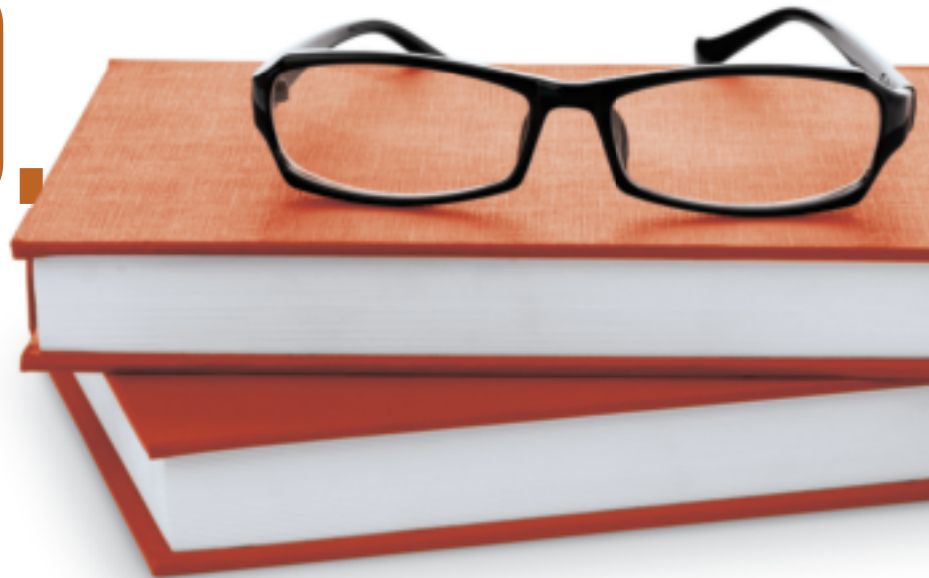
Re his essay on torture, I would like Stephen Xenakis to explain to Princetonians — in no uncertain terms and with no equivocation — exactly what he means by the word "torture," and I would like him to give us precise examples of conduct he believes constituted torture used by interrogators in Iraq; i.e., did American interrogators hold a cattle prod to a prisoner's testicles or to other parts of his body; did American interrogators use pliers to remove fingernails from prisoners; did American interrogators hold a prisoner's head in a bucket of water or in the toilet until he confessed? In short, did American interrogators physically abuse prisoners, and, if so, how?

Guy K. Stewart Jr. '62
West Palm Beach, Fla.

THE GREEN KNIGHT'S TALE

Reading the article on Princeton's Chaucerians (Princeton Portrait, Sept. 12), with its introductory mention of Professors John V. Fleming *63 and D.W. Robertson Jr., immediately brought back one of my favorite Princeton memories. It took place on the first day of Professor

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Robertson's fabulous Chaucer course in 1976 or 1977. Professor Robertson was ill, so a tall, thin, unidentified man appeared instead and proceeded to give a brilliant lecture on pre-Chaucerian thought and literature.

After receiving a huge ovation at the end of the class, the man asked whether anyone had any questions. A woman raised her hand and asked: "Who are you?" The man paused for several seconds, stared out at the class, and slowly declared: "I ... am the Green Knight." He then closed his book and walked out of the room amid gales of appreciative laughter.

Thank you, Professor Fleming, for a wonderful lecture.

Jonathan E. Richman '78
New York, N.Y.

FROM THE ARCHIVES



Re the Oct. 3 From the Archives photo: That is electrical engineering and computer science professor Bruce Arden in the middle. Seated is Iain Bason '87, and standing there looking slightly bemused is me. I showed up that day at the EQuad with a shirt I just got from Penn State (I was on the Ultimate Frisbee team, and we had just played in a tournament there). The photographer said I couldn't be in the picture wearing something from another school, so I turned it inside out, crossed my arms, and hoped for the best. This would have been around 1985.

Jonathan Blake '86
Cheshire, Conn.

Editor's note: Also writing to identify those shown in the photo were Bill Rosenblatt '83, Jim Fehrle '79, and Professors Michael Littman and Robert Stengel.

FROM THE EDITOR

What She Roared

Princeton's She Roars conference was both poignant and empowering, especially as it came at the height of national discussions over sexual assault and white male privilege. Listening to the speakers — from the massive events in Jadwin to the small breakout sessions — I wished my college-student daughter could be sitting beside me, soaking it up. Here's some of the advice for her that fills my notebook:



Sewell '86

From Alabama Rep. Terri Sewell '86: Be proud. "We as women often look at our imperfections. We don't look at our possibilities." So when a man looks into the mirror, he sees a potential president. When a woman looks, she sees wrinkles.

From social psychologist and Harvard professor Amy Cuddy '05: Take up space — it makes you feel more powerful. "When you feel powerful, you see the world not as a place of threats, but of opportunities."

From Patricia Falcone '74, deputy director for science and technology at the Lawrence Livermore National Laboratory: "Numeracy matters. And computer science matters." A functioning democracy requires that we think through the meaning of data.



She Roars participants posted advice on sticky notes.

From an anonymous member of Terrace Club: Rejection leads to opportunity. "Getting hosed was the best thing that ever happened to me! Food = Love," said a sticky note on a board covered by notes with advice to students. "I second that," someone wrote in reply.

From Supreme Court Associate Justice Sonia Sotomayor '76: Take chances. And find the good in people with whom you disagree, because then "there's more space to compromise; there's more space to engage."

From journalist and professor Kathy Kiely '77: Improve your "media diet" by adding the equivalent of editorial whole grains. Read real news — and be willing to pay for it.

From multiple speakers: Be civically engaged — and run for office if you can. In one of the most moving parts of her talk, Sewell recounted how, in 2015, a parade of national officials greeted 103-year-old Amelia Boynton Robinson in ceremonies commemorating the 50th anniversary of Bloody Sunday. Robinson was severely beaten that day in 1965 when she attempted to march across the Edmund Pettus Bridge from Selma en route to Montgomery. At the commemoration, the officials thanked Robinson for her courage, each telling her: "I stand on your shoulders."

Finally Robinson replied with great advice of her own: "Get off my shoulders and do your own work!" — Marilyn H. Marks '86

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News from the Alumni Association

aluminary

**Dean Menegas '83
S82 P21**



c. 2018



c. 1983

To learn the many ways to stay connected to Princeton, contact the Office of Alumni Affairs at 609-258-1900 or alumni.princeton.edu

Dean Menegas '83 S82 P21, who earned an A.B. from the Woodrow Wilson School, recalls summer tours of Europe and Asia with the Glee Club and winter tours around the U.S. with the Triangle Club as some of his fondest memories of Princeton. "All of these trips were made possible by local alumni hosts, and I wanted to pay it forward."

Currently, Menegas serves on the Alumni Council Executive Committee, the Committee on Regional Associations and the Committee on Academic Programs for Alumni. He is also a founding External Advisory Council member of the Woodrow Wilson School's Center for Public Policy and Finance, and worked directly with WWS deans to help establish the new Center.

Menegas says that "volunteering for Princeton is an enormous privilege: I have the opportunity to work with an institution that is quite literally the best of its kind."

Since 2013, Menegas has also served as president of the Princeton Association of the United Kingdom. PAUK was awarded the Alumni Association's 2017 Award for Innovation for a series of virtual full-semester seminars with Princeton professors combining online lectures with live video discussions, an initiative spearheaded by Menegas.

In addition to the award-winning series of seminars, Menegas has created two other programs to promote lifelong learning in PAUK: a Pre-Read Event, in which PAUK members read and discuss the book assigned to incoming freshmen, enhanced by video of the on-campus discussion; and Fellowship Panels, in which alumni, who are studying in the UK on major postgraduate fellowships, share their work, followed by Q&A.

"Four years of undergraduate education is only enough to scratch the surface of what Princeton has to offer; it's the work of a lifetime to take it all in," Menegas says.

Menegas also enjoys creating events unique to London, where he has lived since 1995, after moving overseas in 1991 to Paris from New York, where he started his career in law (and where he and his wife both served on the PCNY Board). "Our fall reception the past couple of years has been an arch sing, featuring Princeton a cappella groups visiting London over their fall break, in the 18th-century vaulted crypt of a church on Trafalgar Square. Last year's event, with 130 attendees and three singing groups, was probably the largest Princeton a cappella arch sing ever held outside of the United States."

Menegas says he plans to continue hosting educational and social events that not only continue lifelong learning but also bring Princeton a little bit closer to home.



Alumni Day

Save the Date
February 23, 2019



Woodrow Wilson Award
Mellody Hobson '91
President of Ariel Investments



Madison Medal
Carol Quillen *91
President of Davidson College

The Princeton Prize in Race Relations recognizes and rewards high school students who help improve race relations within their schools or communities through their volunteer efforts.



Prize recipients receive \$1,000 and an all-expenses-paid trip to Princeton University to attend the Princeton Prize Symposium on Race.

We need alumni volunteers to serve on regional committees to help promote the Prize and to evaluate applications.



Want to get involved?

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Jennifer Daniels '93 S92
President, Alumni Association
of Princeton University
Chair, Alumni Council

Dear Fellow Alumni,

Innovation is fundamental to Princeton, whether in the context of teaching and scholarship that expand our understanding across disciplines, or in the ways that Princeton plans for the future, exemplified most recently by the University's strategic framework and campus plan. It is not surprising, therefore, that a spirit of innovation also inspires our alumni efforts.

Programs like the Princeton Prize in Race Relations, the Princeton Project 55 Fellowship Program (now part of Princeton AlumniCorps) and Princeton Internships in Civic Service are all powerful and enduring examples of alumni innovation. Founded in 2003, PPRR shines a spotlight on racial injustice and the strategies of high school students to improve their communities. The program has expanded greatly since its inception and today operates in 27 regions nationally. Project 55 and PICS, founded by the Classes of 1955 and 1969, respectively, today collectively provide opportunities for more than 200 Princetonians annually to gain invaluable experience in public service through full-time

fellowships or summer internships. Each of these programs demonstrates how a powerful idea can unite alumni in shared purpose and can make a lasting impact on the world.

Motivated by a desire to connect with one another and a grassroots approach to building community, alumni have also created a multitude of opportunities to celebrate and support shared interests such as the Princeton Women's Network, the Princeton Veteran's Association, the Princeton Arts Alumni and Princeton Entrepreneurs' Network. These vibrant organizations provide meaningful ways for alumni to connect with each other and to engage with current students through mentoring and on-campus events.

For more than a decade, conferences, such as She Roars held recently on campus, have provided opportunities for alumni innovation as the events have grown in size and scope to accommodate new ideas. The largest event ever held during the academic year, She Roars brought together alumni from across the globe for three days of thought-provoking panels, talks and lectures. Led by three co-chairs, Laura Forese '83, Kim Goodwin '81 and Susan Katzmann Horner '86, an active Steering Committee created the expansive programming that showcased the extraordinary talents of alumnae and demonstrated that when alumni work together to create opportunities that unite across classes, regions and disciplines, the results are exceptional.

What are your innovative ideas for connecting alumni with one another and Princeton? Write to me at danielstigers@gmail.com.



The Hon. James Marshall '72, former Congressman of Georgia and vice president of the Princeton Veteran's Association, during the organization's inaugural meeting.



Alumni met with regional award winners during the annual symposium for the Princeton Prize in Race Relations.



Through Princeton Internships in Civic Service, alumni provide summer internships and mentoring for Princeton undergraduates interested in civic service.



Princeton Women's Network fosters a sense of community among alumnae by providing numerous opportunities to join together with shared interests.



Alumnae celebrated together at She Roars, October 4-6, the largest gathering of alumni on campus during the academic year.

United in Princeton's Service



On the Campus



“Abraham and Isaac: In Memory of May 4, 1970, Kent State University,” a bronze sculpture by George Segal, stands between the Chapel and Firestone Library. Commissioned as a donation to Kent State in memory of four students killed during Vietnam War protests, the work was rejected by Kent State trustees 40 years ago and subsequently accepted by Princeton University officials.

Photograph by Ricardo Barros

Honor System Revamp?

Report suggests major revisions in how academic violations are handled

A student-faculty group created to examine the 125-year-old honor system has suggested wide-ranging changes, including the addition of faculty to the Honor Committee and creating new options for penalties.

The Honor System Review Committee was formed last January after three referenda proposing changes to the Honor Constitution were approved by the undergraduate student body but put on hold by administrators, who said they would “fundamentally alter the University’s disciplinary penalties and standards for assessing violations of the Honor Code.” A fourth referendum, which dealt with a procedural issue, was implemented.

Many of the review committee’s recommendations, released last month, center around reaffirming the honor system as a pact between students and faculty, increasing faculty involvement in the honor system, and re-evaluating penalties for honor-system violations. They include consideration of these proposals:

- ♦ Adding faculty to the Honor Committee. “Faculty engagement is both important and consistent with the original philosophy of the honor system,” the group said.

- ♦ Ensuring that penalties are appropriate. For example, consider a one-semester suspension instead of a one-year suspension for first-time offenders, shorter probationary periods, and a “reprimand” option for overtime violations (in which students continue working on an exam after time has been called).

- ♦ Setting standardized language for calling time in exams (such as “pencils down”) and ensuring that instructors restate exam policies before the test.

- ♦ Improving understanding of the honor system and its processes.

- ♦ Appointing professional investigators to pair with student investigators to reduce students’ workloads.

The group also said the University



“Students think there is room for improvement and change in a lot of ways.”

— Honor Committee chair **Liz Haile '19**

should consider transferring all academic-integrity violations to a single student-faculty committee. Currently the Honor Committee is responsible for matters relating to in-class exams; the Faculty-Student Committee on Discipline handles violations relating to take-home exams and coursework, as well as serious non-academic violations of University policy.

Honor Committee chair Liz Haile '19, a member of the review committee, said “students think there is room for improvement and change in a lot of ways” to honor-system policies and procedures. The review committee heard from both faculty and students that some students are not reporting peers for violations because some of the penalties

are considered to be too harsh, she said. The Honor Committee is working to rebuild student trust in the system, Haile said, adding that the review committee’s recommendations and efforts by the Honor Committee “to be fair, transparent, and empathetic” are major steps toward restoring that trust.

Haile said the most common Honor Code violations include overtime offenses and the use of unauthorized resources, such as calculators or smartphones. Last year, the Honor Committee expanded its membership from 12 to 15 to keep up with the workload resulting from technology-related investigations, she said.

“Cases have become more complicated by the introduction of technology in the classroom,” Haile said. “It’s tough when we’re having to look at WiFi records, which require a lot more time and energy related to investigating.”

A separate study group that was created to look at the Faculty-Student Committee on Discipline produced its own recommendations, including the addition of a “reprimand” as an informal penalty and exploring a one-semester suspension option.

The University said a third committee will examine the reports of both groups and make recommendations to Dean of the College Jill Dolan, Dean of the Faculty Sanjeev Kulkarni, and Vice President for Campus Life Rochelle Calhoun, who will decide what steps will follow. ♦ *By A.W.*

READ MORE: The Honor System Review Committee’s report at <http://bit.ly/honorsys>.

REPORTED HONOR CODE VIOLATIONS AND FINDINGS, 2014–17

Category	Violations reported	Moved to hearing	Findings of responsibility	Penalties
Writing overtime	27	9	6	Probation
Use of prohibited aid	36	15	7	Probation (2) One-year leave (5)
Copying from a peer	15	2	2	One-year leave
Failure to submit an exam	4	4	2	Two-year leave
Doctoring a regrade	6	6	4	One-year leave (1) Two-year leave (2) Expulsion (1)
Total	88	36	21	

Source: The Honor System Review Committee

Ruch Haile '19

OUTPACING PEER SCHOOLS

Endowment Rises to \$25.9 Billion With 14.2% Return on Investments

Princeton's endowment grew to \$25.9 billion in the year ending June 30 on the strength of a 14.2 percent return on investments, outperforming the University's peer schools.

The endowment's value increased \$2.1 billion during the 12-month period after taking into account investment returns, gifts, and spending.

Investment returns for other Ivy schools ranged from Columbia's 9 percent to Brown's 13.2 percent, while MIT reported a 13.5 percent return and Stanford 11.3 percent. The median endowment tracked by research firm Cambridge Associates rose by 8.3 percent during this time frame.

The average annual return on Princeton's endowment for the past decade is 8.0 percent, the University said, putting it in the top

percentile of 458 institutions listed by the Wilshire Trust Universe Comparison Service.

"There's always a bunch of luck for the returns in one given year," said Andrew Golden, president of the Princeton University Investment Co. (Princo). "The returns in any one given year reflect literally decades of decisions." The endowment works with about 80 fund managers who invest the school's holdings in

strategies such as emerging markets and real assets, and Golden praised their work.

Venture capital and private equity were the main drivers of Princo's big year, Golden said. More than 30 percent of the endowment falls into that category, which produced a 25 percent return, he said.

Public equities and real assets earned about 13 percent, and the independent-return category earned 7 percent. Princo saw essentially no return from its fixed-income and cash investments.

The endowment has supported an increasing share of the University's annual budget in recent years: 55 percent for 2018–19, compared to 48 percent two years ago and 36 percent 15 years ago.

The endowment strategy changes with time. Golden noted that a few years ago, few endowments were thinking about investing in cryptocurrencies. Princo has invested in funds that are experimenting in the "crypto" world, he said, but the endowment does not directly hold any digital assets such as bitcoin on its balance sheet.

In the wake of the #MeToo movement, Golden said, he has been stressing to Princo's managers the need for gender diversity in their firms. "It's a lot harder to have that [sexual misconduct] behavior when the firms have greater diversity within them," he said.

Speaking with PAW just days before a market dip in mid-October, Golden said he worries about an increasingly hot market that makes it tough to find good prices. However, he expressed openness to the idea that some sky-high valuations for companies like Amazon may be merited.

But in general, he's trying to avoid reading the macro trends such as President Trump's bull market and is relying more on the individual managers.

Golden, who will be 60 next year, is approaching his 25th year in 2020 at Princo's helm. He said Princo has been doing succession planning for a decade, but he has no imminent plans to step aside. ♦

By *Teddy Schleifer '14*

IN SHORT



Professors **CLIFFORD BRANGWYNNE** and **ALLAN SLY** and arts fellow **OKWUI OKPOKWASILI**, pictured top to



bottom, are among 25 recipients of 2018 **MACARTHUR FELLOWSHIPS**.



Each will receive \$625,000 in unrestricted funding over five years.

Brangwynne, an associate professor of chemical and biological engineering,

investigates the processes by which cells form structures known as organelles, which carry out functions such as protein synthesis and cell division. Sly, a mathematics professor, works on an area of probability theory that investigates thresholds at which complex networks change from having one set of properties to another. Okpokwasili, a visiting fellow in dance and the Lewis Center for the Arts, creates multidisciplinary projects that explore the lives of women of color, particularly those of African and African American women, whose stories have been overlooked.



IN MEMORIAM
WEN FONG '51 *58, professor emeritus of art history and art and archaeology, died Oct. 2 in

Princeton. He was 87.

After earning a degree in history in 1951, Fong earned a Ph.D. in art and archaeology in 1958. He began teaching Chinese art history at the University in 1954, retiring in 1999. Fong helped establish the nation's first Ph.D. program in Chinese art and archaeology at Princeton in 1959, and served as chair of the art and archaeology department from 1970 to 1973.

Fong was also faculty curator of Asian art at the Princeton University Art Museum and was special consultant and consultative chairman of the Department of Asian Art at the Metropolitan Museum of Art for 30 years. ♦

Jon Stewart, former host of *The Daily Show*, was a surprise guest at a Sept. 12 comedy show supporting the University's Vote 100 campaign.



STUDENT DISPATCH: FIRED UP FOR THE MIDTERM ELECTIONS

By Allie Spensley '20



The approach of the midterm elections has sent fresh political energy crackling through Princeton's campus. It's been

visible in the event fliers plastered on lampposts and the campaign stickers slapped onto laptops. And it was tangible Sept. 18, when 120 students crowded into Whig Hall for a debate on Brett Kavanaugh's Supreme Court nomination.

Whig-Clio president Lena Hu '20 said attendance is up this fall at the organization's programs. "Part of it is related to midterms, and also with this presidency and recent political events, I think this is the year where people are paying more attention to the news than they have before," she said.

That interest was evident in conversations inside and outside the classroom, students said. "When I was a freshman, I felt like politics were not a main topic of conversation. But that

changed after the 2016 election," said Paul Kigawa, a senior from New York. "[Politics] came up much more frequently and with a greater sense of urgency."

Kigawa pointed to the Vote 100 campaign, organized by students and sponsored by the Office of the Dean of Undergraduate Students, that aimed to get 100 percent of undergraduates to participate in this year's midterm elections — for those who are eligible, by voting; and through activism or personal engagement for those who are not.

Vote 100 kicked off in mid-September with a Stand Up and Vote event, a comedy show/voter registration drive that filled Richardson Auditorium and featured a surprise visit from former *Daily Show* host Jon Stewart. In videos posted on Facebook, student groups — ROTC cadets in full uniform, the Band in the stadium bleachers — challenged other organizations to take an online pledge to vote, and Vote 100 leaders staffed tables in Frist and the residential colleges. On the day before registration

closed in New Jersey, more than 100 students registered in three hours.

Vote 100 is bipartisan, appealing to basic values such as civic responsibility and democratic representation. But for some students, the decision to vote was more personal. Isabel Leigh '19 planned to cast her ballot so her parents, immigrants who are ineligible to vote, can benefit from policies enacted in their Florida county.

Riley Heath '20, who leads the Princeton chapter of the conservative nonprofit Turning Point USA, said economic-policy issues were most important to him, "especially with the new tax plan put in by the Trump administration."

Others cited issues such as gun control, climate change, and women's rights. "I feel like each vote is more crucial than usual," said Nathan Bergman, a sophomore from Arizona, where the Senate race was hotly contested.

With three weeks to go before the election, 29 percent of undergraduates had signed the Vote 100 pledge — more than double the percentage of college students aged 18–21 nationally who voted in the 2014 midterm elections. Data from a University survey in the spring of 2017 suggest that 76 percent of eligible Princeton undergraduates voted in a local, state, or national election during the previous year.

While some students missed this year's voter-registration deadline, others intentionally abstained. "I am not voting because I believe if a voter is not informed, he or she should not vote," said David Villarreal, a freshman from Arkansas. "Ignorant voters lead to incompetent, corrupt leadership."

Some students view politics — hyper-polarized on the national level — as a topic to be avoided in campus discussion, said Caleb Visser '20, a Vote 100 leader. But the campaign has tried to demonstrate that "we can talk about politics and we can talk about civic engagement ... in a non-polarized, non-threatening" way, he said.

And Visser provided a compelling example that voting does matter: In the Virginia district next to his hometown, a House of Delegates election was decided last year by a single vote. ♦

NEW TENURED FACULTY

Eleven new tenured professors have joined the faculty:

AISHA M. BELISO-DE JESUS

(Spanish & Portuguese and American studies), from Harvard University, is an anthropologist who studies media, culture, and religion.

BARBARA GRAZIOSI (classics), from Durham University, studies classical and modern responses to ancient Greek literature, especially Homeric epic literature.

JOHANNES HAUBOLD (classics), also from Durham University, studies interactions among ancient Greek, Roman, and Babylonian literature.

ALEKSANDAR HEMON (creative writing and the Lewis Center for the Arts), is an author whose books include *The Lazarus Project*. A MacArthur Fellowship recipient, he previously taught at Northwestern University and New York University.

KATE HO (economics), from Columbia University, studies the economics of the health-care industry.

SANYU A. MOJOLA (sociology) researches health inequalities between different social classes, primarily through the lens of the HIV/AIDS epidemic. She joins the faculty from the University of Michigan.

LAURENCE RALPH (anthropology) joins the faculty from Harvard University. His studies focus on urban life, gangs, and medicine.

JAMES RAYMOND VREELAND (Woodrow Wilson School), from Georgetown University, examines the impact of global institutions on developing countries.

TOM GRIFFITHS (psychology and computer science) studies the underlying computational problems that humans address while making choices, assessing differences between human evaluations and those of artificial intelligence. He joins the faculty from the University of California, Berkeley.

Z. JASON REN (civil and environmental engineering), from the University of Colorado, Boulder, researches methods to convert wastewater and other waste materials into energy and useful chemicals.

MARSHALL BASHANT BROWN (architecture), is an architect who specializes in urban architecture and city revitalization. ♦

From top: Ethan Stenenfeld '20; Scribner's Magazine, July-December 1918

Graphic novelist
Alison Bechdel



'APPEARANCES COULD BE DECEIVING'

Sharing a Life's Intimate Details

Alison Bechdel, best known for her book *Fun Home*, spoke about sharing intimate details of her life in her graphic novels during an Oct. 9 talk on campus. "I'm a very shy person, but I have a huge exhibitionist streak," Bechdel said. She recalled how, when she revealed to her parents that she was a lesbian, she discovered that her father was also having homosexual relationships. This became fodder for *Fun Home*, which was adapted to an award-winning Broadway musical. "I was growing up in a house where things weren't exactly what they seemed," she said. "I was already sensing that language could be unreliable and appearances could be deceiving." *Fun Home* will be a senior-thesis production at the Lewis Center for the Arts in February. ♦ By Iris Samuels '19

VIRTUAL REALITY, CIRCA 1919



As part of the University's **WORLD WAR I MILITARY TRAINING COURSE**, students used large landscape targets to develop their marksmanship skills. J.R. Cornelius, a Princeton military instructor who was a Canadian Army captain,

wrote that the landscapes would enable a recruit "to recognize and aim at targets ... and enable him from a verbal direction and description to locate rapidly and shoot accurately." Cornelius worked with Howard Russell Butler 1876, known for his paintings of people, land and seascapes, and celestial objects, to create eight landscape targets — the largest 39 feet wide. In the photo above, a cadet instructor demonstrates how to locate a target; below, Cornelius leads students through a series of "fire orders." ♦





Leading the Princeton University Band through the Tiger Tailgate in Fine Plaza

A Day With ...

Band drum major Destiny Eisenhour '20: At Homecoming, nonstop music and fun

Destiny Eisenhour '20 joined the Princeton University Band freshman year as a sousaphone player. Now she's the drum major — the one dancing around with the mace. Behind the scenes, she handles the logistics while making sure everyone in the band is having fun. We tried to keep up with her busy schedule the day of the Homecoming game against Brown Oct. 13.

Rehearsal I woke up at 6:30, and the first thing I did was print out the show sheets that have our pregame and halftime formations. Since it was raining, we just did field rehearsal on the practice field with no instruments to get our formations down. Then we came back to the stadium and practiced the music there so the instruments wouldn't get wet.

Campus march-around Every Saturday home game, we go around campus making a lot of noise, telling people to come to the football game and trying to get people hyped up. We start from the stadium, then we go to Frist. We play a version of "Tequila" in the late-meal area, then we go up the stairs and we play "Rock Lobster." They're songs we don't even have written down, but people just learn them and teach all the new members. During one part of "Rock Lobster," a signature band thing is that everyone lies down on the floor and "lobsters" — moving your legs up and down. It's a pretty interesting sight!

Blair Arch We do an arch gig where our drums will play every cadence we know and we do all the cadence dances. It's just

a lot of noise. As soon as we started the arch gig, it stopped raining and we were like, "Wow, we just brought the sun out!"

Class of 1956 tailgate We've been playing at the Class of '56 tailgate for over 30 years. We play some songs for them, and I make some bad jokes between the songs. The Class of '56 really likes us and thinks that we're great, and they also raise money for Friends of Tiger Band. That's why the [plastic] pumpkins we play have "56" written on the back: They gave us those.

Alumni tailgate It's super fun to play for alumni in Fine Plaza, especially when we play Princeton songs and all of them sing along with us. When I was playing an instrument, I never saw that because I was either watching the conductor or looking at my music. Now, my job is basically to dance and wave the mace around, so I'm free to look around and watch all of them sing.

Pregame We always march on to the "Princeton Cannon Song" for pregame performances. Then we played "Vehicle" — the Brown band told us that something went wrong with their bus, so we made a joke about that and then we formed a bus. Our signature pregame ends in a double-rotating "P," then we play the national anthem and run off the field to make a tunnel at the home-team tunnel and play "Cannon" as they run out on the field.



Postgame celebration in the Woodrow Wilson School fountain

Halftime show At the end of the second quarter, we'll watch the other band perform and cheer them on, and then we line up and do our halftime show. Our show this week was about an internet café that opened up in Providence where students are sharing their data for free coffee. We made some jokes about that — that's all our own research, all of those Sunday/Monday-night show-writing sessions where we're searching "Providence scandals" to see what's happening. We played "Shut Up and Dance," and then we transitioned to the flasher routine: We hide these phrases under our jackets and turn around to show the phrases. The first phrase was "DREAD BYTES" because of that café, and that turned into "TEDDY BEARS," since we played Brown, which then flipped to "SIS BOOM AH!"

The game There's always so much going on. I need to be paying attention to the game to know when we need to be playing. When we're not playing, it's my job to keep people engaged by doing a lot of cheers — we have offensive and defensive cheers. We'll also do cheers like "give me a letter." My favorite is [spelling] out each letter of our band president's email address. Then we yell his email address and say, "for all comments and complaints." We take the third quarter off from playing unless we score, then we'll play our fight song. We call it "pants-less third quarter" — everyone takes their pants off, but we're wearing boxers or spandex shorts.

After the game We play the fight song and since we won [48-10], we play "Kiss Them Goodbye" and then "Rock Lobster" again. After every home game we win, we all go to the [Woodrow Wilson School] fountain and go pants-less again and play songs in the fountain. We take the Brown band with us into the fountain because we're super close to them. We went back and changed, and then we took some of the Brown bandies to Hoagie Haven. It was a really long day, but it's always super fun because you only get 10 of them every year. ♦
Interview conducted and condensed by Anna Mazarakis '16

Photos: Sameer A. Khan

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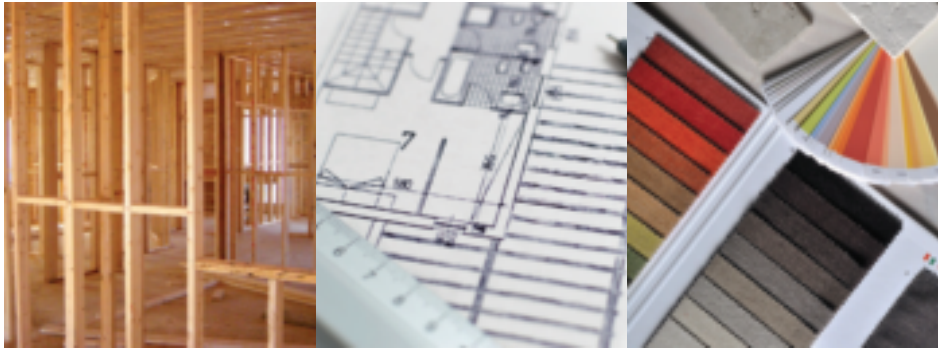


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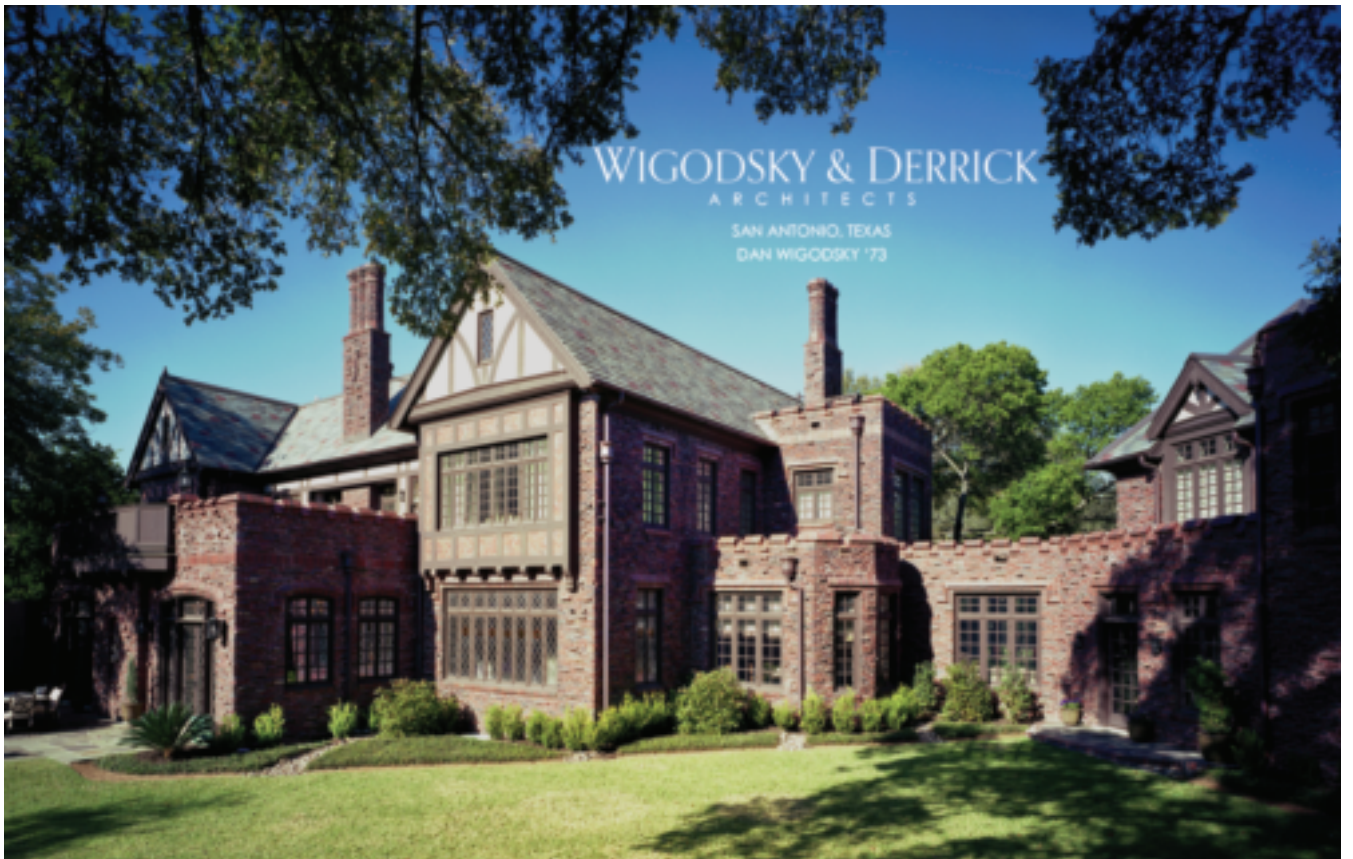
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Stephen Carlson '19



Jesper Horsted '19

FOOTBALL

Dominating Duo

Carlson '19 and Horsted '19 outrun, outjump, and outmuscle Ivy defenders

Princeton wide receivers Stephen Carlson '19 and Jesper Horsted '19 share more than just a penchant for scoring touchdowns. The classmates were multi-sport stars in high school (Carlson in upstate New York, Horsted in the Minneapolis suburbs). Each has a passion for music (Carlson plays saxophone, Horsted plays guitar). And at 6 feet, 4 inches and close to 225 pounds, each has the size and strength to draw the eyes of pro scouts.

Head coach Bob Surace '90, who spent eight years on the Cincinnati Bengals' staff, noted that "the NFL has become a league of contested catches" — most receivers cannot rely on speed alone to break away from defensive backs. Teams are looking for "strong, dependable guys," Surace said.

Horsted and Carlson, Princeton's exemplars of the modern receiver, have formed a terrific tandem on the field, combining for more than 1,000 receiving

yards and 13 touchdown catches in the first five games this year. Their numbers bring to mind the small and speedy duo of Derek Graham '85 and Kevin Guthrie '84, who combined for 2,581 receiving yards in 1983.

Horsted, Princeton's career leader in touchdown receptions, is a three-year starter, while Carlson had his breakout season as a junior, when he caught 71 passes for 935 yards. "He's a better player this year than he was last year," Horsted said, "and a better player this game than last game. He's always improving."

Carlson, meanwhile, has been impressed by Horsted's athleticism in two sports at Princeton — he's also a star centerfielder for the baseball team. "It's crazy [that] he can be one of the best players out on the field in football and a couple months later be one of the best players in baseball," Carlson said. ♦

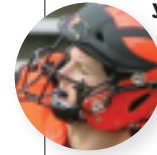
By Justin Feil



READ MORE about about Carlson and Horsted at paw.princeton.edu

THE BIG THREE

1 Backup quarterback **KEVIN DAVIDSON '20** threw for 299 yards and four touchdowns in his first collegiate start, a 48-10 win over Brown in the Oct. 13 Homecoming game. Filling in for injured starter John Lovett '19, Davidson completed 26 of 39 pass attempts with no interceptions, helping the Tigers to their first 5-0 start since 2006. Prior to the game, Davidson had thrown just 12 passes in his three years at Princeton.



2 **NATALIE GROSSI '20** saved three shots and recorded her seventh shutout in 11 games this season as Princeton women's soccer edged Columbia, 1-0, Oct. 14. Amy Paternoster '22 scored the Tigers' game-winner, her first collegiate goal.



3 The volleyball programs raised a banner in Dillon Gym honoring former coach **GLENN NELSON** before the women's team's Oct. 13 victory over Columbia. Nelson, a member of the EIVA Hall of Fame who retired in 2009, guided Princeton to 1,084 wins — 580 with the women's team and 504 with the men. ♦



She Roars, She Scores Princeton alumnae from different generations recall their experiences as student-athletes at paw.princeton.edu.

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Life of the Mind

POLITICS

Reckoning With Force

Why military tactics by local police might be counterproductive

When African American demonstrators filled the streets of Ferguson, Mo., in 2014 to protest the police killing of 18-year-old Michael Brown, officers met them with an aggressive response. “At first glance, it looked like a military battalion had been deployed,” says Jonathan Mummolo, assistant professor of politics and public affairs. “They were

dressed in battle armor, they had high-powered rifles, and there were armored vehicles designed to withstand IEDs [improvised explosive devices] in Iraq.” The use of equipment designed for war seemed especially stark, given that it was deployed against unarmed civilians.

A former journalist who covered law enforcement for *The Washington Post*, Mummolo wondered whether such

equipment was necessary, asking himself, “What do we actually know about these tactics — are there any benefits or costs?” When he examined the available data, he discovered that far from making the streets safer, such military tactics have little effect on crime and may diminish the reputation of police. He published his findings in July in the *Proceedings of the National Academy of Sciences*.

Use of military equipment by police goes back to the 1960s, as part of the Johnson administration’s response to rising crime rates and a high-profile mass shooting at the University of Texas at Austin. Militarization ratcheted up as U.S. administrations focused on

continues on page 24

How Civilians React to Militarization

Jonathan Mummolo randomly paired one of these four photos with a story he showed research subjects about a request for more money for a city’s police department. Photo A served as the control image, while photos B through D showed increasing levels of militarization. Each had the same caption: “Five city police officers stand guard during a local protest.” Mummolo found that civilian willingness to increase police department funds decreased as the level of militarization increased. Respondents also reported a perception of higher crime levels and a lower opinion of law enforcement when shown the images featuring elevated military-style force.



A Traditional police in regular uniforms



B Police in riot gear



C Police in riot gear with assault rifles



D Police in riot gear with assault rifles and an armored vehicle

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Life of the Mind

continued from page 23

combating drug use and terrorism. When Mummolo began searching for data on the phenomenon, however, he found few concrete statistics. Among the hundreds of state and local law-enforcement agencies that he contacted nationwide, some kept no records while others purged them as a matter of policy. Some who kept records refused to provide them or charged exorbitant fees. “If we are going to be smart about how we reform policing, the first step is to empirically evaluate the consequences of what we are currently doing,” says Mummolo. “And for that we need data.”

In Maryland, he discovered that the state required police departments to record all deployments of SWAT (Special Weapons and Tactics) teams for five years as a response to a botched raid. Analyzing a database of some 8,000 deployments that were coded by location, Mummolo found that roughly 90 percent of SWAT deployments were for non-emergency situations, such as serving a search warrant. Moreover, he found that teams were much more likely to be called out to communities



“I believe a lot of these chiefs and sheriffs are sincere when they say this is keeping their officers safer, but the data tell a different story.”

— Jonathan Mummolo,
assistant professor of politics
and public affairs

of color — for every 10 percent increase in a neighborhood’s African American population, there was a 10 percent increase in SWAT-team deployments.

The Maryland crime statistics showed no effect of the deployments on lowering crime in neighborhoods. Examining a national database that indicated the presence of SWAT teams by year, Mummolo again found no correlation. “You can compare agencies over time and see that when an agency gets a SWAT team, there is no evidence of decreases in violent crime or of officer injuries or death.” He even saw a slight increase in those statistics — suggesting that aggressive police tactics in some cases actually might promote more violence.

“I believe a lot of these chiefs and sheriffs are sincere when they say this is keeping their officers safer, but the data tell a different story,” Mummolo says. Moreover, an experiment he conducted suggests that militarization might hurt police by damaging public opinion of law enforcement. Mummolo created a news article about a police chief looking for a budget increase. The photo that accompanied the piece was randomly selected from among four that showed increasingly militarized law enforcement (see previous page). The more militarized the police in the image looked, he found, the more likely participants were to think crime was high in the community. At the same time, they were less likely to believe police were deserving of increased funds or to support increased police patrols in their own neighborhoods.

Mummolo attributes such sentiments to an erosion of trust. “You would think if crime was high, [people] might want to give police more resources, but if you are also reducing your trust in police, you might doubt their ability to do their jobs effectively,” he says. Taken together, all of the evidence suggests that militarization of police may do more harm than good. “The way the debate has been framed has largely been that it’s a trade-off between liberty and security,” he says. “But that’s not necessarily true. On average these tactics don’t seem to supply the supposed benefits — but we do have evidence they diminish support for police.” ♦ *By Michael Blanding*

M.K. Sadler



THEATER: BRIAN HERRERA

Setting the Scene: The History Behind American Performance

After spending childhood outside of Albuquerque, N.M., Brian Herrera still marvels that instead of venturing into the majestic mountains that jutted up from his backyard, he “was content reading a book while watching television as often as possible.”

From ages 9 to 15, he lived with his family in Saudi Arabia, which spurred a hunger for American television, movies, and magazines. “The expat community collaborated to build lending libraries,” explains Herrera, noting he was particularly fond of primetime TV recordings and variety specials like the Miss America Pageant and Tony Awards.

“I often feel like we see the rehearsal for major social change in performance — long before we see policies, long before we see names” for the movements, says Brian Herrera.

Today, the drama historian, performance artist, and Princeton professor says, “Performance reveals cultural information when it’s not fully locked down yet. ... I often say I work with archives that are hidden in plain sight.” ♦ *By Agatha Bordonaro '04*

Illustrations: Agata Nowicka (top); Mikel Casal (at right)

Herrera's Work: A Sampling

GETTING PERSONAL
“Experiences are quite powerful archives, but we don’t know how to understand them in significance beyond the personal,” Herrera says. He is changing that through autobiographical solo performances such as 2010’s *I Was the Voice of Democracy*, about his teenage claim to fame after winning a national speechwriting contest, and 2013’s *Touch Tones*, about his stint as a phone-sex operator in the early 1990s during the AIDS epidemic. By blending historical research with personal memories, Herrera explores the interplay of individual experience and history. “Part of what I hope to do with my work is look at how everybody’s lived experiences are an aperture to history, a way to understand the mystery of the past.”



HISTORY VS. MEMORY
With his Mexican lineage, Herrera knew that the concept of “Latin culture” has long existed in the United States. But he noticed that popular culture tends to periodically rediscover Latinos as “the next new thing.” He explores this in his 2015 book, *Latin Numbers: Playing Latino in Twentieth-Century U.S. Popular Performance*, which examines how Latin-inspired musical

numbers, casting of Latino actors, and other theatrical influences shape our perception of the group’s history and culture in America.



SPOTLIGHT ON CASTING
Roughly 100 years ago, actors didn’t audition for parts. Headshots weren’t a thing. Casting directors didn’t exist. Today, all are indelible elements of the entertainment industry. Why, when, and how did that happen? Those are the questions Herrera is tackling in his forthcoming book, *Casting — A History*. “It was really when the railroad conjoined the U.S. that, suddenly, industrial capitalism discovered the value of popular entertainment as a commodity. A few years later, there’s this little place called Hollywood that happens,” Herrera explains. From there, the industry blossomed into the dominant force it is today. “[We are] suddenly watching auditions on TV most nights.” ♦ *By A.B.*



Still in the Trenches

World War I and Its Complicated Aftermath

BY MARK F. BERNSTEIN '83

One hundred years later, all remains quiet on the Western Front.

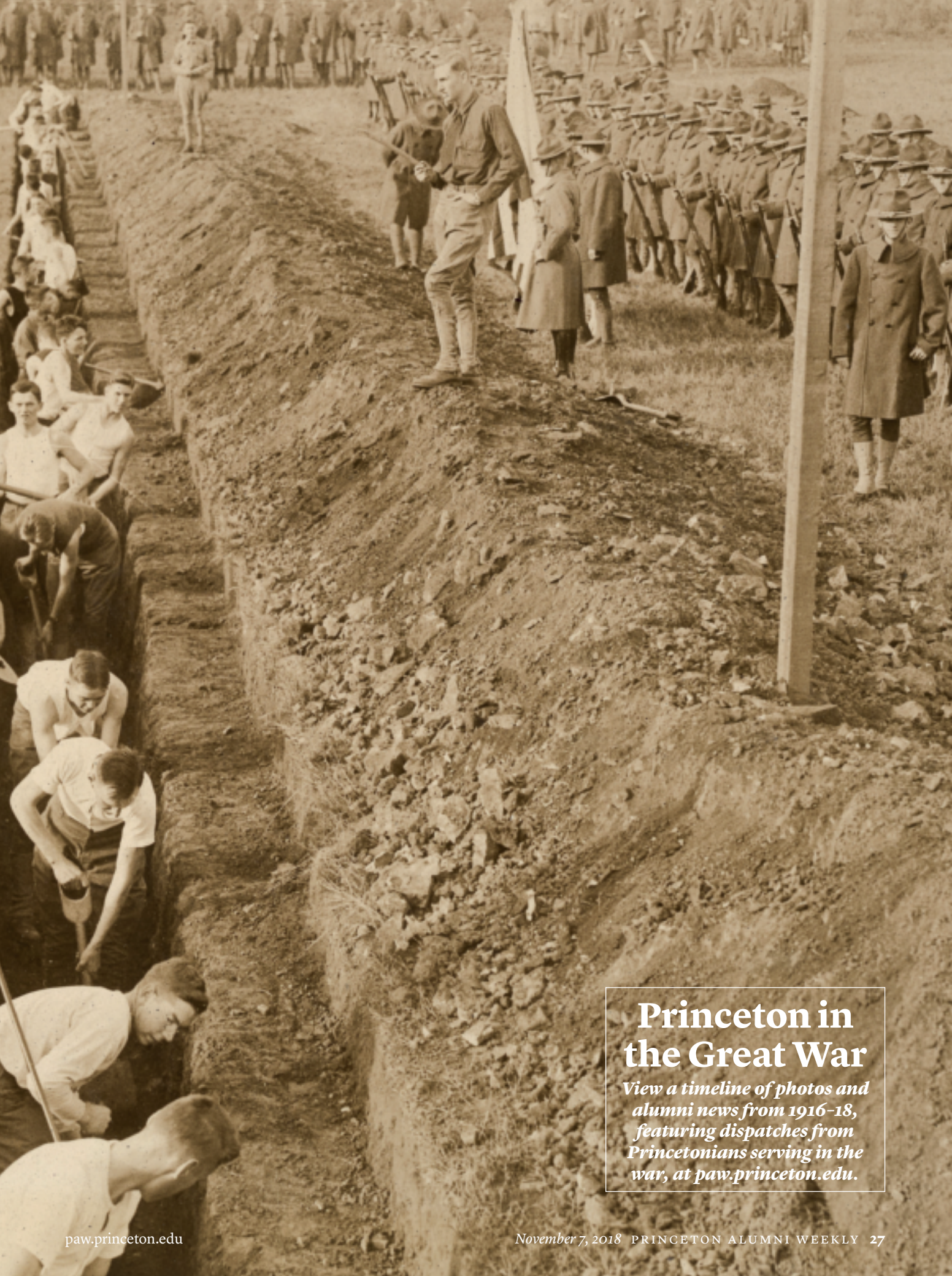
An area known as the *Zone Rouge* running from Lille to Verdun, scene of some of the heaviest fighting of the First World War, is fenced off to this day. Entire towns within it were abandoned, the surrounding fields and collapsed trenches filled with human bones and tons of unexploded ordnance. It remains too dangerous to enter, the soil still saturated, even now, with the chemicals of war: mercury, lead, chlorine, and arsenic. If, as the wartime poet Rupert Brooke suggested, there is some corner of a foreign field that is for ever England, there are dozens of square miles of northeastern France that will remain uninhabitable for hundreds of years.

A century after it ended with the Armistice of Nov. 11, 1918, the effects of the War to End War still seep into modern life — in literature, politics, attitudes toward freedom and civil liberties, and especially in the geopolitical map. To mark the anniversary, PAW sought the views of several faculty members and alumni about World War I's enduring impact and reviewed how some Princetonians thought about the conflict at the time and afterward.



Princeton opened its campus to the military in 1918. Here, students in the Army training school practice an essential skill: trench-digging.

Underwood & Underwood/National Archives



Princeton in the Great War

*View a timeline of photos and
alumni news from 1916-18,
featuring dispatches from
Princetonians serving in the
war, at paw.princeton.edu.*



**ERIC YELLIN '07, PROFESSOR,
UNIVERSITY OF RICHMOND**

For the United States, World War I was a war fought by a Progressive state through Progressive means. We can find strains of Progressive thoughts throughout the war

experience — in the application of scientific research, the push for women’s suffrage, Prohibition, a seat at the table for the labor movement, the expansion of government in the lives of citizens, and even immigration restrictions and the idea that the state can play a role in forming the “ideal” American. The war became a way for Progressives, including Woodrow Wilson, to use federal muscle to achieve their goals.

Wilson was proud of the fact that little of the war mobilization was coercive, as he defined that word. Conscription wasn’t called “the draft,” for example; it was called “selective service.” The idea that we could convince people through reason and achieve unity through knowledge and communication was a very Progressive idea. So from Wilson’s perspective, the massive publicity campaign in support of the war effort — think of those Uncle Sam “I Want You” posters — was not propaganda, but information. We recognize today that it was one of the best examples of propaganda in American history.

“I came to see the First World War ... as the great seminal catastrophe of this century — the event which ... lay at the heart of the failure and decline of Western civilization.”

DIPLOMAT GEORGE KENNAN '25



**STEPHEN KOTKIN, JOHN P. BIRKELUND
'52 PROFESSOR IN HISTORY AND
INTERNATIONAL AFFAIRS**

World War I destroyed the existing world order, including the rickety Romanov dynasty in Russia. That czarist system was failing

before 1917, but the war broke it wide open. One of the reasons the czarists had gone to war, in fact, was to shore up their system with patriotism, which proved to be an illusion.

The far left had seized power in other countries before, as in the Paris Commune of 1870, only to be driven out fairly quickly. But World War I exposed a weakness in the forces of order, which proved unable to kick out the Bolsheviks. It’s false to say that there would have been no Russian revolution without the war, but there would have been no Bolshevik takeover without it.

Most of the large empires were under strain before the war: the Habsburg Empire, the Ottoman Empire, the Russian Empire, and the German Empire. All of them experienced massive crises during the war, but not all were destroyed. From a territorial standpoint, the British Empire got bigger, and so did the French, but they too were changed in ways that would

take a while to become apparent. Colonial subjects, who had been dragged into the war, began to make demands. If they were good enough to fight and die, why weren’t they good enough to be citizens? When you mobilize the whole society, it increases your dependence on the whole society.

The Paris peace conference was based on an anomaly and a misconception. The problem was that German power and Russian power, for the only time since 1870, were both flat on their backs simultaneously. So the peace treaty was imposed on Germany while excluding Russia, which doomed it from the start. Either Russia or Germany was going to come back to be a major power, and in fact both did so within a generation.

The world has to accommodate its great powers. Look at China and Russia today. Could we impose an enduring system on those countries against their will? They will want a say in how the world is organized. So crusading idealism and Wilsonian universalism look wonderful in theory, but in practice they run up against the realities of Great Power politics. The world is a stubborn place.



**MICHAEL REYNOLDS, ASSOCIATE
PROFESSOR OF NEAR EASTERN STUDIES**

For the Ottoman Empire, World War I was part of a longer struggle for the preservation of the empire that entered its final phase in 1911 with the Italo-Ottoman War for

Libya, moved through the Balkan Wars and World War I, and concluded in 1923 with the Turks’ victory in what they call their War for Independence. That long struggle was bitter and traumatic, and though it resulted in the destruction of the empire, it did succeed in maintaining Muslim sovereignty in Anatolia, an outcome that would have stunned observers just 10 years earlier. A major lasting consequence of the greater war was the effective annihilation of Christians and Christianity from Anatolia, formerly a cradle of Christian civilization.

Initially, the Ottomans hoped to stay out of World War I. Their decision to enter it in October 1914 had major consequences for others. Their involvement prolonged that war by one to two years. By extending the fighting and blocking the Black Sea route to Russia, thereby blocking grain exports to and supplies from Britain and France, the Ottomans helped ratchet up the pressure on Russia. The disastrous Gallipoli campaign failed to break that stranglehold, and in 1917 Russia succumbed to revolution, changing the course of global history.

The Ottoman empire was more than 600 years old in 1918, and the demise of the Ottoman order in what we now call the Middle East continues to reverberate. That order had allowed for some form of coexistence among the peoples of the Middle East and had, under the banner of Sunni Islam, provided a shared identity to the Sunni Turks, Arabs, Kurds, Albanians, and Circassians, the overwhelming majority of the empire. The loss of the nominal Muslim unity that the Ottoman order had provided for centuries was, for many, profoundly disorienting. The new order, imposed as it was largely from the outside and premised on unfamiliar and questionable principles, generated limited legitimacy. The rise of a Wahhabi state, Saudi Arabia, was another, and very different, consequence of the war and the destruction of the Ottoman order.



Princetonians gather at the Princeton Club in New York before sailing to France to serve with the American Ambulance Field Service and the medical unit.

Photos, from top: International Film Service/National Archives; Office of Communications

“And each day one died or another died: each week we sent out thousands that returned hundreds wounded or gassed. And those that died we buried close to the old wall within a stone’s throw of Perigord under the tower of the troubadours.”

And because we had courage; because there was courage and youth ready to be wasted; because we endured and were prepared for all the endurance; we thought something must come of it: that the Virgin would raise her child and smile; the trees gather up their gold and go; that courage would avail something and something we had never lost be regained through wastage, by dying, by burying the others under the English tower.”

JOHN PEALE BISHOP 1917
FROM “IN THE DORDOGNE”



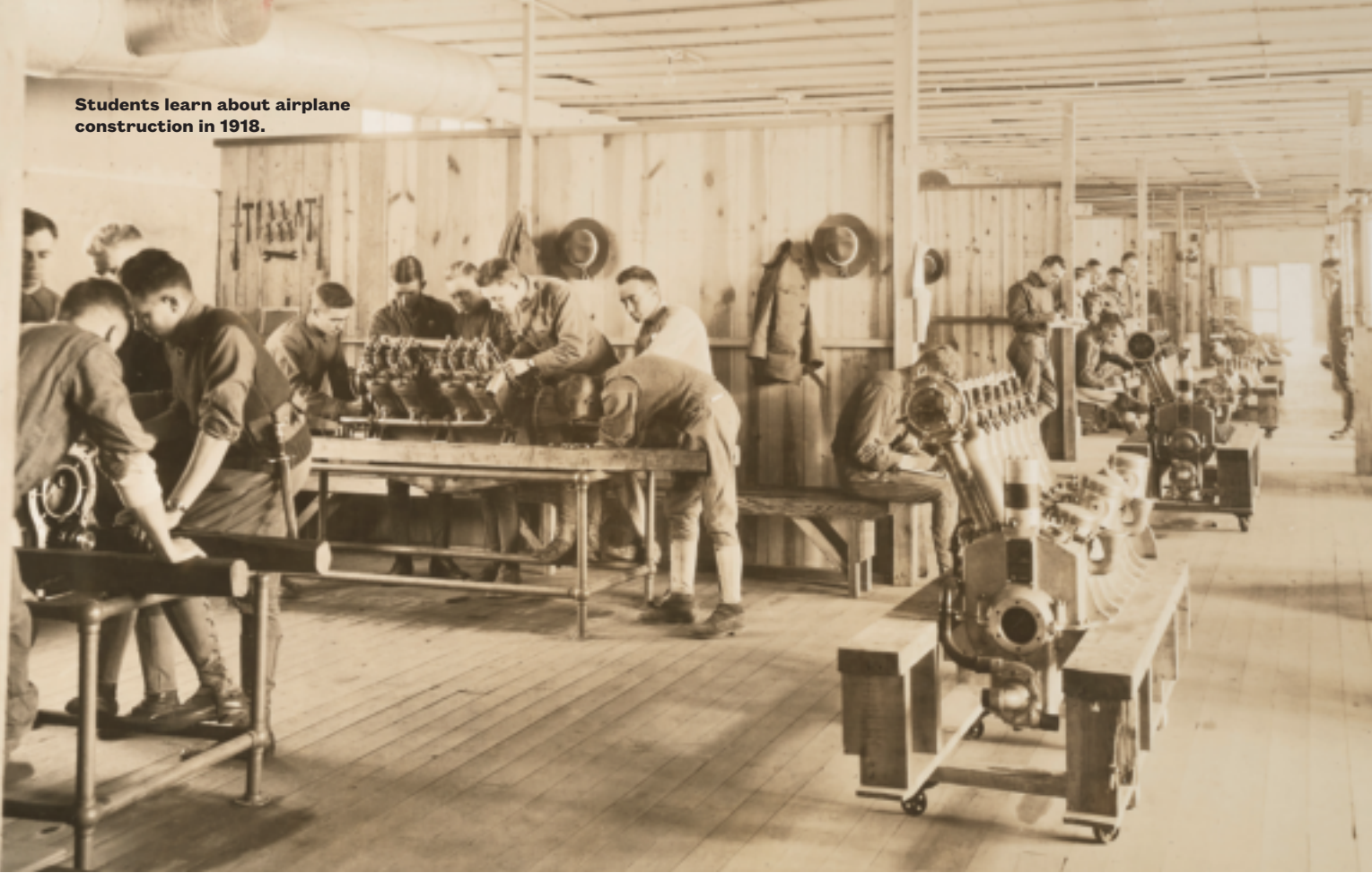
MEREDITH MARTIN, ASSOCIATE PROFESSOR OF ENGLISH

The war inspired a lot of people to write poetry. Poetry was seen as something a soldier could do in the trenches, mail back home, and maybe even see in print before he was sent over the top. This explosion of poetry in newspapers provoked a backlash from what you might call the literati or the high-minded modernists. In 1936, William Butler Yeats refused to include any of the World War I poets when he edited *The Oxford Book of Modern Verse*. He called Wilfred Owen “unworthy of the poets’ corner of a country newspaper” and denounced his work as overly sentimental, “all blood, dirt & sucked sugar stick.”

Some of this was a rejection of style — Yeats cringed at Owen using archaic words like calling poets “bards” or women “maids,” though that is the way their generation had been taught poetry in school. But the high modernists also objected to the insistence that soldiers’ experience is not universal, that not everyone could share the horrors those men on the front lines had witnessed. Such separation between the home front and the front lines had been going on since Homer’s time, but the carnage of World War I was new, both in scale and in form.

Still, that sense that soldiers had an unknowable experience

Students learn about airplane construction in 1918.



remained, despite attempts by modernist poets to aestheticize the war experience. Poetry was also commissioned by government war offices, which led some to see it as propaganda and thus be very skeptical of it. In the 1920s, as English became a subject of university study, the aftermath of all of that popular war writing played no small part in the consolidation of a higher taste for poetry and the discarding of popular poetry that until then had been the engine of culture. The divide between popular literature and high art grew even wider than it had been before the war.

Everything changed because of the war, but people tend to focus too much on a particular kind of violent experience, namely the loss of young men in the trenches on the Western Front. If we limit our understanding of the war to that narrative, we overlook the other massive and detrimental shifts in the world, especially on the Eastern Front and in the Middle East, that contributed to the postwar disillusionment. There is a lot more to look at.

After World War I, the idea of England changed, and the idea of America took its place. When England emphasizes its “corner of a foreign field” and the imagery of World War I, they are mourning the loss of England as they had known it. For Americans, World War II is the most important war. We emphasize the beaches at Normandy, which solidifies an idea of America that in turn justified the rest of the global movements that happened afterward in Korea and Vietnam and even in the War on Terror. It was an idea of America that started in the First World War, was solidified in the Second World War, and propelled us to where we are today.

“Here was a new generation, shouting the old cries, learning the old creeds, through a revery of long days and nights; destined finally to go out into that dirty gray turmoil to follow love and pride; a new generation dedicated more than the last to the fear of poverty and the worship of success; grown up to find all Gods dead, all wars fought, all faiths in man shaken ...”

F. SCOTT FITZGERALD 1917
THIS SIDE OF PARADISE



**GEN. DAVID PETRAEUS *87,
FORMER DIRECTOR, CENTRAL
INTELLIGENCE AGENCY**

World War I transformed how militaries and societies thought about warfare and the manner in which they conducted it.

The war was one that became total, with entire countries mobilized to fight it. Governments used new media to mobilize their societies for war, vilifying their enemies and creating hatreds that had often been absent from past conflicts.

Although the defense — in the form of machine guns, barbed wire, massive fortifications, trenches, grenades, and improved artillery — dominated most of World War I, the fighting actually witnessed considerable tactical and technical innovations despite the lack of significant advances on the ground. Several major offensives toward the end of the war hinted at the future offensive power of tanks and armored vehicles, especially when coupled with close air support by fighter-bombers and supported by mobile artillery and motorized logistics, all controlled by newly introduced radio communications. This combination of weapons and tactics would transform the battlefields of World War II.

World War I saw the first use of aircraft in combat. It also saw the introduction of increasingly capable submarines and aircraft carriers that would transform naval warfare. Both air and naval platforms waged increasingly “unrestricted warfare” as well, foreshadowing the targeting of civilian naval vessels and the strategic bombing campaigns of World War II.

It was in the trenches of the First World War that poisonous gas was used for the first time and that the trauma then known as shell shock emerged on a significant scale. The terrible wounds inflicted by the weapons of World War I also led to advances in battlefield surgery and postwar medical treatment, including advances in prosthetic limbs.

Societies dealt with the trauma of the Great War in different ways. Some people, especially in Great Britain and France, reacted to the terrible casualties by promoting pacifism or, in the case of the United States, isolationism. Germany and Italy, in time, embraced militarism.

The United States was already firmly established as the world’s strongest industrial power, but World War I transformed it into an increasingly capable military power. Additionally, the considerable role President Wilson played in the negotiation of the Treaty of Versailles and the establishment of the League of Nations demonstrated the arrival of the United States as a global political actor, although the Senate ultimately did not ratify the treaty and the United States did not join the League.

In sum, World War I marked America’s entry into the cast of the great powers, a position it continues to inhabit to this day.



**JOSHUA GUILD, ASSOCIATE PROFESSOR
OF AFRICAN AMERICAN STUDIES**

There was a spirited debate among African American political leaders and intellectuals as the war unfolded about what their position should be. Should they support the war effort?

Should they fight? Remember, the Civil War and the overthrow of Reconstruction were still within living memory.

“America, founded by exiles for conscience’s sake, their refuge in all generations, gives her sons the option of service in the trenches or imprisonment and thereby wounds her very soul as no outward victory of Prussian power can do. The heretic may be very irritating, he may be decidedly wrong, but the attempt to choke heresy or dissent from the dominant opinion by coercing the conscience is an incalculable danger to society. If war makes it necessary, it is the last count in the indictment against war.”

*NORMAN THOMAS 1905
PRESBYTERIAN MINISTER AND LATER
SIX-TIME PRESIDENTIAL CANDIDATE
“WAR’S HERETICS, A PLEA FOR THE
CONSCIENTIOUS OBJECTOR,” AUGUST 1917*



D Company, Blair Arch

From top: Richard Drew/AP Images; University Archives/Princeton University Library; Sameer A. Khan

Of course African Americans did fight, and that generation came back from the war with a heightened sense of expectation. They had risked their lives, and now it was time to claim what was theirs. That was the implicit bargain of enlistment in the first place. What happened instead was a great spike in racial violence. In the so-called Red Summer of 1919, there were horrific race riots across the country.

Some black veterans were radicalized by the war and what they encountered at home. Many became leading figures in black radical organizations, probably the best known of which was the African Black Brotherhood, an underground socialist organization. The war experience pushed different people in different ways, but the common thread was heightened expectation, met on the homefront with reaction.



RISA GOLUBOFF '03, DEAN, UNIVERSITY OF VIRGINIA SCHOOL OF LAW

Wartime is often a period both of extraordinary new forms of governmental power and oppression and also increased organization and agitation. You see all of those things in World War I. This occurred at the state and local level as well, in legislation outlawing teaching the German language in the schools or even waving a red flag, which was seen as a symbol of communism. There was also an increase in mob violence.

Progressivism was a call to use governmental power. That is not necessarily great for individual liberty. It can emphasize the community, which doesn't necessarily leave as much room for protection of minority rights. Many Progressives, including Wilson himself, were also proponents of Jim Crow and segregation.

On the other hand, the ACLU was born during the war. Again, that's not surprising. Agitation and suppression tend to have a symbiotic relationship; each propels the other forward. Most legal scholars root contemporary First Amendment doctrine in the post-World War I cases upholding convictions under the Espionage and Sedition Acts, which were enacted during the war. Those decisions vindicated the machinery of repression, but the machinery of agitation and organization that the ACLU created in response to them was also ultimately vindicated.



A. SCOTT BERG '71, AUTHOR

Woodrow Wilson believed that if America entered the war, we could be the authors of the peace. For years he had preached neutrality, but ultimately he took us into the war, and he took that decision very seriously.

His speech to Congress seeking a declaration of war against Germany introduced a moral component to American foreign policy that has been there ever since. America had not been attacked. We were protected by large oceans. Yet Wilson suggested that the world had shrunk and that something that happened in Paris, France, could affect Paris, Texas. How could we look at Germany trample over Belgium and do nothing? We now had to think globally.

Wilson's declaration, though, raised questions that every

“Again and again, my fellow citizens, mothers who lost their sons in France have come to me and, taking my hand, have shed tears upon it not only, but they have added, ‘God bless you, Mr. President!’ ... I advised the Congress of the United States to create the situation that led to the death of their sons. ... Why should they weep upon my hand and call down the blessings of God upon me? Because they believe that their boys died for something that vastly transcends any of the immediate and palpable objects of the war. They believe, and they rightly believe, that their sons saved the liberty of the world.”

WOODROW WILSON 1879
PUEBLO, COLO., SEPT. 25, 1919
(HIS LAST PUBLIC SPEECH)

president since 1917 has been forced to address. Is the United States meant to be the world's policeman? Do we have a right or a duty to impose our beliefs about democracy on other countries? In the 1920s, we pulled back and returned to isolationism. But Franklin Roosevelt, who was a disciple of Wilson's and served as his assistant secretary of the Navy, led us into World War II fighting for many of the same ideals that Wilson articulated in 1917.

The war had far-reaching effects at home, many of which have not been fully appreciated as war-related. Take women's suffrage: How could we be fighting for freedom abroad when half of our own population could not vote? Even developments as seemingly unrelated as daylight saving time and cloture to end filibusters came about, directly or indirectly, because of the war.

Yet for Wilson, it all came back to the overwhelming sense of responsibility he felt for bringing the United States into the war. He had made a promise that this would be the war to end all wars, and the only way he could see to achieving that was to create a League of Nations to preserve the peace.

Wilson's devotion to the League was everything for him, so he made compromises in Paris in order to keep it in the treaty. I think Wilson did the best he could under the circumstances. On the whole, it was an impossible treaty, but for another generation at least some pieces of it held together. The map of the world today still goes back in large measure to the one they drew at the peace conference. They got a lot right, and had Georges Clemenceau and David Lloyd George listened more to Wilson they would have gotten a lot more right. Wilson warned them not to punish Germany. If you do, he predicted, we will have to fight another world war within 25 years.

And you can almost count to the day how accurate he was. ♦

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

Verdun and Back

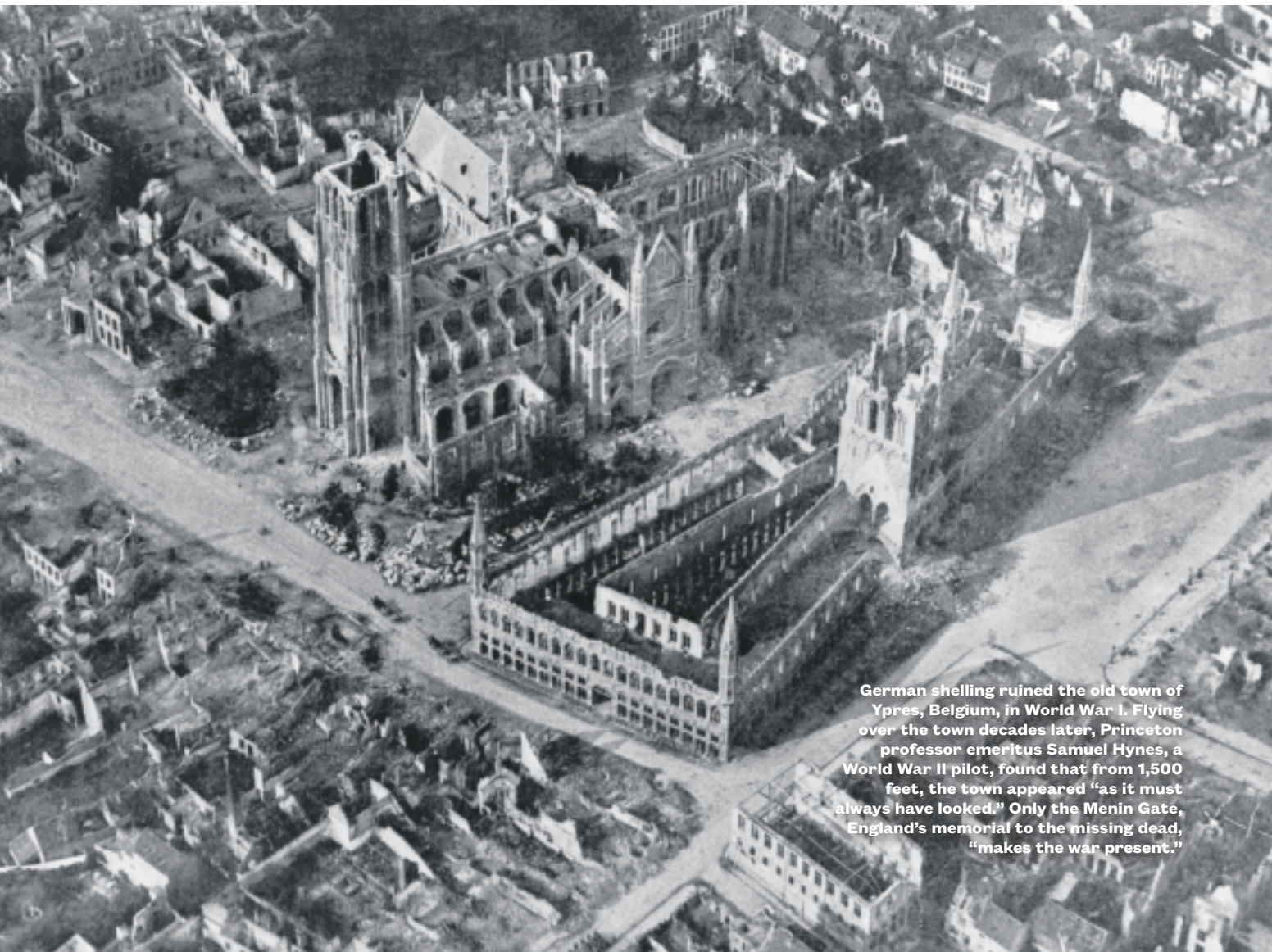
A Pilot's Log

De Agostini/Biblioteca Ambrosiana/Getty Images

Soldiers have been saying since ancient times that it's impossible to describe the experience of war to those who have not been through it, but Samuel Hynes has spent much of his career trying, almost singlehandedly pioneering war writing as a genre for academic study. Hynes, the Woodrow Wilson Professor of Literature, emeritus, was a Marine Corps pilot in the Pacific Theater during World War II. Six of his 11 books address the subject of war.

Hynes often has drawn on his own experience, as he did in essays in his most recent collection, *On War and Writing*, published this year by the University of Chicago Press. Following is an

excerpt from that collection; it was originally published in the Summer 1992 issue of *MHQ: The Quarterly Journal of Military History*. In the essay, Hynes describes a flight over European battlefields that he made with a friend in October 1990.



German shelling ruined the old town of Ypres, Belgium, in World War I. Flying over the town decades later, Princeton professor emeritus Samuel Hynes, a World War II pilot, found that from 1,500 feet, the town appeared "as it must always have looked." Only the Menin Gate, England's memorial to the missing dead, "makes the war present."

Oct. 13 / 10:15 A.M.: Shoreham Airport, Sussex.

The weather is with us, I think as we taxi out to the runway. It is a fine English October morning — bright sun, the sky intensely blue, with thin streaks of high cirrus clouds in the west and a mild wind blowing from the south. Visibility over northern France will be good.

We are setting out, my friend Anthony Preston and I, to fly the length of the Western Front from Ypres to Verdun. It's high time that I saw the actual landscape of the Great War, since I've just written a book about it; and because I was once a military pilot, it seems right that I should see it from the air. Anthony is with me because he loves to fly, likes France, and is better at navigation than I am. The plane is a Piper Warrior — about as fast as a Sopwith Camel or a Fokker triplane, though a good deal more comfortable.

I feel a certain astonishment that we have actually managed to get the project this far, and I half expect something to go wrong, even now. We had talked about such a flight off and on for a long time — where we'd go, and what we'd see — but in the idle way that friends do, over a drink or a meal, not really expecting that it will happen. But here we are, turning into the wind and cleared for takeoff.

Our preparation suddenly seems to me alarmingly casual: I have brought a couple of Michelin road maps, and Anthony has an air navigation chart covered with purple stripes that are restricted areas and circles that are radio beacons. And we have my copy of *Before Endeavours Fade*, the late Rose Coombs' wonderful guide to the battlefields, which we hope will help us to find the landmarks of the front when we get there. Anthony, being an ex-RAF pilot and accustomed to these air spaces, is jauntily confident: just up to Dungeness, across to Calais, and straight on for Ypres. A piece of cake, he says.

We take off to the south, and I find myself thinking not about the First World War but about the Second. The British commemorated the fiftieth anniversary of the Battle of Britain not long ago, and down here on the South Coast is where much of it was fought. Shoreham, the field we are leaving, was an air-sea rescue station, and over there to the west, under our wing, is Tangmere, a wartime Spitfire field. And below us is the Channel, where the unlucky and the unskillful pilots in that battle ended their shares of the war.

10:53 A.M.: Dungeness.

This is the point of English land along our route that is closest to France — about twenty-five miles. I bank to the right and head toward Cape Gris-Nez. I am taking the Channel! A commonplace enough thing to do nowadays — the air is full of stockbrokers flying their wives to Le Touquet for the weekend — but I feel an excitement, as though I were Louis Blériot, eighty-odd years ago. We're a little faster than he was. It took him thirty-seven minutes in 1909, crossing in the other direction, and we'll make it in fifteen. And we're a good deal higher — he couldn't climb above a hundred feet. But it's the same journey. The sea is calm but cold-looking, and as we leave the land behind I find myself listening to the engine with a particular attentiveness, as one always does over water. Freighters and tankers are scattered over the surface below us, and both coasts are visible all the way, so I don't feel any of the loneliness that used to seize me as I flew over the Pacific,

when there was nothing but water down below. Yet I still have the uneasy feeling that there is no place to land. And then, gradually, the dark smear along the horizon ahead becomes a flat coast, and we are over France.

11:40 A.M.: Calais.

Calais Airport is just a bare, half-abandoned-looking field stretched out beside a long sand beach — one strip and a couple of buildings, one with a squat tower. The controller in the tower is bored but obliging; he directs us to the parking area in slow, careful English. The customs official is hard to find on a Saturday morning, but amiable enough once we locate him. One plane takes off, and its high-pitched sputter fades to silence. Nothing else happens. If limbo had an airport, it would be like this one, and we are glad to get back into the bright air, heading east for Ypres. Somewhere on this leg we will cross over Belgium, but we've decided not to mention this fact to the Belgians. Why complicate life? Anthony asks. After all, there is no dotted line drawn across the great plain below us to mark the frontier. It is all Flanders from up here.

Ypres appears as a round town, shaped by the canal that circles it. The ramparts by the Lille Gate catch the midday sun as we approach; in the center of the town the Cloth Hall raises its commanding roof and spire, dominating the lower buildings around it as it has since the thirteenth century. I know from the books that it was destroyed in the war, and that what I see is a postwar reconstruction, but from the air it looks convincingly medieval. The Cloth Hall was built as a vast covered market, but the market seems to have spilled out into the square outside; as we approach we can see that it is full of brightly colored stalls.

Anthony circles steeply round the east side of town, and I pick out the Menin Gate, England's memorial to the missing dead of the Ypres salient. I can see the British lion couchant on the top, and the long archway under which buglers still sound last post every evening. From the air the gate is solid and heavy-looking, but our altitude flattens it, making it seem less monumental than it must appear from the ground. One important feature of it is invisible to us: the interior panels engraved with long columns of names — 54,000 of them, the names of the British Empire dead in the salient whose bodies were never found. But the knowledge that they are there, like an army of invisible ghosts, makes the massive architectural gesture of the gate seem grandiloquent, false to the real history of the dead. Men who fought in France felt that way about it. The English war poet Siegfried Sassoon saw the gate when it was built in 1927, and he wrote an angry poem about it that ends

*Well might the Dead who struggled in the slime
Rise and deride this sepulchre of crime.*

Pilots flying over Ypres in 1918 saw a ruined town in which not a single north-south wall remained standing. (The Germans had been shelling from the east for four years.) But to me, tipped up in a plane circling at 1,500 feet, it doesn't look battered; it doesn't even look restored. It is simply an old town, looking as it must always have looked. Only the gate — if you know what it commemorates — makes the war present.

North of the town it is different. At the war's end this was a dead, annihilated space forty miles square, without a tree or



Tyne Cot Cemetery in the Ypres Salient, Belgium, is the resting place of more than 11,900 servicemen from the British Commonwealth. The salient was the scene of some of the biggest battles of World War I, and the cemetery is the largest Commonwealth cemetery in the world.

a house left intact. There are trees and houses here now, but signs of the devastation remain. Craters begin to appear, most of them filled with water and looking like country ponds, but more exactly circular than a natural pond would be. And the lines of trenches are still scrawled across the fields in white streaks of turned-up chalk that have not yet been erased, even after seventy years of plowing. Here and there, in the middle of a pasture or beside a road, are small military cemeteries, often just a monument and a few white stones, looking as though they had been dropped casually from a height and had fallen every which way. Their randomness offends the strict geometry of the field lines, and the whiteness of the stones seems out of place in the fertile green and brown landscape.

Poelkapelle lies just to the northeast of us, and because there is a monument in its center to the French ace Georges-Marie Guynemer — and because this is a pilot’s pilgrimage — we fly over to pay our respects. It is another case of a monument without a body. Guynemer was shot down, and according to rumor his body was found by German soldiers and carried to a dugout; but the dugout was destroyed by the next artillery barrage, and Guynemer’s remains were lost. The monument is easy to find; it stands like a hub at the center of the town’s bustle. I know that there is a figure of a flying stork atop the tall column — the stork was the symbol of Guynemer’s squadron and was painted on the squadron’s planes — but from the air it is indistinguishable, just a black something. It might be a monument to anybody.

We turn east toward Passchendaele, a name that calls up terrible visions of a senseless slaughter. I try to imagine what the scene below me was like then, in the soaking autumn of 1917 — the rubble of buildings, the smoke, the exploding shells, and most of all the mud, so deep and viscous that men drowned in it. But what I see is simply another tidy, prosperous-looking red-roofed little Belgian town, standing at the crest of a slight

ridge in the midst of fields. The town is going about its usual Saturday business; cars are moving about and people are busy in the square. The land around it is dry and solid and well cared for, like any good farming country at the end of the season. It is all a picture of peace.

But south of the town, down a gentle slope, there is a large and unavoidable reminder of the war and its human cost: Tyne Cot Cemetery, shining white in the sun and visible for miles. It is geometrically ordered, with a vast neatness. From our altitude the separate headstones lose their individuality and merge into white rectangles, in strict order, like battalions on parade, forming one huge rectangle. Outside that parade-ground order are ranged other stones in other patterns, looking as though they had been added later by someone with different ideas of what the design should be. Along the front are a few stragglers, scattered as afterthoughts. Placed among the graves are monuments — a tall cross at the center, towerlike structures at the corners — that thrust up from the flat geometries of the stones and seem to govern the scene. In all that white tidiness are the remains of two cement bunkers, dark and shapeless.

It is the graves that impress me. The monuments say Not in Vain and Glory and Sacrifice. But the rows of identical white stones say simply Death, and Death, and more Death. The Menin Gate had uttered only half of that message to us. Tyne Cot tells it all. Around that pattern of the dead, the countryside repeats its own message. Cows are grazing in the pastures, a farmer is plowing, the fields are neat and ready for winter. The life of the land goes on. ♦

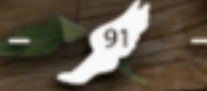


Hynes in 1990

From On War and Writing by Samuel Hynes (Chicago: University of Chicago Press, 2018), 189-94. Copyright © 2018 by Samuel Hynes

From top: Matt Cardy/Getty Images; Alison H. Speckman

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PRINCETONIANS



TIGER DEANS: “Though we overlapped, we could not recollect any specific crossings,” says Frank Doyle ’85, far right. He realized shortly after becoming the dean of Harvard’s engineering and applied sciences school that Doug Elmendorf ’83, middle left, was also a dean — at the Harvard Kennedy School. Soon, Michelle Williams ’84, far left, became dean of the faculty of the school of public health; and Bridget Terry Long ’95, dean of the Harvard Graduate School of Education, joined the group of Tigers. Until recently, Lizabeth Cohen ’73 and Mike Smith ’83 were deans as well. Here, the deans gather in front of the iconic statue of John Harvard to boldly celebrate their Princeton pride. ♦

Brian Smith



Chris Hirata
*05's fixation on big mysteries in astronomy landed him at Princeton for a Ph.D. — at age 18.

CHRIS HIRATA '05

STUDYING THE FAR SIDE OF THE FINAL FRONTIER

Chris Hirata '05 has always been ahead of his time. In elementary school, he was doing calculus and advanced physics. At 14, when he was about to graduate from high school and begin college at Caltech, a *Chicago Tribune* headline read, “Move Over, Einstein.”

The prodigy is a child no more, but he does have Einstein on the brain. Hirata, a 35-year-old physics professor at Ohio State University, is striving to understand the history, structure, and ultimate fate of the universe — and whether Einstein’s general relativity theory holds up over the universe’s 13.8 billion-year existence. Known for his work illuminating how early galaxies formed and the mysterious “dark” parts of the universe, Hirata won the 2018 New Horizons in Physics Prize, considered one of the “Oscars of science.”

Being the youngest kid in school was “interesting,” he says, but not difficult. His parents moved near the Caltech campus so he could live at home; at 16, he drew up charts and orbital diagrams of the Earth and sun to convince his mother that she didn’t need to pick him up from campus in the evenings, since there would be enough daylight for him to walk home. Still, he was able to maintain a social life through the swim team and other activities.

At Caltech, he pondered how best to deliver humans to Mars. But when he arrived at Princeton in 2001 for a doctoral program, his curiosity settled farther outside the solar system. The

Sloan Digital Sky Survey was making 3-D maps of galaxies, and the Wilkinson Microwave Anisotropy Probe promised to deliver “baby pictures” of the universe by mapping its oldest light. The 18-year-old Ph.D. student wanted to make a difference in understanding how the universe had evolved.

Much of Hirata’s time at Princeton was spent on the fourth floor of Jadwin Hall, where he worked at “ancient wooden desks,” enjoying the rich intellectual environment where physics luminaries of the past had studied. He met his wife, Annika Peter '08, when she visited Princeton as a prospective physics Ph.D. student — his adviser told Hirata to make a “good impression.” (Peter is now also on the faculty at Ohio State.)

Today, Hirata is working to measure the effects of dark energy, the invisible force that expands the empty space between clusters of galaxies at an accelerating pace, silently defying gravity. If dark energy’s domination of the universe continues unfettered, over billions of years each galaxy will get pushed out into a “sea of nothingness,” Hirata says. Eventually, perhaps even the very particles that make up our world will drift away from each other.

But is that theory right? Future telescopes may help us find out, Hirata says, and “if so, we’ll be forced to confront the philosophical implications that it implies about our future.” ♦ *By Elizabeth Landau '06*

NEW RELEASES



The Glitch (Doubleday) is **Elisabeth Cohen '99**’s humorous novel following the life of Shelley Stone, a high-profile Silicon Valley CEO, mother of two, and workaholic. Stone believes her life to be perfectly balanced, but when she meets a woman claiming to be a younger version of herself, she begins to question her sanity.



Writer **Lindsey Mead '96** edits a compilation called *On Being 40(ish)* (Simon & Schuster),

which features essays by 15 women who explore various themes of friendship, independence, and aging during this new phase of life.



Nicole Hennessy has committed herself to Zen Buddhism — and to her master at the local

Zendo, with whom she has a complicated and increasingly dangerous romantic and psychological connection.

Blair Hurley '09’s novel *The Devoted* (W. W. Norton) traces Nicole’s journey to regain her freedom by delving deep into her complex and troubled past. ♦

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Alumni pack Jadwin Gym for the She Roars closing dinner on Oct. 6, which featured comedian Ellie Kemper '02.

SHE ROARS

SHE CAN DO IT!

Alumnae return to campus to discuss — and celebrate — their role in society and at Princeton

All weekend, in every corner of campus, Princeton women proudly took up space.

They filled the seats and bleachers of Jadwin Gymnasium, listening to Supreme Court Justices Elena Kagan '81 and Sonia Sotomayor '76 describe their years at Princeton and the changing balance of the court. They gathered in small classrooms to find strategies for coping with everyday challenges — caring for parents and children, advancing in the workplace, dealing with sexual harassment — and in large halls to celebrate their successes. They jumped out of their seats in a massive Poe Field tent when the three luncheon speakers — former Woodrow Wilson School Dean Anne-Marie Slaughter '80, women's basketball coach Courtney Banghart, and social psychologist Amy Cuddy '05 — stood together on stage, their hands on their hips in “power poses.” The audience members gave them a standing ovation, cheered, and

adopted power poses, too.

“When people win, they take up space,” Cuddy, who has researched benefits of the poses, told them. Taking up space, she said, makes people feel powerful — and feeling powerful changes the way we see the world.

It was one empowering moment among many at Princeton's She Roars conference, which brought about 3,400 alums back to campus Oct. 4–6, the vast majority of them women. Throughout the weekend, there was a strong sense of sisterhood as alumnae from across generations hammered out ideas about how to chip away at the nation's gender

“This conference is a way for those of us who came in the early days to see how much progress has been made.”

— Helen Zia '73

gap. Against the political backdrop of the #MeToo movement and Judge Brett Kavanaugh's confirmation to the Supreme Court, participants explored ways to better the lot of women in our country, including by running for office. But they also took time to celebrate each other's company during lighthearted events like a wine tasting and late-night dancing.

“Use your talents to get more civically engaged,” advised Rep. Terri Sewell '86, the only Democrat and only African American in Alabama's congressional delegation, in an electric Friday-morning breakfast talk. She called on alums to break out of the “tribalism echo chamber” and to commit to three actions: to drive five people to the polls on Election Day, to “adopt a woman candidate and help her win,” and to give back to the community and to Princeton.

At lunch that day, Slaughter, Cuddy, and Banghart spoke about leadership in fast-paced TED-Talk style. Slaughter, who now leads the New America think tank, asked the audience to imagine a world of true gender parity, “where a woman could marry the man of her dreams regardless of whether he is more ambitious than she is,” where men

Sameer A. Khan

Moderator Heather Gerken '91, left, and Supreme Court Justices Sonia Sotomayor '76 and Elena Kagan '81 in conversation during the She Roars marquee event Oct. 5.



and women are equally represented in caregiving jobs, and where “those jobs would be as valued as investment banking.” In such a world, she said, “we’d spend as much on early childhood education, and on all education, as we spend on defense.”

She acknowledged that she had felt “a physical weight” because of the headlines from Washington, and that many women felt rage and despair. “We have to find a way forward to a world of equal dignity and respect for all human beings,” she said. “And that includes white men, because they cannot become the enemy.”

A Saturday-morning event sponsored by the James Madison Program to complement She Roars offered attendees conservative views on “viewpoint diversity” and balancing family and career. “On a social and interpersonal level among students, it is not easy to be an outspoken conservative here,” said Allison Berger '18, who noted she has been called a “traitor to my gender.” She said the situation is “a lot worse” at most other universities, but that intolerance for conservative viewpoints at Princeton

prevents valuable conversations from taking place.

The weekend’s marquee event was a conversation with Supreme Court Justices Sotomayor and Kagan in Jadwin Gym. The justices spoke about their careers and their experiences at Princeton with moderator Heather Gerken '91, dean of the Yale Law School.

Gerken steered clear of the divisive confirmation process then underway in Washington, but she noted that the Supreme Court has always been understood as a neutral arbiter and asked how the two justices saw their role. Kagan responded first, explaining that part of the court’s strength and legitimacy depends on people seeing it as “somehow above the fray.” She continued, saying it has been “an extremely important thing” that for the last 40 years, until the departure of Justice Anthony Kennedy this year, there has been a justice at the center, so that the court was not seen to “belong to” one side or the other. “Now,” she said, “it’s not so clear whether we’ll have it. All of

us, every single one of us, needs to be aware of that.”

Sotomayor said the justices understand “that we have to rise above partisanship in our personal relationships.” Sotomayor, among the court’s liberal justices, said she has worked with conservative Justice Neil Gorsuch to promote civics education.

“It is just the nine of us,” Kagan said. “If you hold grudges or if you have a bad relationship with one of your colleagues, then in the next case you have not much of a chance of persuading that colleague.”

Many women at the conference acknowledged the difficulties they have faced, and continue to face — including a lack of confidence. In a Saturday-lunch conversation between Shirley Tilghman, the first female president of Princeton, and Sally Blount '83, the first female dean of the Kellogg School of Management at Northwestern University, Tilghman was asked how long it took for it to feel “good enough” — a reference to the “imposter syndrome” that others have discussed. Tilghman hesitated for a moment before

Amy Cuddy '05, left, Courtney Banghart, and Anne-Marie Slaughter '80 show off their power poses.



replying with an answer that surprised the crowd: “Never.”

Later, during the question-and-answer period, participants adopted by acclamation a statement co-authored by Georgia Nugent '73, former president of Kenyon College. “We are united in our advocacy, particularly at this moment in our national life, for the importance of women’s voices being heard, respected, and acted upon,” the statement says, in part. “We want to affirm the energy and power of women speaking together and on each other’s behalf, recognizing ... that what benefits women benefits everyone.”

Alumnae of Princeton’s first coed classes were recognized with hearty applause during a session about the arrival of undergraduate coeducation at Princeton in 1969. Historian Nancy Malkiel, former dean of the College, asked the “pioneering women” from the classes of 1970 to 1973 to stand, praising them for their “courage and sheer gumption” for enrolling at the University and “for making Princeton better and stronger in every way.”

Malkiel recounted key points from *Keep the Damned Women Out*, her history of coeducation at elite U.S. and British schools in the late 1960s, saying that Princeton’s decision to admit women was not an act of altruism but was meant “to improve the educational experience of men.” Despite fierce opposition from alumni and antipathy from some faculty and students, she said, “Princeton coeducated more successfully” than its peers.

Asked about issues that remain to be addressed at Princeton, Malkiel cited the need for more women faculty members, a gender imbalance among graduate students, the lack of undergraduate and graduate-student women in some academic departments, and a question “that is still open” about the participation of female students in the highest-profile leadership positions.

“This conference is a way for those of us who came in the early days to see how much progress has been made,” journalist Helen Zia '73 told PAW. “There are still things that need to be done, that need to be carried on by

the new generation.”

The conference concluded on a light note with an address by comedian, writer, and actress Ellie Kemper '02. She spoke about the many “confident, strong women” she has worked with, including her mother, Dorothy Jannarone Kemper '72, a “strong, opinionated, brilliant woman,” and Tina Fey, her director and boss on the show *Unbreakable Kimmy Schmidt*. Kemper also read from her new memoir, *My Squirrel Days*, about meeting her Princeton field hockey coach, Beth Bozman. From that encounter, she learned that “women are at their best when we are helping other women. ... We listen to one another. We don’t interrupt one another. Having a tough conversation with an intimidating woman showed me that women find strength from each other,” Kemper said.

She ended by thanking a man — President Eisgruber '83 — and the Princeton community: “Thank you for promoting us and believing in us and for realizing you would be totally lost without us.” ♦ By PAW Staff

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](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 1945

William Hagendorn '45

Bill was born in Kew Gardens, N.Y. He came to us from Poly Prep. At Princeton he was in Whig-Clio, WPRU, and the band. He majored in SPIA and graduated *cum laude*. He then earned a law degree from Harvard.

In World War II he was an instructor in the Army Infantry School. He rose to partner at Burlington Underwood, an admiralty firm, where he practiced corporate and financial law for banks, ship and yacht owners, international traders, and insurance companies. He was also an arbitrator for the New York Stock Exchange and in civil court, and taught banking law at Rutgers Law School.

His wife, Pat, was medical director of Chase Manhattan Bank. Bill became general counsel of American Express, and later joined Shearman & Sterling to practice mainly on behalf of Citibank and Burlington Underwood, where he served as partner and then special counsel.

Pat passed away in 2014. Bill died April 24, 2018. He is survived by his two daughters, Katherine Maloy and Patricia Cohen; and four grandchildren, Margaret, Lily, Thomas, and Aiden.

THE CLASS OF 1949



Alfred M. Ehrenclou '49

Al died June 30, 2018, in Warren, N.J. He graduated from The Hill School and came to Princeton in 1945. He roomed at South Dod with Dan Toll. In 1946 he entered the Army.

In 1947 he came back to the campus, majored in economics, and joined Cap and Gown. He captained the JV football team, sang in the Chapel Choir, and participated in Orange Key.

After graduation, Al married Francesca "Frisky" Paine, and they eventually had four children, Francesca "Cora," Alfred, Anne, and Alice. Along the way Al earned a master's degree in economics at Columbia, an MBA at Boston University, and a law degree at New York University. He practiced law in New York

and eventually started his own firm, Matheson & Ehrenclou, where he practiced until he retired and moved to Florida.

In our 50th-reunion yearbook Al reported that he was "90 percent retired" but continued to play golf and bridge, volunteered at Flagler Museum, and was "fully occupied keeping up with our two families and friends."

He is survived by his wife, Veronika; children Al, Ann, and Alice; and his stepson, Alan Ames. His oldest daughter, Cora, predeceased him. To all, we offer our sympathy and condolences.



John G. Wharton '49

Jack died June 18, 2018. He was well-liked, sociable, and a prominent member of his family and his Baltimore community.

Jack spent a year in the Navy following his graduation from Gilman and joined us in August 1946. At Princeton he majored in religion, participated in JV football, wrestling, lacrosse, and rugby, and was a member of Ivy Club. He belonged to the St. Paul Society and the Pre-Law Society. After graduation he took up the practice of law for his entire career.

In our 25th-reunion yearbook, Jack is quoted as saying, "I'd like to see more of my classmates, travel more, and see my children have full, enjoyable lives. I'd also like to learn to ski with my skis together."

Jack continued to practice law after his retirement, and in our 50th-reunion yearbook he wrote that "I have had my share of good luck, and life has certainly been good for us." We appreciate his words.

Jack was predeceased by his wife, Sharon, a year before his death. He is survived by his three sons, John Jr., Peter, and Robert; and two stepchildren. The class offers sympathy and condolences to his family.

THE CLASS OF 1950

Albert A. Applegate '50

Al died July 22, 2018, in Ann Arbor, Mich. He was a man of three careers: academia, politics, and antiques.

An East Lansing (Mich.) High School



graduate, at Princeton he was the Prospect Club secretary, a Glee Club member, and the Student Directory manager. He majored in the School of Public and International Affairs.

After graduate school at the University of Michigan, where he met and married Beverly Amann in 1954, he began his first career by teaching political science at Eastern Michigan University. In 1962 he joined Michigan Gov. George Romney's staff, serving the last four years in Washington as Romney's executive assistant at Housing and Urban Development. He moved on to become chief of staff for Senate Minority Whip Bob Griffin and Virginia Sen. John Warner. A perk of the latter was "my association with the senator's then-wife, Elizabeth Taylor."

A near-fatal heart attack in 1982 abruptly ended his political career. A quintuple bypass restored his health, but prompted him to join Beverly's antique business and relocate to Gettysburg, Pa. Eventually, their Midwestern roots pulled them back to Michigan, specifically to Grand Traverse Bay, where they opened the Applegate Collection, an antique shop that specialized in wicker furniture. "Real retirement" came in 2007 when they closed the shop.

Al was predeceased by Beverly in 2016. He is survived by daughter Susan, one grandchild, and two great-grandchildren.



Dwight H. Livingstone '50

Dwight died May 17, 2017, in New Jersey. Born in 1924, he was one of our older classmates.

He graduated from Hope (R.I.) High School and

entered the Navy in 1942. He served with Night Torpedo Squadron 55 aboard the carrier *Enterprise*. He was discharged in 1946 as a lieutenant, junior grade. Though Dwight was in the Class of '50, he graduated in 1949. He was a member of Terrace and majored in psychology.

After personnel jobs in the textile industry, he joined Allstate Insurance Co. in New York in 1955. By 1975, his job had taken him to St. Petersburg, Fla., where he lived well after he retired as senior vice president of corporate and human relations. He counted as his most cherished business achievement the development and implementation of Allstate's well-regarded affirmative-action program. He enjoyed sailing and fishing.

Dwight married Margaret Mills in the Princeton Chapel in April 1949. They had four children, Margaret, David, Beth '79, and Cathy; and nine grandchildren. His wife Margaret, daughter Margaret, and second wife, Edith, predeceased him. Granddaughter Caite Panzer '04, along with her mother, Beth, made

three generations of Princetonians, of whom Dwight was really proud.

THE CLASS OF 1952



Thomas N. Vincent '52

Tom came to us from South Denver High School and majored in chemistry. He joined Quad, fenced, and belonged to the Student

Christian Association, the Jamesburg Group, Rocky Mountain Empire Club, and the Chemistry Club. He roomed with Hugh Burns, Don Udavchak, Poss Parham, Bob Owen, and Arild Simonsen.

After two years with Procter and Gamble, Tom spent his Army service at the Walter Reed Army Institute of Research, which set him upon a career in medicine.

He earned a medical degree at the University of Colorado Medical School in 1959 and did his residencies in surgery at Colorado and at Washington University. Tom was on the faculty for two years at the West Colorado School of Medicine, then served as a pathologist at Mercy Hospital in Denver from 1966 until 1995. He retired in 1997 from Pathology Services P.C.

A Presbyterian, Tom served as an elder at Montview and Wellshire churches in Denver, sang in the choir, and taught classes in English as a second language. He was a Rotarian and president of International House.

He died May 25, 2018. Tom is survived by his wife, Eleanor; and sons Tom Jr., William, and John. To them the class sends good wishes and respect for their father's well-spent life, and his service to others and to our country.

THE CLASS OF 1953



Jonathan Curedale

Calvert '53 Jonathan was an investment adviser and adventurer who died Aug. 23, 2018, in San Antonio, Texas. He was born in Cambridge,

Mass., and came to Princeton from Exeter Academy. He joined Cottage Club, majored in history, and wrote his thesis on "Mosby's Partisan Rangers."

After graduation, Jonathan was commissioned as a second lieutenant in the Marine Corps and was deployed overseas to Japan and then to Korea. He remained in the Reserves until August 1968, when he retired at the rank of captain.

After his military service Jonathan worked in New York and Chicago before moving to Texas to found a securities brokerage firm with his college roommate, Richard "Dick" King. A regional firm bought their firm, and Jonathan became manager of its San Antonio branch. Later he partnered with Ed Glass and Edward Austin Jr. to create Glass, Austin & Calvert, one

of the first registered investment-adviser firms in the region.

Jonathan was also a self-described adventurer who spent 50 years exploring remote corners of the world and climbed the highest peaks on six of the seven continents. In 2000 he was a member of an expedition that made the first successful crossing of South Georgia Island, following the 1916 route of the famous Antarctic explorer Sir Ernest Shackleton.

Jonathan is survived by his wife, Elizabeth; daughters Blair '82, Sarah, and Mollie; stepson Edward; and eight grandchildren.

THE CLASS OF 1954

Francis Mason Kurtz '54

Mason died peacefully March 2, 2018, in Delray Beach, Fla.

He grew up in Bronxville, N.Y., and came to Princeton from the Hackley School. He majored in economics and joined Campus Club. After two years in the Army and a year with a lumber company in Reno, Nev., he studied business and industrial management at the Wharton School of Business.

Mason enjoyed a career in finance, but he had a special love for music. Most people remember him with a guitar or banjo in his hands, playing solo or with various musical groups, including the Princeton Tiger Paws, the Fralinger String Band, the Easton Banjo Society, and the bluegrass band he founded after his retirement, 32nd Time Out.

He is survived by his wife of 59 years, Jean Hartman Kurtz; his brother and sister-in-law, Richard and Perry Kurtz; his children and their spouses, Chuck and Sylvie Kurtz, Randy Kurtz and Brian Cheslack, and Jennifer and Richard Reilly; eight grandchildren; and a great-grandson.

THE CLASS OF 1958



Lawrence F. Jelsma '58

Larry died Aug. 8, 2018, in Shelbyville, Ky. He was 81.

He came to Princeton from J.M. Atherton High School in Louisville. At Princeton he

majored in biology and was a member of Cap and Gown. He was a three-year letterman on the swimming team, a Keyceptor for Orange Key, and on the staff of the Princeton Summer Camp. He roomed with Bill Carruthers, Bill Rudd, Pete Bowman, Hewes Agnew, Roy Riddick, Bob Bessire, and his brother Richard Jelsma '59.

In 1962 Larry earned a medical degree from Johns Hopkins. He interned at the University of Kentucky Medical Center from 1962 to 1963 and returned to Johns Hopkins for a residency in neurosurgery. In 1969 he was drafted into the Army Reserve as a captain and assigned as a neurosurgeon with the 24th Evacuation Hospital at Long Binh. In 1970

he returned home and resumed his residency at Johns Hopkins, serving as chief resident in neurosurgery. In 1971 Larry moved from Baltimore to Louisville to join his father, Franklin, and brother Richard in a private neurosurgery practice in Louisville.

Larry wrote — often in collaboration with his partners — more than 20 articles on various neurosurgical techniques and advancements, and he served as an assistant clinical professor of neurosurgery at the University of Louisville for 16 years. He retired at 65 and enjoyed a life of hunting, fishing, and dairy farming at the historic family home he and his wife restored.

Larry is survived by his wife, Sherry; their children Franklin '86, Becky, and Thomassen; their children's spouses; his brother Richard; and eight grandchildren. The class extends its deepest sympathy to them all.



Alexander G. Kelley '58

Alex died Aug. 23, 2018, from heart disease, seemingly correlated with profound grief due to the passing of his wife, Patricia, just a few weeks prior.

He was 82.

He came to Princeton from the Lawrenceville School, where he sang with the Glee Club and was a member of the Camera Club.

At Princeton, Alex was in the French section of the SPEC program. He was a member of ROTC and Dial Lodge. He roomed with John Bellew, H.K. Wu, Walt Winget, Al Paterson, Phil Torrance, and Dick Moss.

Alex enjoyed more than 40 years in a career in business and finance but was especially proud of his late-career focus helping entrepreneurs develop business plans and start their own enterprises. His other professional endeavors included establishment of a vineyard operation in Napa Valley and owning a travel agency in San Francisco.

His first marriage to Elmera Smith in 1965 ended in divorce in 1975. In 1981, Alex married Patricia "Pat" McDonald.

Alex was predeceased by Pat and brother Andrew. He is survived by his ex-wife, Elmera; son Jay; grandchildren Quade and Sloane; sister Joyce; nieces Martha, Emily, and Julia; and nephews Mark and Michael. The class extends its deepest sympathy to them all.

THE CLASS OF 1960



John B. Gargali II '60

John — "Gargles" to all his friends — died June 7, 2018, after a yearlong struggle with a succession of medical issues.

He came to us from the William Penn Charter School in Philadelphia. At Princeton Gargles played freshman football and baseball and joined Cannon, where he

served as social chairman during his junior and senior years. He majored in economics. His entrepreneurial instincts eventually drew him into partnership with an old friend in jewelry manufacturing and sales, where he worked and prospered for 28 years.

Shortly after his new business career began, Gargles met Suellen, whom he married in 1983. With her two children by a previous marriage, he became a family man. Together they became enthusiastic sailors and in time undertook extended trips up and down the East Coast. They converted to power boating in recent years and continued their argosies until his illness intervened.

A charter member of The Legends, Gargles was devoted to Princeton. He considered his admission (an unacknowledged University error, he contended) the best break he ever had. He repaid it by working tirelessly for the school, and particularly hard for the Dan Sachs Scholarship. We all regret his passing.

THE CLASS OF 1961



Jose M. Ferrer III '61

Joe died May 12, 2018, after a long battle with several illnesses at his lifelong home in Manhattan.

Born in New York City, he came to us from Canterbury School. At Princeton he majored in English and the American Civilization Program, served four years on *The Daily Princetonian* staff and was chairman our senior year, and took his meals at Colonial. His roommates were Jay Parsons and Dave Forney.

Starting right after graduation, Joe spent most of his long career with *Time* magazine as a writer, senior editor, managing editor of the international edition, and member of corporate management. His two brief non-Time stints were with *Nuestro*, a bilingual magazine for the Latino community, which he co-founded, and *Politics Today*. After retiring in 2006, Joe taught journalism at Columbia. He was an opera buff and spent his summers in Wellfleet, Mass. He was our class secretary from 1961 to 1966.

Joe is survived by his wife of 52 years, Penny; sons Alex and Jose IV and their families; two granddaughters; and four siblings, including Thomas '64 and James '70.

THE CLASS OF 1964



Kimball M. Barnes '64

Kim died Jan. 23, 2016, of lung cancer in Traverse City, Mich.

He came to Princeton from the University School in Cleveland, where he was class president, editor of the school newspaper, and on the wrestling team. His was a Princeton family — including his father and two uncles earlier and a brother following him.

Kim majored in English, writing his thesis, “The Imagery and Techniques of Emily Dickinson,” under Professor Jeremiah Finch. While at Princeton he met Margaret Mansfield through his sister, who was a fellow student at Vassar. They married in 1964 and had two children.

Kim earned a master of teaching degree from Johns Hopkins and a master of arts degree from Middlebury. He then taught English at the University School, the Nichols School in Buffalo, Moorestown Friends School, and the John Burroughs School in St. Louis. He was an engaging, dynamic, and insightful teacher of literature and composition to high school students. Kim later entered the book business, serving both as a wholesaler and manager at several bookstores.

In addition to his avid reading and motorcycle riding, Kim loved northern Michigan, having spent every summer since childhood sailing and water skiing Glen Lake. Nearing retirement, he and his second wife of 26 years, Kathryn Shelley-Barnes, moved to Traverse City, finding joy and solace in its natural surroundings.

The class extends its condolences to Kathryn; son Christopher; daughter Katherine; four granddaughters; and his extended family.

THE CLASS OF 1968



John M. Pogue '68

John died peacefully July 28, 2018, in Bethesda, Md., after a battle with metastatic disease.

He was 72. He was born Sept. 21, 1945, to Lloyd W. Pogue, a chairman of the Civil Aeronautics Board, and Mary Ellen (Edgerton) Pogue, a violinist and public-speaking advocate.

John was raised in Kenwood, Chevy Chase, Md., where he lived until his death. He prepared at Sidwell Friends High School and Mount Hermon School, from which he graduated with honors. At Princeton, John majored in economics, sang in the Tigertones, and was in the Woodrow Wilson Society. He earned a medical degree from Georgetown and had an internship in pediatrics at Georgetown University Hospital.

John was an involved participant in innumerable professional societies, such as the Royal Society of Medicine and the American Medical Association. He was also extremely devoted to many historical and hereditary societies, including the Society of Mayflower Descendants, and he was a world traveler, visiting more than 28 countries. He lived for a time in England and Japan.

He is survived by brother Richard and his wife, Pat; brother William and his wife, Gwen; five nieces and nephews; and 11 grandnieces and grandnephews. To them, the class extends its deepest sympathies.

THE CLASS OF 1970



Robert W. Kettering Jr. '70

Bob Kettering was a fine lawyer. This is like saying Pablo Picasso was a creative chef: possibly true, but rather beside the real point. Bob, a joyous

spirit and in many ways the emotional center of our class, died April 22, 2018, of Alzheimer’s disease.

He was an unwavering son of Minnesota, coming to us from DeLaSalle High School and returning to the University of Minnesota Law School immediately after our Princeton graduation. At Princeton he played hockey, served on the politics department advisory committee while writing his thesis for Gary Orfield, and — perhaps most notably — became one of the great Commons captains in memory; whenever you got on line and realized everyone ahead of you was mysteriously convulsing, Bob’s humorous narrative powers and social observations were in play.

Using his verbal gifts for more than 40 years to build the small firm Arthur Chapman into one of Minnesota’s most prestigious litigation specialists, Bob was inducted into the American College of Trial Lawyers in 2010. But we recall most his direction, along with president Mickey Pohl, of the raucous class meetings at our major reunions, with virtually everyone ending up skewered and debased but unoffended in something of a comic miracle.

Bob will be deeply missed by his wonderful family: wife Susan, daughters Louise Dann and Sarah Jane Kettering, and his seven younger siblings. Their loss is hard to adequately process, except perhaps in Pohl’s contention that Bob is now telling Henny Youngman jokes (among his freshest) to St. Peter, with Youngman himself laughing loudest.

THE CLASS OF 1994



Eduardo Méndez '94

Our beloved fellow Tiger Eddie died Jan. 5, 2018.

Eddie majored in molecular biology with a certificate from the Program in Latin American Studies. Eddie’s studies at Princeton were marked by a passion for science, combined with frequent incursions into humanities. As a friend, Eddie was loyal, thoughtful, and a positive force. It was a joy to be in his company, as his friends Jose Rodriguez-Escudero '94 and Francisco “Pancho” Fuentes '94 can attest.

After medical school, Eddie completed a residency and fellowship at the University of Washington (UW). Rising to professor at UW, Eddie became co-director of the head and neck oncology program and director of the Advanced Head and Neck Surgical Oncology Fellowship Program. Colleagues

described Eddie as brilliant, unpretentious, compassionate, optimistic, and visionary.

Eddie is survived by his wife, Anne; and children Emma and Julia. *Siempre estarás en nuestra memoria, amadísimo amigo. Siempre.*

Eddie took the fight to cancer, both professionally and personally. And on both battlegrounds he fought passionately, brimming with hope. An endowment has been established in Eddie's name to help continue his legacy in head and neck cancer. Donations can be made online at <http://supportuwmedicine.org/mendez>.

GRADUATE ALUMNI

Richard H. Levy *59

Richard Levy, who worked on laser applications to nuclear energy, died Nov. 10, 2017, of cancer at age 85.

Born in London in 1932, Levy was evacuated to Montreal during World War II to escape the Nazi bombing. He returned in 1943, and graduated from Cambridge with a bachelor's degree in mathematics in 1954. He married and moved to the United States.

In 1959 he earned a Ph.D. in aeronautical engineering from Princeton. He then returned to Montreal and worked for Canadair. Later, he worked for Avco in Boston during the 1960s and 1970s. In that period, he worked on laser applications and patents for the use of isotopes important to the production of nuclear energy. This led to a joint venture between Avco and Exxon, and in 1974 Levy moved to Seattle to work on this project.

He left the corporate world in 1980, did consulting, and studied issues such as the Allies' decision in World War II not to bomb the rail lines leading to Auschwitz. Levy was proud of his Jewish heritage and enjoyed the outdoors, the symphony, and opera.

He is survived by his wife of 62 years, Midge; three sons; and four grandchildren.

James R. Thompson *65

James Thompson, the retired Noah Harding Professor of Statistics at Rice University, died Dec. 4, 2017, of cancer. He was 79.

Thompson received the Founder's Medal as first in his class when he graduated from Vanderbilt University in 1960. In 1965, he earned a Ph.D. in mathematics from Princeton. He accepted a position teaching mathematics and statistics at Vanderbilt. He then taught at Indiana University, and in 1970 he came to Rice.

At Rice, Thompson founded the department of statistics in 1987. In 2016, he retired from Rice as the Harding professor and adjunct professor at M.D. Anderson Cancer Center and the University of Texas School of Public Health.

Thompson wrote 14 scholarly books on statistical subjects. He was a fellow of the American Statistical Association, the

International Statistical Institute, and the Institute of Mathematical Statistics. He received the Army's Wilks Award for his work on defense-related data analysis and modeling. He made pioneering contributions to biomathematics, quality control, and computational finance. He also did pioneering research on AIDS. He was honored by a *Festschrift* to commemorate his retirement.

Thompson is survived by his wife, Ewa. He was predeceased by a son.

Richard A. Gould *68

Richard Gould, professor emeritus of classics at Houghton College, died Jan. 5, 2018. He was 78.

After graduating high school as class valedictorian, Gould graduated from Houghton College in 1961. He then earned a master's degree in 1964 and a Ph.D. in classics in 1968 from Princeton.

At Houghton College, Gould taught Greek and Latin from 1968 until he retired in 2009. He also designed and taught courses in modern mythology, classics in translation, and English as a second language.

His thorough and detailed presentations earned him a reputation as a meticulous scholar. Regarded as a generous friend to colleagues and students, he frequently hosted gourmet dinners with menus influenced by his travels in Britain, Italy, Greece, and China.

Gould was predeceased by two brothers and a sister. He is survived by four nieces and nephews.

Ronald J. DiCenzo *78

Ronald DiCenzo, professor emeritus of history and East Asian studies at Oberlin College, died Nov. 4, 2017, at the age of 78.

Excelling as a student, DiCenzo graduated in 1961 from Canisius College in Buffalo, N.Y. He undertook graduate studies in history at the University of Kansas from 1961 to 1964, where he switched from East European history to Japanese history, and then studied at the University of Hawaii from 1964 to 1965. He spent several years in Japan in the 1960s for advanced language training and research.

DiCenzo earned a master's degree in 1971 and a Ph.D. in history in 1978 from Princeton. He joined the Oberlin faculty in 1972 and taught Japanese history and language (plus sub-Saharan history). During the next 20 years, he built great interest in Japan on the Oberlin campus as Japan rose as an economic and cultural superpower.

In the mid-1970s, DiCenzo helped Oberlin affiliate with the newly formed Associated Kyoto Program consortium of colleges in the United States, through which he sent scores of students for study in Japan. He retired in 2005. DiCenzo was regarded as an inspirational and approachable teacher. Many of his students had

careers related to Japan or Asia.

He left no family survivors.

John E. DiNardo *90

John DiNardo, professor of economics and public policy at the University of Michigan, died Aug. 26, 2017, of complications from leukemia. He was 56.

He earned a bachelor's degree in economics in 1983 and a master's degree in public policy in 1984, both from Michigan. He earned a Ph.D. in economics from Princeton in 1990.

DiNardo held academic positions at the University of California, Irvine; the University of California, Berkeley; MIT; and RAND. Since 2001, he had been a professor at the University of Michigan with appointments in the Ford School of Public Policy and the department of economics.

He was recognized for his work in applied econometric methods. He wrote papers on the economics of labor unions, including studies of their impact on wages and inequality. He was a dedicated adviser and mentor to Ph.D. students and junior faculty. DiNardo had been a research associate of the National Bureau of Economic Research and a fellow of the Society of Labor Economists. He was known for his passion for truth and social justice.

DiNardo is survived by his wife of 22 years, Jean E. Wohlever *87, whom he met at Princeton.

Brian A. Curran *97

Brian Curran, a professor of art history at Penn State University, died July 11, 2017, of complications from ALS at age 64.

Curran earned a BFA degree in art history from the Massachusetts College of Art in 1979 and a master's degree in art history from the University of Massachusetts, Amherst, in 1989. In 1997, he earned a Ph.D. in art history from Princeton, and then joined the art history faculty at Penn State. Earlier, he had spent six years at Boston's Museum of Fine Arts and was a teaching fellow at Columbia University.

At Penn State, Curran became a full professor in 2011. He was internationally recognized as a scholar of Italian Renaissance art, plus sculpture, film, and historiography. His former graduate students honored him with a *Festschrift* symposium in 2016.

Curran received Penn State's four most coveted awards for teaching and scholarship. An author of extensive work, Curran often presented his research at national and international conferences and symposia. He was also president of the Penn State chapter of the AAUP. Known as principled and passionate, Curran was committed to progressive politics and social justice.

He is survived by his wife, Mary; mother Doris; three siblings; and five nieces and nephews.

Graduate memorials are prepared by the APGA.

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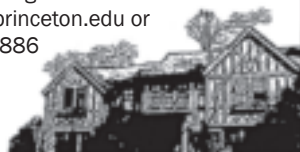
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A Scholar Finally Gets His Due

By Elyse Graham '07

In November of 1950, David Bohm, an assistant professor of physics, was indicted on a charge of contempt of Congress. He had been asked to testify before the House Un-American Activities Committee (HUAC) concerning his dissertation adviser, J. Robert Oppenheimer. Bohm refused to testify on Fifth Amendment grounds and the University suspended him, though he was later acquitted. He left Princeton for good in 1951.

Bohm grew up in Pennsylvania's coal-mining country. As a graduate student at the University of California, Berkeley, he helped to organize a union at the Berkeley Radiation Laboratory. He joined the Communist Party in 1942, but quit a year later because the meetings were petty and exhausting. "I began to feel that they did nothing but talk about things of no significance, about trying to organize protests of affairs on the campus, and so on," he said later. "The meetings were interminable, discussing all these interminable attempts to stir up things on the campus, which really didn't amount to much."

Despite support from colleagues and students in the physics department, Dodds had already decided to let him go.

In 1947, Princeton recruited Bohm for a position in theoretical physics. Princeton professor Henry DeWolf Smyth 1918 *1921 wrote to President Harold Dodds *1914, "Bohm has been recommended to us as one of the ablest young theoretical physicists that Oppenheimer has turned out." But on April 21, 1949, a subpoena to appear before HUAC arrived at Bohm's office at the Palmer Physical Laboratory. Things rapidly spiraled downward. In December 1950, a month after receiving a recommendation from the physics department to reappoint Bohm, the administration suspended him and

forbade him to set foot on campus. Despite support from colleagues and students in the physics department, Dodds had already decided to let him go. In 1951, Dodds wrote to a faculty member: "I feel that the University must recognize that Professor Bohm has not indicated that he possesses those qualities of personality and judgment which should be expected of a member of its faculty."

Bohm took faculty positions in Brazil, Israel, and, finally, Birkbeck College, University of London, where he spent the rest of his career. Increasingly, he sought to rethink the foundations of quantum theory. In the decades following World War II, as the historian Russell Olwell argues, American physicists, as the beneficiaries of substantial military investments, worked largely

on pragmatic questions rather than interrogating the theoretical bases of their fields. Bohm was a rare exception, and he corresponded for decades with Albert Einstein, another skeptic of quantum orthodoxies. Nonetheless, the theoretical-physics community gave Bohm's work little engagement, a reflection of his isolation, unusual interests, and political unseemliness.

In recent decades, Bohm's work has had a "resurgence," Olwell writes: "Bohm's fundamental questions came increasingly to be seen as relevant to physics and to the philosophy of science in general. ... Ironically, many younger physicists and philosophers of science who cite or argue about Bohm's work are unaware of his political troubles and his intellectual marginalization; he is seen simply as having been ahead of his time." ♦

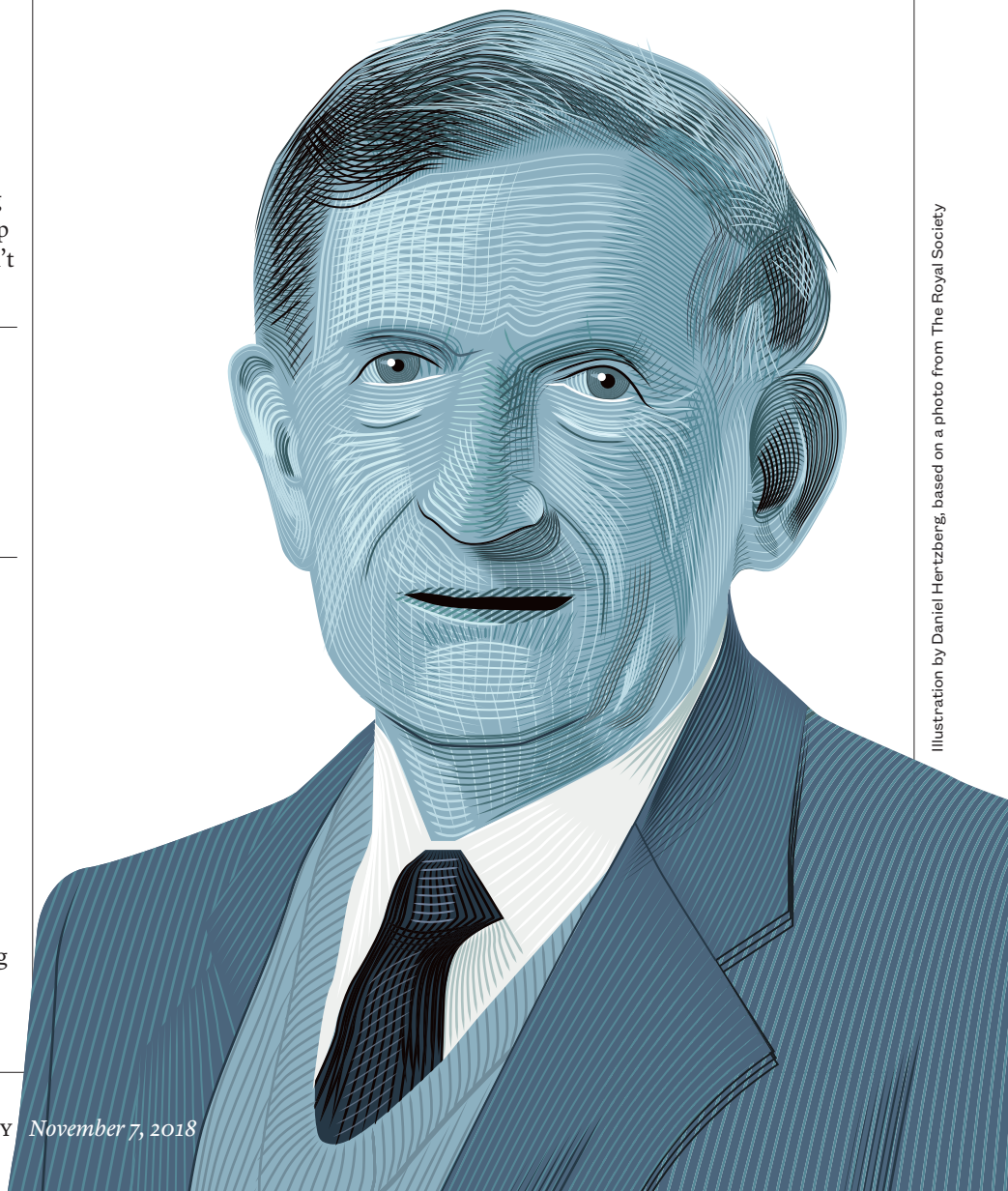


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