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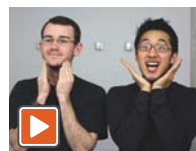
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A century-old statue finds its place.

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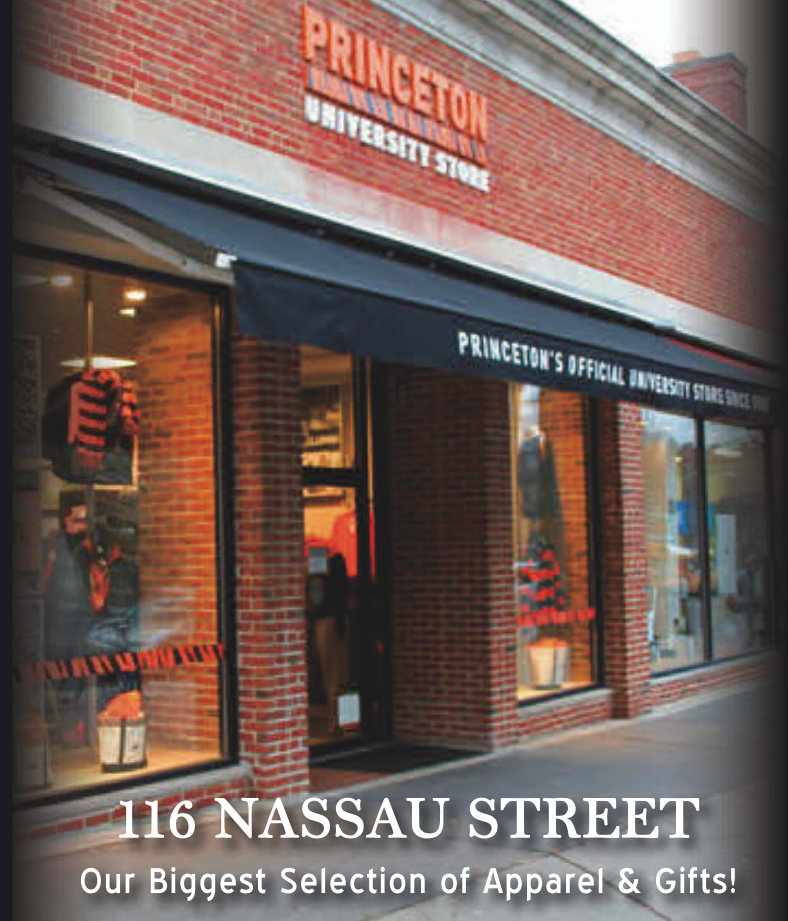
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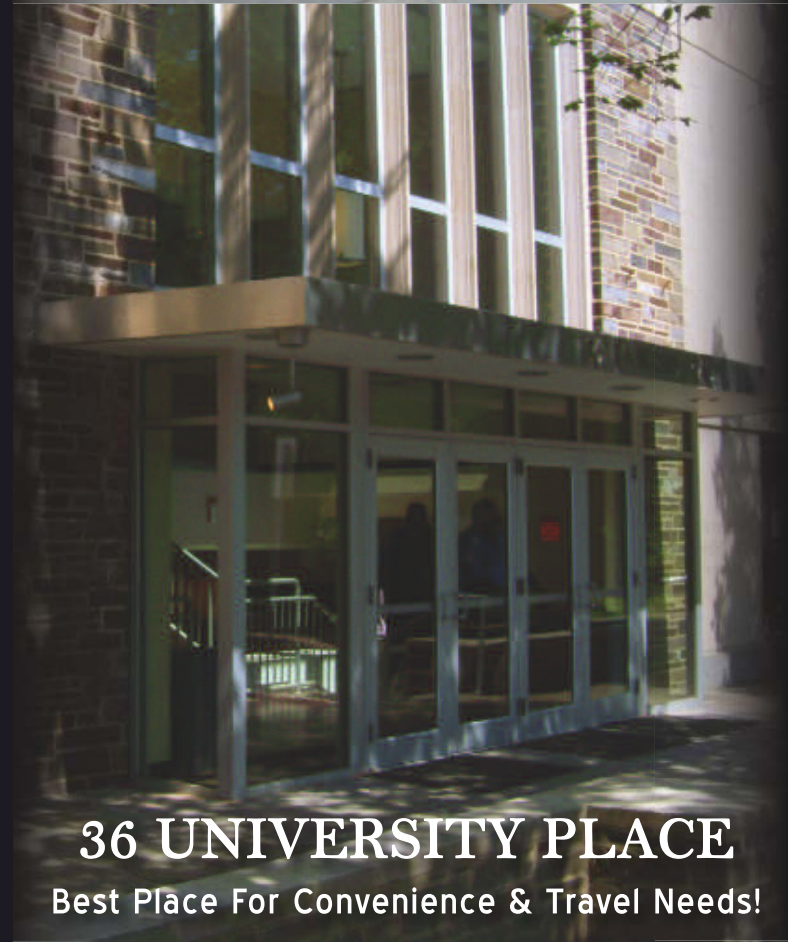
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A Renewed Commitment to Diversity

Until the second half of the 20th century, Princeton was a homogeneous institution — overwhelmingly white and male. But thanks to the leadership of President Bob Goheen '40 *48 and his successors, coupled with the strong support of several generations of Princetonians, the composition of our University community has changed significantly, especially at the undergraduate level. Today our undergraduate student body is almost evenly split between men and women, and the Class of 2016, 42 percent of whom are nonwhite or multiracial, is the most diverse in Princeton's history.

Unfortunately, progress has been much slower among graduate students, postdoctoral fellows, faculty, and administrators, due in large part to the decentralized nature of their recruitment. A single undergraduate admission process makes it possible to implement effective strategies for attracting a broadly diverse class. However, persuading scores of academic departments to act in tandem while respecting their autonomy on academic matters has proven much more difficult. A similar challenge faces the large number of administrative units, each of which is making its own hiring decisions. In 2012, for example, just three percent of doctoral candidates and one percent of postdoctoral fellows were African American; only 20 percent of full professors were female; and a mere two percent of senior staff were Hispanic. In other words, despite our best efforts, Princeton does not come close to looking like America today, let alone tomorrow, when, by 2042, if not before, demographers predict that ours will be a nation of minorities.



FRANK WOJCIKOWSKI

Through its Program for Diversity and Graduate Recruitment, the Department of Molecular Biology, in collaboration with the Lewis-Sigler Institute for Integrative Genomics, has made great strides in diversifying its graduate student body.

Our quest for greater diversity is not, of course, solely a response to shifting demographics, though the warning of President Goheen in the wake of coeducation bears repeating: “Had the University buried its head against the winds of change, it could in time have become archaic.” Rather, as I have often argued, diversity and excellence are inextricably linked. Creativity and innovation, forged, in part, by vigorous

debate, are most likely to occur when the broadest possible range of perspectives are brought together. Indeed, the best way to open minds is to expose them directly to those least like themselves; to create an environment in which the most talented members of every racial, cultural, and socioeconomic grouping can engage with and learn from one another.

Ultimately, equity of opportunity — and the diversity it yields — is a fundamental principle of American democracy, as well as a matter of national self-interest. In our rapidly shrinking world, cultural sensitivity and adaptability, nurtured both inside and outside the classroom, have never been more important, just as American competitiveness demands that we utilize the talents of our entire population, not merely those who have been traditionally well represented on our campuses.

And so, in a year when nonwhite births in the United States outnumbered white ones for the first time, I convened an ad hoc committee of trustees, faculty, graduate students, and staff to develop a blueprint for creating the truly diverse community we have long aspired to be. My charge to the committee was twofold: to examine in what ways “a richly diverse community enhance[s] learning, scholarship, civic leadership, and service” and to determine how we as a University can “do a better job of attracting and retaining talented individuals from populations that have historically been under-represented.” Ably led by Brent Henry '69, vicechair of the Board of Trustees, and Deborah Prentice, chair of the Department of Psychology, the committee has sought to address these questions by engaging more than 2,500 individuals on our campus through surveys and focus groups, organizing an academic conference to solicit expert views, and collecting a wealth of data. Among its first priorities was drafting a Statement on Diversity and Inclusion designed to make it clear that both are central, not tangential, to our educational mission. The committee has also devoted many hours to developing the kind of bold but realistic recommendations that will foster the leadership and create the tools we need to move forward resolutely.

An encouraging case study is provided by the life sciences. When the National Institutes of Health linked the renewal of critical training grants to the diversification of graduate student populations, the Department of Molecular Biology adopted several creative recruitment strategies that have dramatically increased the number of under-represented minority doctoral candidates joining us each year. Thanks to this initiative, the percentage of African Americans, Hispanics, and Native Americans in these cohorts jumped from 4 percent between 2003 and 2007 to 24 percent between 2008 and 2012, well in excess of the National Institutes of Health's target.

I am confident that the work of the committee, whose report is now being finalized, will help us to multiply this success. And while the task ahead will not, at times, be easy, the collective benefits we reap as an institution and, ultimately, as a society will be the rich reward.

Em Jilghman

Inbox

“The history of the period between the end of World War II and Stonewall has been written; I hope the long-promised history of gay life at Princeton now will emerge.”

— Gary Walters '64 *76

Gay at Princeton

I came to Princeton after a remarkable love affair during which I realized that my odd and defiant yearnings for other boys was not a fantasy and with the permanent undermining of the idea that I was aberrant, sinful, and unworthy. This affair ended during my freshman year. But soon enough I met two groups of men, one within the University and one in the town. Further explorations led me to New York, where, of course, a large gay underground flourished.

Indeed, the real point about these years is the word “underground.” There were professors whose contacts among the professoriat were cordial and with whom they were out. The understanding was a gentleman’s agreement about individual privacy. The town group included professionals, University staff, and friends from hither and yon. I also knew some gay guys in my class and on the swim team.

I had another serious love affair while at Princeton. I made an arrangement with my roommates in order to have some privacy after a near-discovery one night in the boathouse. Silence

about all this was imperative, with the consequent oppressions and omissions. The history of the period between the end of World War II and Stonewall has been written; I hope the long-promised history of gay life at Princeton now will emerge.

I wrote to Jonathan Ned Katz in the '80s about the slowness of Princeton’s adjustment to activism for gay rights. Katz was perhaps the first to give a “queer studies” course at an American university. He replied that Princeton was inherently conservative, a tough nut. We now see that this position has been more than rectified: three cheers for Old Nassau. The support given GLBTQ people and causes at Princeton by President Tilghman is one of the many noteworthy gifts of her administration.

GARY WALTERS '64 *76

Hastings, Ontario

“Hidden Lives” by Richard Just '01 (cover story, April 3) brought to mind my years at Princeton in the early 1960s, when I, too, grappled (not very successfully) with my sexual orientation. A few weeks into my freshman year, I found myself face to face with a

BUZZ BOX

‘Hidden Lives’: Alumni offer contrasting views

Each story, letter, and memorial at paw.princeton.edu offers a chance to comment

“Hidden Lives,” the April 3 cover story about the lives of gay students at Princeton in the 1950s and '60s, prompted a lively conversation in comments posted at PAW Online as well in the Inbox letters that begin on this page.

JEFF RICHARDS '74 *77 *78 found the story “extraordinarily superficial, woodenly schematic, and naive to the point of bordering on historical fiction” and said it failed to cover topics including “the anti-feminist subculture of Princeton” and sexual harassment of male undergraduates by male faculty members.

“Definitely the article is a start, but a very skewed one,” said KEVIN HEPLER '76.

DICK LIMOGES '60 said the article “never was meant to be a complete history of homosexuality” at Princeton, but vignettes of the experiences of specific alumni. JAMES M. SASLOW '69 took a similar view. “A fully researched, historically grounded account of homosexuality at Princeton would be very valuable,” Saslow said.

ALICE LYMAN MILLER '66 wrote that the difference in comments between alumni of the '60s and the '70s “reflects the changing social context between those decades,” including the rise of gay-rights activism.



P
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Catching up @ PAW ONLINE

Share your favorite Reunions photos and short videos with PAW — and win prizes!

To submit your images and clips, go to facebook.com/pawprinceton or send an email to pawvideo@princeton.edu.

Editors will choose the funniest, most sentimental, and most creative images from Reunions 2013 to run in the July issue and at PAW Online, and Facebook users will have the chance to vote for our readers’ choice prize, given to the photo that receives the most “likes.” A video gallery also will be available at paw.princeton.edu.



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-  PAW ONLINE: Comment on a story at paw.princeton.edu
-  PHONE: 609-258-4885; FAX: 609-258-2247

Letters should not exceed 275 words, and may be edited for length, accuracy, clarity, and civility. Due to space limitations, we are unable to publish all letters received in the print magazine. Letters, articles, photos, and comments submitted to PAW may be published in print, electronic, or other forms.



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University health-center psychiatrist (I had checked what apparently was a “red-flag” box marked “nervousness” on a questionnaire for entering freshmen). When the bushy-browed doctor peered over his glasses and gently asked if I had problems with the “opposite sex,” I tensed my body and — too quickly — responded with an emphatic “No!”

My denial lasted through my college years and well into my adult life, even though, at Princeton, I had an unrelenting crush on a classmate, fantasized excessively about well-turned fellow undergraduates, and laughed uneasily whenever there was speculation about the sexuality of a professor or fellow student. Eventually, I reluctantly confessed my predilection to my roommates but in such a way — so powerful was my self-loathing and desire to be accepted — that I allowed my predicament to become trivialized into a joke.

Eventually, far beyond Princeton and after an ill-conceived marriage, I gradually became more accepting of myself. Since graduation, I have returned to Princeton two times, once in the late 1960s to the wedding of a roommate and once, last May, to a children’s concert performed by my nephew at McCarter Theatre. As I strolled with my partner and my brother (also a Princetonian) and his wife along the slate walkways amid all that springtime gothic beauty, I marveled that, except for my brother, what few friends I had from my collegiate days were no longer in my life.

CHARLES W. ROBERTS '64
Hamden, Conn.

“... [A]pproximately a dozen acknowledged being gay” (cover story, April 3): In an era when men mention, report, or discuss parenthood, rather than “acknowledge illegitimate children,” perhaps alumni could mention, report, or discuss being gay, rather than “acknowledge” it. If all parenthood is now normal, and all sexualities are becoming so, then I suggest that, as has been done in the women’s movement, we move the verbal expression along to help move the social change along.

VANNA CONDAX '73
Chapel Hill, N.C.

My longtime companion of 15 years, a Princeton alum (a well-known professor of philosophy), cannot speak for himself in this matter, so I shall.

It is all well and good that Princeton this year is hosting its first LGBT alumni conference. But therein lies the rub. Why has it taken until 2013? I can assure you that Princeton made being gay a four-year social and political nightmare for gay students in the '70s, '80s, and '90s.

What is needed is not a conference. What is needed is moral repair and reparations — a public acknowledgment of, and apology for, the University’s past moral crimes, and a public identification of those professors, administrators, and student leaders who over the past decades made Princeton a hostile, and often unsafe, environment for its gay and lesbian students.

RAY SHELTON
Glendale, Calif.

In between film-editing jobs in New York, I drove a cab and happened to drive by the Stonewall Inn demonstration against the police rousting gay bars, which turned out to be the beginning of the current gay-rights movement.

The concept of gay bars was just entering the mainstream culture, and I drove fares to these bars and bathhouses. Many seemed not gay, but drunk and despondent. A tag line in Mart Crowley’s 1968 play *The Boys in the Band* was “Why do we hate ourselves so much?”

At the time, I was in a psychotherapy group that cured us of drug addiction, alcoholism, homosexuality, and, in my case, neurosis. These were deemed symptoms of an underlying family dysfunction. When one faced up to the pain of the dysfunction, the symptoms dropped away. We wept in astonishment when discovering we weren’t trapped by our pasts.

My gay friends from among the '50s Triangle casts probably are still gay, but perhaps there are Princetonians, who, like my therapy-mates then, and Christian friends since, have come to consider homosexuality an aberration and

a trap, and have escaped. If this isn't too countercultural and there are former gays among the alumni, their stories would make an interesting sidebar for the Richard Just article.

EDWARD D. DUFFIELD II '58

Little Compton, R.I.

I want to congratulate PAW on the "Gay at Princeton" cover story. As a professional in development and alumni relations in the United Kingdom (who happens to be gay), I thought it was a brave decision to publish a piece that was very moving, but at times also critical of Princeton. I think it shows great integrity and respect for your alumni to do this, and I think you will gain a great deal of kudos from gay alumni as a result. I can't think of a single U.K. university that has made a similar step, and I hope your example will show the way.

DAVID MUNGALL

*Director of Development and Alumni Relations
Goldsmiths, University of London
London, England*

My only contact with the question of homosexuality while at Princeton took place at what were then known as "bull sessions." Religion was by far the most frequently and intensely discussed topic during my years (1958–62) at the University. Homosexuality did not come up very often, but when it did, many of the right questions were asked: Should it be against the law? Do people choose to be homosexual, or was it a condition some are born with? Did any of us remember consciously choosing heterosexuality? I have no idea what topics were discussed in other dorms during the wee hours, but homosexuality was not taboo in the third entry of Wither- spoon Hall.

And, of course, there was speculation about the extent of homosexuality on campus.

Everyone considered it rare, but no one thought it nonexistent. Occasional jokes and slurs could be overheard, but nothing approaching the outright hatred that I had observed in high school. Certainly the atmosphere on

FROM THE EDITOR

Seven months after beginning an international search for a president to succeed Shirley Tilghman, Princeton trustees selected someone who worked down the hall: Christopher Eisgruber '83, the provost.

The news came at a Sunday afternoon press conference in Nassau Hall's Faculty Room, under the portraits of previous presidents gazing down sternly. But despite the formal setting, the atmosphere had a distinctly informal, friendly feel. Here was a man who was part of the family, whose relationship with Princeton dates back 34 years as an undergraduate, a faculty member, and an administrator who played a key role in steering the University through one of its most wrenching periods, the recent recession. This was no introduction of an anxiety-provoking newcomer; it was a celebration of a favorite son.

Prepared statements by University officials focused on Eisgruber's scholarship and credentials. Speaking after the session, however, trustees and Cabinet members were equally likely to comment on his strong "moral compass" and his quick sense of humor, which he displayed at every turn. (There are, of course, things we still will learn about him: Asked later what might surprise those on campus who think they know him well, Eisgruber, 51, responded that he still has a subscription to *Rolling Stone*, where he keeps up with the folk-rock music scene.)

No doubt there will be occasions during Eisgruber's tenure when disagreements arise — after all, it's a tough job. But he starts with some advantages few outsiders could bring to Nassau Hall: a sense of comfort and familiarity, and the warm wishes of all.

— Marilyn H. Marks '86



Press conference in Nassau Hall April 21.

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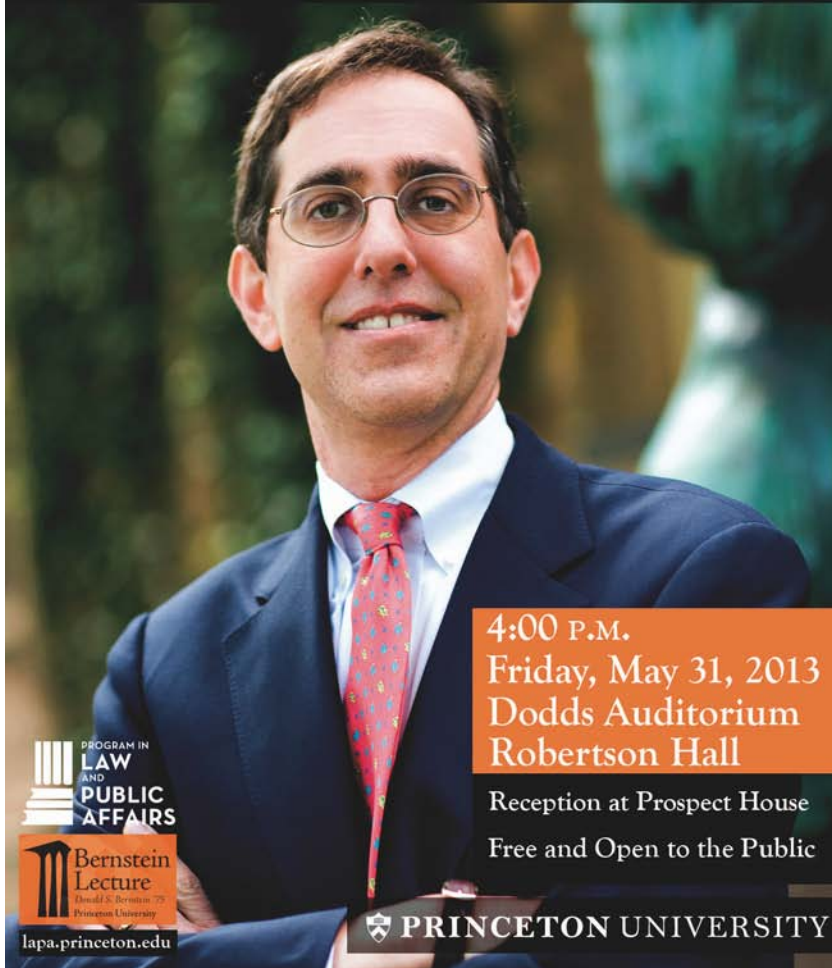
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campus 50 years ago was far from accepting, but it was rarely hostile — at least in my limited perspective.
C. THOMAS CORWIN '62
St. James City, Fla.

Bearing street harassment

Isaiah Cox '94 (letters, April 6) thinks that a young woman taking a stand against street harassment (Chloe Angyal '09, Perspective, Feb. 6) somehow negates the “real” threats faced by women and girls around the world. It doesn't, just as advocating for marriage equality in the United States doesn't minimize the horrible treatment of gays in other countries. We all are working toward a safer and more equal world.

There is still a long way to go before women and girls feel safe and empowered in America. The solution is not, as Mr. Cox seems to ask of Ms. Angyal, to bear sexual harassment with a smile, much like his wife who, faced with a “shower of wolf whistles,” reportedly “waved, and called, “Thank you!”

MARIE GILOT '09

Miami, Fla.

Women! Why do they persist in seeing street harassment of women in the Netherlands and street harassment of women in the United States as structurally similar, both designed to make women feel uncomfortable in public spaces and thus in the public sphere? Why can't they be happy with decreased inequality between the sexes, instead of fighting for actual parity? Are 20 women in the Senate not enough? Is 77 cents on the dollar inadequate? Why can't American women focus on the needs of other women who are even worse off than themselves, instead of advocating for their own well-being? Wouldn't it make more sense for all of us to be constantly auditioning for the role of Isaiah Cox '94's wife, even though he already is married?

Women: When people give us bad advice, let's feel free to ignore it (or better yet, laugh).

CARLYNN HOUGHTON '00

New York, N.Y.



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REALTOR

Annual Giving *Creating Pathways*

“The Freshman Seminar ‘Race, Class, and the Selective College Experience’ made me aware of how blessed I was to receive an excellent education. Since then, I have been studying educational injustices and ways to rectify them.” —Kyle Ofori

“As a member of the HighSteppers, I have performed with a creative and hardworking group of people. Working with them to build the organization’s reputation and create our annual interscholastic competition has been a truly rewarding experience.” —Kevin Ofori

One of nearly a dozen sets of twins currently on Princeton’s campus, seniors **Kyle** and **Kevin Ofori**, of Wooster, OH, are both concentrating in economics. Kyle is pursuing a certificate in Chinese language and culture and Kevin is earning a certificate in Russian language and culture. They are both members of the HighSteppers, Princeton’s step team.

Please make your gift to Annual Giving today to help generations of students create their own pathways.

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Join the Friends of the Princeton University Library at
<https://makeagift.princeton.edu/fpul/MakeAGift.aspx>.

Saving labor – and lives

Thanks to John J. Auld Jr. '50 for his March 20 letter on military drones. I, too, am tired of liberals. Drones should be viewed as simple labor-saving devices, like a vacuum cleaner. Instead of having to train, equip, arm, and ship soldiers overseas to defend our freedom, we can stay home and enjoy life; these human exterminators will keep us safe.

And if the enemy uses them on us, we'll know we've won them over to our freedom-loving values.

GORDON FITZGERALD '72

Clinton, Mass.

More signs of cooperation

History professor David Cannadine's unorthodox focus on cooperation as an agent of human history (Campus Notebook, April 3) dovetails with the observations of David Toomey in his recent book *Weird Life: The Search for Life that Is Very, Very Different from Our Own*.

Toomey cites a particularly significant symbiosis of microbial evolution that ultimately developed into a codependency so complete that today, the cells in our body would die without the formerly independent mitochondria within.

In other words, contrary to the popular idea of all living things being fiercely competitive against one another, there is evidence of as much cooperation as competition among many life forms, much as Professor Cannadine contends in regard to our own species.

ROCKY SEMMES '79

Alexandria, Va.

A true picture of Cuba

As a Cuban exile and widow of a '34 Princetonian who lived and worked in Cuba, I deeply hope the Princeton Journeys (Alumni Scene, March 20) will help to see what really goes on in Cuba and somehow alleviate the suffering of so many.

GLADYS F. SMITHIES w'34

Key Biscayne, Fla.

International Eye #5

An exhibit of
award-winning photos
by Princeton students

Aaron Burr Hall, 2nd Floor Lobby

HOURS:

2013 Reunions
June 1 & 2, 9 a.m. – 5 p.m.

May 30 – July 31, 2013
Monday – Friday, 8:45 a.m. – 5 p.m.

Exhibit hosted by the
Princeton Institute
for International and
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Contest sponsored by the
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Department of Art and Archaeology REUNION LECTURE

Professor Anne McCauley

Rethinking Woman
in the Age of
Psychoanalysis:
Alfred Stieglitz's
Photographs of
the Female Nude

Friday, May 31

106 McCormick Hall, 3:00 PM

Professor Anne McCauley, the David H. McAlpin Professor of the History of Photography and Modern Art, will go beyond the familiar story of the relationship between painter Georgia O'Keeffe and photographer Alfred Stieglitz to expose the broader intellectual and aesthetic concerns that drove Stieglitz to create some of the most original and radical studies of the nude in the history of art. Join us afterwards for a reception and an update on art history at Princeton.



Reunions 2013: Alumni-Faculty Forums

Friday, May 31 and Saturday, June 1, 2013

A Reunions tradition for over forty years, the Alumni-Faculty Forums (AFFs) bring together alumni panelists from major reunion classes for discussions on a broad range of timely topics. Moderated by members of the faculty or administration, the forums attract thousands of alumni and guests each year.

Friday, May 31, 9:00 – 10:00 a.m.

- Is the Judicial Confirmation Process Broken? *McCosh Hall, Room 50*
- Tiger Inventors: From Concept to Creation *McDonnell Hall, Room A01*
- Books that Changed Your Life *Jadwin Hall, Room A10*

Friday, May 31, 10:30 – 11:30 a.m.

- Affordable Health Care: The Next Chapter *McCosh Hall, Room 50*
- Sports: The Inside Story *McDonnell Hall, Room A02*
- Electoral Politics: Running the Good Race *McDonnell Hall, Room A01*

Friday, May 31, 2:30 – 3:30 p.m.

- Entrepreneurial Change Agents: Making the World a Better Place *Whig Hall, Senate Chamber*
- “I Have a Dream” 50 Years Later *McCormick Hall, Room 101*
- The United States as World Police *Frist Campus Center, 301 Theatre*

Saturday, June 1, 9:00 – 10:00 a.m.

- The State of the Global Economy *McCosh Hall, Room 50*
- The Ever-Evolving Middle East *McCosh Hall, Room 10*
- Why Art Matters *McCormick Hall, Room 101*
- How to Deal with Our Aging Infrastructure *Aaron Burr Hall, Room 219*

Saturday, June 1, 10:30 – 11:30 a.m.

- Government Today: Key Domestic Policy Issues *McCosh Hall, Room 50*
- Can We Turn Things Around? Sustainability and Climate Change *McCormick Hall, Room 101*
- Media and Influence: Don’t Shoot the Messenger *Aaron Burr Hall, Room 219*
- The Rise of Asia and the Pacific *East Pyne Building, Room 010*

**For more information, including panelist names, visit
alumni.princeton.edu/goinback/reunions/2013/**



News from the Alumni Association

The Alumni Association of Princeton University: over 80,000 served

aluminaries

Co-chairs, Class of 2003 10th Reunion



Ita Ekpoudom '03



Brian O'Toole '03 h72

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

Ita Ekpoudom lives in Manhattan. Brian O'Toole lives in Washington, DC. Their work together meets in Princeton, NJ. Co-chairs of '03's 10th Reunion, Ita and Brian have traveled this road before: Brian was Reunions co-chair for the class's 5th, and Ita, as Class Treasurer, partnered with Brian.

A deep affection for Princeton drives this duo. Yet when they were in high school, neither had Princeton at the top of their college list – at least, initially. Ita's dream school had been Stanford, but when she "got the lovely YES from Dean Fred" and visited the campus, she immediately felt at home. With his home only just north of Princeton, Brian had no intention of going to college locally. He applied anyway, in part because of longstanding family ties, and then he grins: "When I was accepted, it was a no brainer."

How did they get involved in Reunions to begin with? Brian got a taste of Reunions as a student when he ran the student crew of 1972's 30th Reunion and then the next year served as the Senior Chair for the Committee on Reunions. Ita, who had been class president of her high school in southern Virginia, didn't hesitate when she was asked to consider running for treasurer, to serve from graduation to the 5th Reunion in 2008. Both spoke of the same motive: these were ways to stay connected to Princeton.

For Ita and Brian, following their 5th, affection still abounded, but energy was exhausted. Both decided to take a step back from leadership roles, though not from volunteering. Ita continued to do Alumni Schools Committee interviewing of Nigerian applicants, and Brian continued interviewing in DC. Neither gave any thought to reprising their Reunion roles for their 10th – until March of 2012. They met again at a class leadership event. "It brought back all the things we loved about Princeton and about our class." The subject of Reunion chairs came up. Brian looked at Ita. Ita looked at Brian. They both said, "If you do it, I'll do it." And the deal was done.

When asked just what is it that makes Reunions so compelling, both go back to the word "connection." For Brian, it's "the alumni connection that inspires alumni involvement that in turn makes the school so great." Ita agrees: "It's the reconnecting that no other school can replicate. It's the special bond that just is the Princeton experience."



Dear Princetonians:

Alumni volunteers from across the classes and the Association of Princeton Graduate Alumni have been hard at work for months (and sometimes years) to make Reunions 2013 one of the most memorable ever. So, come back to Old Nassau the weekend of May 30 — June 2 to reconnect with old friends and meet new ones; dance under the stars; attend the Alumni Faculty Forums; and, of course, march in the one and only P-rade.

We can't wait to see you!

With best wishes,

Margaret M. Miller

Margaret Moore Miller '80
Assistant Vice President for Alumni Affairs and
Director, Office of the Alumni Association



Association of Princeton Graduate Alumni

APGA Reunions 2013 *G*Centennial: *Living it Up!*

Join the APGA and your fellow tigers as we celebrate the 100th anniversary of the Graduate College and remember the best parts of life as a graduate student at Princeton. Whether you lived in the GC, Butler, Hibben-Magie or anywhere else, let's celebrate the good times at this year's Reunions! Be sure to join us for the APGA's first-ever late night party on Friday night, open to all Reunions attendees with a wristband.

Event Highlights:

Friday, 5/31

- Alumni Faculty Forums featuring several graduate alumni panelists (also Saturday morning)
- The Fight of the Century: The Thrill-A on the Hill-A, a Graduate College panel
- Welcome Reception kicking off Reunions weekend at the APGA Tent
- Late Night Party at the APGA Tent featuring live music from Brian Kirk & the Jirks – open to all Reunions attendees with a wristband!

Saturday, 6/1

- Cleveland Tower Climb with champagne & strawberries
- Festive Lunch at the APGA Tent including family fun for all ages
- The One and Only P-Rade – march and show your Princeton pride!
- Tribute to Teaching Reception celebrating excellence at Princeton
- GCentennial Dinner Celebration, complete with birthday cake!
- University Orchestra Concert & Fireworks Show



Help us help others: As part of this year's Reunions celebration, the APGA is collecting unused hotel toiletries for Ronald MacDonald House's Family Rooms. Please save your hotel toiletries and bring them along!

SAVE MONEY and register online by May 20 at <http://alumni.princeton.edu/apga/reunions/2013>
On-site registration will also be available at APGA Headquarters.

Register today – we hope to see you there!

President Tilghman and the man chosen to be her successor, Provost Christopher Eisgruber '83, share a laugh during a Nassau Hall press conference April 21.



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Princeton taps its provost to become next president

Christopher L. Eisgruber '83, a constitutional scholar who has been Princeton's provost since 2004, was selected by the Board of Trustees April 21 to become the University's 20th president. He will succeed President Shirley Tilghman, who announced last fall that she would step down June 30.

"It is a great joy for me to accept this appointment," Eisgruber said at a Nassau Hall press conference held after the trustees' vote.

Kathryn A. Hall '80, chairwoman of both the board and the search committee, said the trustees voted "enthusiastically and unanimously" for the new president. She said the board had sought a candidate both to "sustain our current success" and to steer the University through what could be "a period of real change" for higher education and "most likely for Princeton as well."

Hall expressed the board's confidence that Eisgruber, 51, "has the skills, personal qualities, and devotion to Princeton to lead our University with vision, imagination, courage, and conviction."

Eisgruber will be the first undergraduate alumnus to be president since Robert Goheen '40-'48; the first lawyer since Woodrow Wilson 1879; and the first president without a Ph.D. since Francis Patton, who served from 1888 to 1902. He majored in physics, but a Princeton course in constitutional interpretation taught by Walter

Murphy turned him in a different direction.

At the press conference, Eisgruber described a place at the University as "a gift — one that can transform the life of any student, faculty member, or other scholar who is lucky enough to receive it, and we have an obligation to ensure that this gift is fully available to the entire range of people who can benefit from it."

He set forth a series of questions he believes the University must answer: How can the University ensure that a Princeton education is accessible and beneficial to the greatest possible range of people? How can Princeton ensure that its research addresses the questions that matter most to the nation and the world? How can Princeton fully engage every student on campus? What does the advent of online education mean for Princeton, and how should the University participate in it? How can Princeton cooperate with colleges that "share our scholarly ideals and mission" but face severe financial or political pressure?

Responding to those who question the value of a college degree as costs have escalated, Eisgruber insisted that “a college education, and a good liberal-arts education with demanding reading and writing requirements, is more valuable now than it has been at any time in our history.” He elaborated on this in an interview with PAW, saying it would be a mistake if there were efforts to make education “less expensive by making it less good. Good education matters, but if there are ways that we can keep education equally good or even better while making it less expensive, that is something that is important for Princeton and it’s important for higher education.”

In an interview with *The Daily Princetonian*, Eisgruber signaled that he would continue the administration’s policies on some of the more contentious student issues of Tilghman’s tenure, voicing support for the grade-deflation initiative, the ban on freshman rush, and multiclub bicker.

A 17-member search committee met for more than six months and interviewed a broad range of candidates,

Hall said. Although Eisgruber was widely considered to be a leading contender, Hall said his selection was not foreordained. As trustee Brent Henry ’69, vice chairman of the search committee, explained, “it was important for us to take the time we needed to make sure we got the right person.”

Immediate reaction to Eisgruber’s selection was positive. “I think we have in Chris the leader that we are going to need for the next decade or so, and I don’t think we could be in better hands,” Tilghman said.

David Dobkin, dean of the faculty, described Eisgruber as a good listener who holds strong opinions but is “willing to talk something out for as long as it needs to be talked out.” Caroline Hanamirian ’13, co-winner of the Pyne Honor Prize, took a freshman seminar taught by Eisgruber on “Elite Universities, Public Policy, and the Common Good” and praised his willingness to make time for undergraduates. “Amidst all of his teaching and administrative responsibilities, Professor Eisgruber always welcomes students into his

continues on page 16



Q&A with Eisgruber '83

Provost Christopher Eisgruber '83 took part in a Q&A with PAW shortly after his selection as Princeton’s next president was announced. More excerpts from the discussion can be found at PAW Online.

On measuring a college education’s value: We have been working with some of our peer institutions and other partners to formulate a way of describing how we care about student achievement. . . . I think some of the ways of talking about outcomes [in higher education] are counterproductive. I don’t think a standardized-test score is an outcome of a liberal-arts education. It’s an artificial measurement. But how much somebody engages in civic service after they go through a liberal-arts education — that does matter.

On research initiatives: One area where we do well, but I would hope to see us devote more attention, is the area of regional studies. . . . If you look at where there is student demand and where it is very important that we as universities make a contribution and train the next group of scholars, that is one area where there are a lot of challenges.

On something about him that might be surprising: I don’t know if this is that surprising, but I subscribe to *Rolling Stone* magazine in order to keep in touch with what is happening in the folk-rock scene. It also is occasionally a way to get perspective on college life. 📖

Résumé: Christopher Ludwig Eisgruber

BIRTHPLACE: Lafayette, Ind.; later moved to Corvallis, Ore.

CURRENT JOB: Princeton University provost — the University’s second-ranking official and its chief academic and budgetary officer — since 2004. Constitutional scholar.

TEACHING: Professor, New York University Law School, 1990–2001. Princeton University faculty since 2001; directed the Program in Law and Public Affairs.

PRINCETON MAJOR: Physics, graduated magna cum laude and Phi Beta Kappa.

UNDERGRADUATE ACTIVITIES: Editor of *INQUIRY*, a national student science journal; research assistant at Argonne National Lab in Illinois. Intern in the Oregon governor’s office; campaign worker for Anderson for President. Member, Elm Club.

ADVANCED EDUCATION/TRAINING: Rhodes scholar, Oxford University. Law degree, University of Chicago. Law clerk to U.S. Court of Appeals Judge Patrick Higginbotham and U.S. Supreme Court Justice John Paul Stevens.

BOOKS: Author of two books on constitutional law and the Supreme Court; co-author and co-editor of two others.

FAMILY: Married to Lori A. Martin, a securities litigator with the firm WilmerHale; father of a 14-year-old son.

SPORTS: Lifelong Chicago Cubs fan.



Christopher Eisgruber '83 meets the press as his selection as Princeton's next president is announced April 21 in the Faculty Room of Nassau Hall.

Eisgruber continued from page 15 office with open arms," she said.

New Jersey Gov. Chris Christie, an ex-officio member of the board who attended the session, lauded the selection, noting Eisgruber's long association with Princeton: "He's not going to need a manual about this place."

Some of Eisgruber's classmates

recalled his strong work ethic and sharp wit, which was amply in evidence at his first press conference. "I always feel like 15 minutes spent talking to him is the equivalent of a year's education at Princeton, only cheaper," Paul Epply-Schmidt '83, a former roommate, wrote in an email. **P** By M.F.B. with M.M., W.R.O., and Nellie Peyton '14

EISGRUBER, ON THE RECORD

As a constitutional scholar, Christopher Eisgruber '83 has spoken and written about issues such as freedom of religion, gun rights, and the rights of people accused of terrorism. Read a sampling of excerpts at paw.princeton.edu.

SAMER A. KHAN

P
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IN BRIEF



CAROLINE SHAW, a third-year Ph.D. student in music, won the Pulitzer Prize for music April 15 for an a cappella composition, “Partita for 8 Voices,” that contains murmurs, sighs, speech, and other vocal effects. Shaw trains in violin and composes for string instruments and voice. At 30, she is the youngest person to win a Pulitzer in music. (A segment of “Partita” can be heard at PAW Online.)

PRINCETON MOBILE, a free app and website, has replaced the University’s iPrinceton app. Princeton Mobile provides the same interface, information, and graphics on all Web-based platforms, includ-

ing tablets and smartphones, at the Web address m.princeton.edu. (The app version of Princeton Mobile is available from the iTunes Store.)

The app offers news feeds, a directory, an events calendar, videos, and an enhanced campus map. It also links to Princeton athletics news, University podcasts, a live audio stream from WPRB, the University’s social-media feeds, and PAW Online.



PABLO DEBENEDETTI, a member of the engineering faculty since 1985, will become Princeton’s dean for research July 1. He will succeed A.J. Stewart Smith ’66, who becomes vice president for the Princeton Plasma Physics Lab. DeBenedetti was chairman of the chemical engineering department from 1996 to 2004 and has been vice dean of the engineering school since 2008. He said he plans to strengthen the University’s

connections to foundations and the corporate world, encourage interdisciplinary research, and promote “risk-taking research.”



VICTORIA SOLOMON ’13, an electrical engineering major who is developing technologies to assist people with physical disabilities, has been named a 2013 Marshall scholar. The award pays the cost of graduate studies and living expenses at a British university for up to two years. For her senior independent work, Solomon is working on a portable and affordable communication device for patients with Lou Gehrig’s disease (ALS). She is an Orange Key tour guide, a mentor for the Society of Women Engineers, and active in the Center for Jewish Life. She is the second Princeton student this year to win the scholarship; Jake Nebel ’13’s award was announced previously. ■

PHOTOS, FROM LEFT: COURTESY CAROLINE SHAW GS; FRANK WODZIECHOWSKI, DENISE APPLEWHITE/OFFICE OF COMMUNICATIONS

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Professor Janet Currie '88 examines the impact on children of the socioeconomic divide.



Inequality's effect on children's health

For Janet Currie '88, a professor of economics and public affairs and director of the Center for Health and Wellbeing, a host of public-health and policy issues can be examined by asking one question: What effect do they have on children?

Currie has spent most of her career studying this question from different angles. She has examined early-intervention programs such as Head Start to gauge their effectiveness, and Medicaid to see how it helps young mothers and their children.

Lately, she has studied how environmental factors such as drinking-water quality affect the health of children and young mothers. In the working paper "Something in the Water: Contaminated Drinking Water and Infant Health" (published in March), Currie and her co-authors looked at birth records in New Jersey from 1997 to 2007. They found that living in an area with poor water quality was associated with a 14.5 percent increase in low birth weight among the children of less-educated mothers.


Mothers with higher levels of education were more likely to move out of an area with contaminated water. Children with low birth weight have a higher risk for health problems later in life. This study built on the argument she made in a 2011 paper, "Inequality at Birth," in which she maintains that the socioeconomic divide in U.S. society can be traced to the earliest stages of life.

"We think of people being born the same, and things happening to them after that causing inequality," says Currie. But what happens to people even before they are born can lead to inequality, she says.


For example, she points out that "children born to less-educated and minority mothers are indeed more likely to be exposed to pollution in utero." As with contaminated water, exposure to pollution during pregnancy can lead to a greater risk of negative health outcomes for children later in life.

In another paper, Currie surveyed the health of future mothers who were exposed to disease as children, finding that they were more likely to develop diabetes as an adult. "The exposed mothers are less likely to be married, have fewer years of education, and are more likely to gain over 60 pounds or smoke while pregnant," the study concluded. All of these factors affect the health of their children.

To improve the health of children, she suggests, policymakers could begin by improving the health environment of young mothers. Cutting down on polluted air and water is one way to achieve that goal, but education is crucial, too. What is needed, she says, is more research to help determine the way forward.

"This is an exciting research agenda," she wrote in "Inequality at Birth," "and one that is still in its infancy!"  By Maurice Timothy Reidy '97

FYI: FINDINGS



A new climate model predicts more **SNOW** in the polar regions and high-altitude spots, and less in the rest of the globe, due to global warming. That's the forecast produced by postdoctoral researcher associate Sarah Kapnick '04 and Thomas Delworth of the Geophysical Fluid Dynamics Laboratory. In North America, the greatest percentage reductions in snowfall are predicted to occur along the coasts of the Northeast and Pacific Northwest sometime later this century. The study was published in the *Journal of Climate* in February.

The percentage of working-age Americans who move between states each year has fallen from 3.5 percent in the early 1990s to 1.8 percent today. In a Federal Reserve Bank of Minneapolis working paper, co-author Greg Kaplan, an assistant professor of economics, offers two explanations for the decline in **INTERSTATE MIGRATION**: Labor markets around the United States have become more similar, so fewer workers must move to find jobs; and falling travel costs and information technology mean people can find out whether they will like living in another location without moving there first.

In a paper published in *Nature*, Karin Sigloch '08, a seismologist at Ludwig Maximilians University in Munich, Germany, and a colleague suggest an explanation for how the **MOUNTAIN CHAINS** from Alaska to Mexico were formed. "Arcs of islands, like those in today's western Pacific, may have piled atop one another, sinking and forming buried slabs. Then, as North America moved westward, it scraped off the tops of these slabs, raising mountains in the process," explains a summary.

Bringing back the lions and zebras



A herd of reedbuck on the floodplain of Lake Urema in Mozambique's Gorongosa National Park in July 2012.

REVIVING AN AFRICAN PARK Gorongosa National Park in Mozambique was once one of the world's most diverse ecosystems. Its 1,525 square miles supported populations of elephants, antelopes, zebras, buffalo, and lions, making it among the most densely populated large-mammal areas in Africa. Then 16 years of civil war, starting in 1977, devastated the park. The large mammals were almost completely wiped out by humans. But a 20-year conservation effort, funded mainly by the U.S.-based Gregory C. Carr Foundation in cooperation with the national government, is under way to restore the ecosystem and create a self-sustaining ecotourism industry. Some animals, such as wild buffalo, were relocated from other African parks to help rebuild the park's animal stocks. Large-animal populations are growing, and researchers are working on both conservation and ecology studies.



Pringle

A UNIQUE LABORATORY One of these scientists is Robert Pringle, assistant professor of ecology and evolutionary biology. Pringle is seizing an unusual opportunity to observe the repopulation of large mammals and other animals after their near-extinction in Gorongosa. Pringle also works in Kenya, where he is conducting contrasting experiments on large-mammal species that are artificially excluded from big, fenced-in plots of land.

Pringle and Joshua Daskin GS will begin formal research in the park this summer, joined by others supported by a National Geographic Society grant. Daskin seeks to understand how animals like warthogs facilitate the creation of ponds — part of a study of how mammals affect the savanna as their populations grow.

A DUAL CHALLENGE Pringle first became involved with the Gorongosa Restoration Project as a conservationist and now is on its board of directors. "We need to understand ecology if we want to save the world, but we can't save the world with ecology alone," he said. The goal is to conduct research into biological processes while also addressing day-to-day park maintenance questions — a difficult task, Pringle said. For example, addressing why certain animal populations are recovering while others are not is important both for tourism and for research studies. "Large mammals are very vulnerable to extinction, and we don't fully understand how they contribute to their environment," said Pringle. How Gorongosa will evolve is anyone's guess, but Pringle will be there to document it. **P** *By Anna Azvolinsky '09*

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Reviewing 18th- and 19th-century faculty minutes in Mudd Library are, from left, Janie Lee '15, Micheal Gunter '14, Professor Martha Sandweiss, and Thatcher Foster '14.



Class begins to paint picture of Princeton's ties to slavery

P
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Madison Bush '14 and Savannah Strong '15 bent over the scrap of yellowing parchment, puzzling out the details of a long-forgotten court case recorded in cramped 18th-century handwriting.

"This line right here," Strong said. "It looks like 'joint' ..."

"... 'possession,'" Bush read out. "Joint possession."

A few minutes later, Strong was explaining the context of the case: "This woman, Sally, is in the joint possession of ..."

Dusty documents, unreadable handwriting, historical atrocity: just another day in the archives for students enrolled in this spring's research seminar "Princeton and Slavery," which is investigating the University's largely unexamined social, financial, and ideological ties to America's original sin.

"When I came here, I was curious about the Princeton story, and no one really seemed to know the answer," said Professor Martha Sandweiss, the seminar's leader, who joined the history department in 2009. "It struck me as odd that Princeton, as the most Southern of the Ivies, hadn't undertaken an

exploration like this in the past."

In recent years, a number of colleges — most prominently Brown University, which is named for a benefactor whose family made money in the slave trade — have probed their historical links to slavery. Sandweiss' seminar marks the beginning of what eventually may become a similar report on Princeton's history.

The project is too large to complete in a single semester — Sandweiss plans to teach the course again in the fall — so for now, it remains a work in progress, an effort by six undergraduates to dig out individual stories that, pieced together, eventually will make up a larger mosaic.

Drawing on myriad sources — census data, taxation rolls, genealogy records, letters, journals, University minutes — Sandweiss' students have researched the backgrounds of their predecessors in some of Princeton's pre-Civil War classes, to determine how many came from slaveholding families or owned slaves themselves.

The students have found citizens of New Jersey who spent their lives con-

tentedly owning other human beings, and a Mississippian who freed his slaves and became an abolitionist. They have read about the entanglement of Northern industry with Southern slavery, complicating the simplistic picture often taught in school. "It was an American problem, not a Southern problem," said Micheal Gunter '14.

A passing reference in an assigned text made Thatcher Foster '14 realize for the first time that a famous ancestor — President James Knox Polk, from whose brother Foster's paternal grandmother descends — was a slaveholder. "I'm a liberal kid from New Jersey," said Foster, whose father, Hal Foster '77, teaches in Princeton's art and archaeology department. "I don't really know how to feel about it."

Strong's research focuses on the Southern students who left Princeton to fight in the Civil War. "When all the Southern students left Princeton's campus and got on the train to return to the South, all of the other students on campus followed them and gave them this huge goodbye," said Strong. "It's just so interesting to think about what it would have been like to be roommates with someone and go, 'All right — see you across the stone wall!'"

At least in these early stages, the students' research paints a picture of a Princeton both intimately involved with

slavery and curiously detached from it. A 2008 senior thesis, which Sandweiss assigned as a classroom text and considers well-documented, argues that Princeton's first eight presidents were slaveholders; one of them, John Witherspoon, shored up the University's post-Revolutionary War finances with money from slave interests.


Yet on campus in the years before the Civil War, the subject apparently was debated infrequently. "I think it was kept hush-hush on purpose, just because of the fact that there were so many Southerners and so much of the money and the resources were coming from the South," said Janie Lee '15. "I would have expected more controversy. I think almost everyone took courses in philosophy, so you have these ideas about morality and justice being taught and argued."


In the course of their work, the students have learned firsthand about the satisfactions and frustrations of original archival research. "It's not straightforward," Sandweiss said. "It's not like you can check 12 books out of the library and write your research paper." Bush scrolled through yards of blurry microfilm seeking the will of Samuel Stanhope Smith, Princeton's seventh president, without success.

Once Princeton's connections to slavery have been teased out and reported, what should the University do about them? Sandweiss and her students mostly seem content to leave that question to others.

"Apologize to whom? Make reparations to whom? Because you can never repay what slavery has wrought," said Gunter, who is African-American. "To apologize to me — I guess I'd accept it, but I'd be confused."

Despite the sadness inherent in thinking carefully about the horrors of slavery, nothing they have learned about Princeton's past has diminished their affection for the University they know today, the students said.

"This happened in the past," Bush said. "And I think it's important for us to know the past, but I think the University has the opportunity every day to change its course for the future."  *By Deborah Yaffe*



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ON THE CAMPUS

Sparks fly as Patton '77 talks marriage

By Nellie Peyton '14



Students had their chance to talk back last month to Susan Patton '77, whose letter to the editor of *The Daily Princetonian* famously urged Princeton women to “find a husband before you graduate.”

Patton spoke on “Advice from a Princeton Mom” at Whig Hall April 18, but the real sparks flew during the question-and-answer session that followed. Patton shot back confident, sometimes-harsh answers to a buzzing audience of nearly 200 students, whom she prodded at one point to ask harder questions.

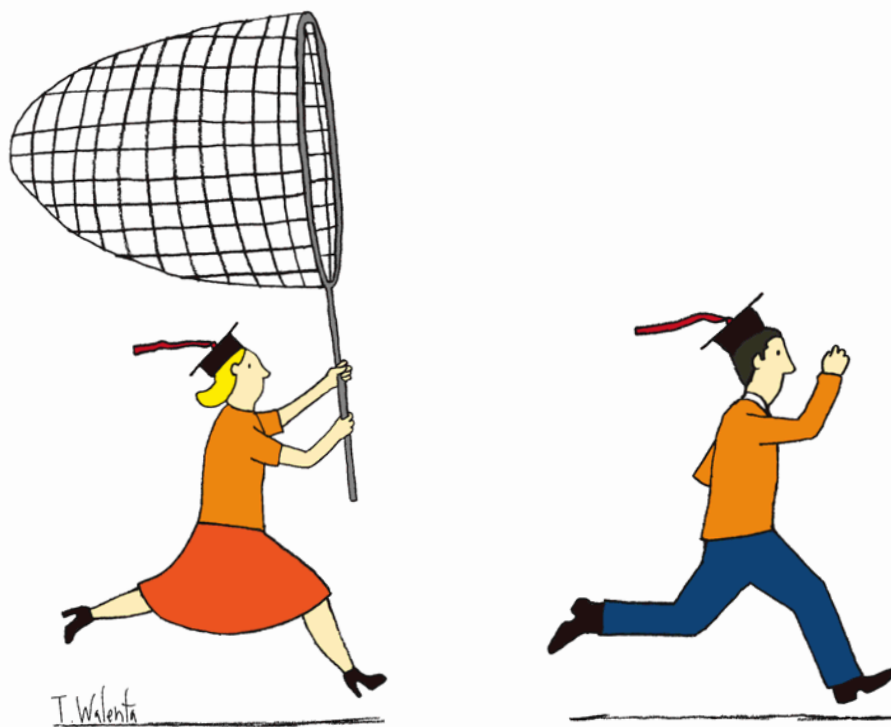
“People have said to me, ‘Oh well, love just happens. No, it doesn’t,’” Patton said.

Her remarks drew frequent laughter, but students seemed unsatisfied with her answers, and several argued until the microphone was taken away from them.

A number of young women criticized what they saw as elitism and anti-feminism in Patton’s advice. Others wanted to know how the hypothetical husband search was supposed to work, saying that many college men did not even want to date and were not mature enough to imagine marrying.

“Can you acknowledge that maybe if a girl here is single, it’s not because she is actively choosing to reject all the ‘wonderful, wonderful’ men?” one student said, to the crowd’s laughter and expressions of assent. Patton admitted that some would have more trouble than others finding a suitable partner, but that they could improve their chances by starting to look early.

One of the few men who spoke asked if Patton could generalize her comments to include his gender, since men also would be searching for spouses after college. Patton insisted that she did not give men advice because she was not one.



A lively exchange began when Patton was asked if she believed that graduating from Princeton was an advantage to men but a “burden” to women. She emphatically said yes, and the young woman who raised the question struggled to articulate her disagreement.

“We’re women of Princeton,” the student argued. “I don’t understand why once we graduate that becomes a burden; I don’t think it does become

a burden ... ?”

Yet Patton was unwavering. “Honestly, where do you think you’re going to find men as smart as this, once you get out into the real world?” she challenged.

At the end of the hour-long discussion, moderator Cara Eckholm '14 asked whether Patton’s ideas had changed at all after having spoken with current students. “No,” Patton replied. “They’ve been reinforced.”

Thwack! Cricket club gets competitive

By Abigail Greene '13



With Princeton and Cornell neck and neck, the match had come down to Shafin Fattah '15. Aiming to smash the ball over the fielders’ heads to score the winning runs, he went for it. But he misconnected, and his Tiger teammates held their breath as the ball sailed into the field. Then, in what team captain Vijit Kapoor '14 called “the most heart-stopping moment this season,” the fielder

dropped the ball, giving Princeton the victory by a hair.

It was the Princeton Cricket Club’s fifth match of the season, the day after the team powered through a snowstorm to beat Dartmouth, and it demonstrated just how far the club had come.

Cricket was once a popular sport at Princeton, but interest declined at the end of the 19th century. By the time Zeerak Ahmed '13 arrived, opportunities to play the sport were limited to pickup games with a tennis ball wound in electrical tape.

But during his sophomore year, Ahmed and several other students registered the group as a club sports team, qualifying for funds for equipment and

practice space — and to represent the University.

This spring the team counted 18 regulars, practicing twice a week on Finney-Campbell Fields, and was an official member of the American College Cricket organization. The club won its last four matches of the year for a 4–3 record in its first competitive season. Other Ivy schools fielding cricket teams are Harvard, Dartmouth, Penn, Cornell, and Yale.

Most members of the team played cricket before coming to Princeton, many at home in Southeast Asia or Australia.

Outgoing treasurer Joseph Dexter '13 is one of five team members from the United States. Growing up in Vermont, he became interested in cricket at the age of 10, but he had few opportunities for formal play. At Princeton, Dexter founded a casual cricket group at Forbes College, then joined the team, which he said welcomed less-experienced members.

Cricket was once a popular sport at Princeton, but interest declined at the end of the 19th century.

For those new to cricket, Kapoor said there are two primary challenges. “Conceptually, the hardest thing for a newcomer to learn in cricket is the patience and composure that is required,” he said. “As a skill, I would say fast bowling [comparable to pitching in baseball] is the hardest, because it puts tremendous stress on your back and shoulders.”

Fattah, the club’s newly elected president, hopes the team will host more matches and attract more members, especially graduate students. The club recruited its first four grad students this year, including Australian Ryan Edwards, a first-year student in civil and environmental engineering, who is the team’s standout batsman.

The team’s matches, which last about three hours, have begun to attract about as many spectators as players. “It’s just the beginning still — but a good beginning,” said Vaidy Murti '15. ▣



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On arriving at Princeton, Matija Pecotic '13 hoped to work his way into the tennis team's lineup. He now is one of the top players in the country.

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Unlikely tennis star Pecotic '13 leads team to winning season

Matija Pecotic '13 is the seventh-ranked men's college tennis player in the country. As of mid-April, he had not lost an Ivy League singles match since his freshman year.

But Pecotic's success has come as a surprise to both player and coach. The two-time Ivy League Player of the Year was not considered a leading prospect in high school, and his home country of Malta isn't known as a top source of tennis talent. On arriving at Princeton, Pecotic hoped to one day work his way into the team's lineup.

Head coach Billy Pate, who is in his first year with the team, said Pecotic did not need much coaching — what

he needed was to start thinking of himself as an elite player. The turning point came in a 2012 match when Pecotic, then ranked 67th, defeated USC's Ray Sarmiento, the No. 9-ranked player in the country.

Pecotic recalled the moment during the match when "suddenly all the other players are watching your court, and they're talking about you, and then [afterward] they're shaking your hand"

After that victory, Pecotic "started to really buy into the belief that he was one of those guys," Pate said.

Pecotic now leads a team that finished in a tie for second in the league on April 21, having lost only two matches, to league winner Harvard

and Columbia. The team may get an at-large bid to the NAAs, and Pecotic is certain to play in the NCAA individual tournament.

Matt Spindler '13 and Matt Siow '13 have been instrumental in Princeton's success in doubles this season, when the Tigers have won nearly 75 percent of their matches.

Many close matches have come down to one player: Jonathan Carcione '16. Typically playing in the sixth singles spot, Carcione has provided the clinching win in matches against Cal Poly, Ivy rival Penn, and others. Carcione "seems to be calmest when it's the tightest," Pecotic said.

As they head to the court, Pate urges his team to keep their eyes on the ball, not the rankings.

"I always tell the guys, 'Rankings are what people think of you. Results are what you think of yourself.'" **P** By *Stephen Wood '15*

BEVERLY SCHAEFER



The Class of '98's top lacrosse attackmen — from left, Jon Hess, Chris Massey, and Jesse Hubbard (pictured here during their undergraduate days) — still play together in an over-30 division.

EXTRA POINT



After 15 years, lacrosse trio stays connected

By Brett Tomlinson

If you want to watch the legendary lacrosse trio of Jon Hess, Jesse Hubbard, and Chris Massey in action against Syracuse, you could try to track down a tape of the 1998 NCAA semifinals. Or you can make a trip to Lake Placid, N.Y., in August.

The Class of '98's top attackmen have faced off against a team of Syracuse alumni, who call themselves "Burnt Orange," in the over-30 division finals of the Lake Placid Classic for the last two years. "It's the same guys doing the same things," Hubbard says. "Everyone's just doing it a little bit slower."

One other notable difference: The Tigers have been on the losing side both times, an unfamiliar feeling for the high-scoring trio that led Princeton to three consecutive national titles from 1996 to 1998. They seem to have taken it in stride — the tournament is more of a family reunion than a cutthroat competition — but Massey jokes that it may be time to recruit a few alumni who are closer to 30 than 40.

Fifteen years have passed since Hess, Hubbard, and Massey ruled the college lacrosse world, scoring an astonishing 619 points (goals and assists combined) while compiling a 43–2 record in their last three seasons. Those three Tiger teams had a foundation for success: a well-drilled defense, steady goaltending, and a deep, talented bench. But it was the attack that set Princeton apart.

continues on page 26

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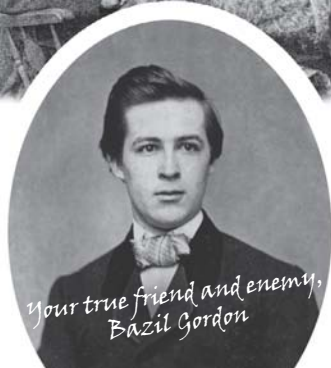
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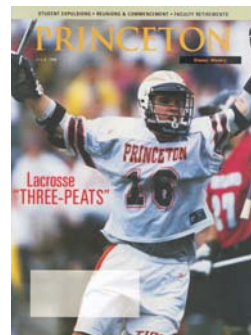
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*Triangle alumni reunion onstage following the show.

Extra Point continued from page 25


Hess, the prototypical feeder, led the Tigers in assists. Massey wore out defenders with an array of dodges, while Hubbard's rocket shot kept goalies on edge. And the three were close friends off the field, sharing a campus suite with midfielder Seamus



Hess, top, and Hubbard, bottom, each made the cover of PAW.

poetic about hand-strung sticks. “But when you looked over and knew the other guy cared as much as you did, it made it fun. Caring was cool.”

Since graduation, the three have followed different paths. Hubbard, a longtime pro player, produces and markets an electrolyte drink-additive at his Maryland-based startup. Hess, the president of the Friends of Princeton Lacrosse, works for an investment firm in Rye, N.Y. Massey is a lawyer for a wealth-management group in Boston.

But on Saturday afternoons in the spring, when Princeton's current team is on the field, the three reunite via cell phone. They exchange texts and emails with a dozen other teammates, mixing old jibes and memories with reactions to the Tigers' latest results. And for a few moments, it's 1998 again. 

Brett Tomlinson is PAW's digital editor and writes frequently about sports.

Grooms '98.

The roommates talked lacrosse in their free time and spent hours practicing shots in “the pit,” a multi-purpose court behind Dillon Gym that eventually was replaced by University offices. “We were lax dorks, there's no question — and probably still are,” says Hess, who can wax

SPORTS SHORTS



Bob Callahan '77

Bob Callahan '77 announced his retirement April 12 after 32 years as the **MEN'S SQUASH** head coach. Callahan, who underwent surgery to remove a brain tumor in March 2012, led the Tigers to 11 league championships and three national titles. He was inducted into the U.S. Squash Hall of Fame last October.

With a 14–6 rout of Harvard in its home final April 19, **MEN'S LACROSSE** clinched a berth in the four-team Ivy League Tournament. The victory improved Princeton's record to 8–4 (and 3–2 in the Ivy League), with all four losses coming by one goal.

WOMEN'S WATER POLO won its second straight Southern Championship April 13–14, defeating Brown 12–4 in the final. Ashleigh Johnson '16 made 44 saves while allowing only 10 goals in the three-game tournament.



Julia Ratcliffe '16

WOMEN'S TRACK AND FIELD's Julia Ratcliffe '16 broke her own Ivy League record in the hammer throw at the Larry Ellis Invitational April 19. Her throw of 225 feet, 9 inches was the nation's second-best as of April 22.

Despite a home loss to George Mason April 20, **MEN'S VOLLEYBALL** entered the EIVA playoffs with a 13–9 overall record. 📌



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Saturday, 9:00 & 10:30 a.m.

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Saturday, 10:30 a.m.

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Saturday, 2:00 p.m.

Princeton University Orchestra Lawn Concert

Saturday, 8:00 p.m.

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P

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AGONY!

The thesis is a senior's final lonely journey

ECSTASY!

By Mark F. Bernstein '83

P
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The senior-thesis requirement is Princeton's great leveler, a lonesome valley nearly every senior must walk on the road to graduation. It can be a curse or a blessing, usually both, sometimes in the same afternoon. All who have gone through it have war stories to tell. Here's mine.

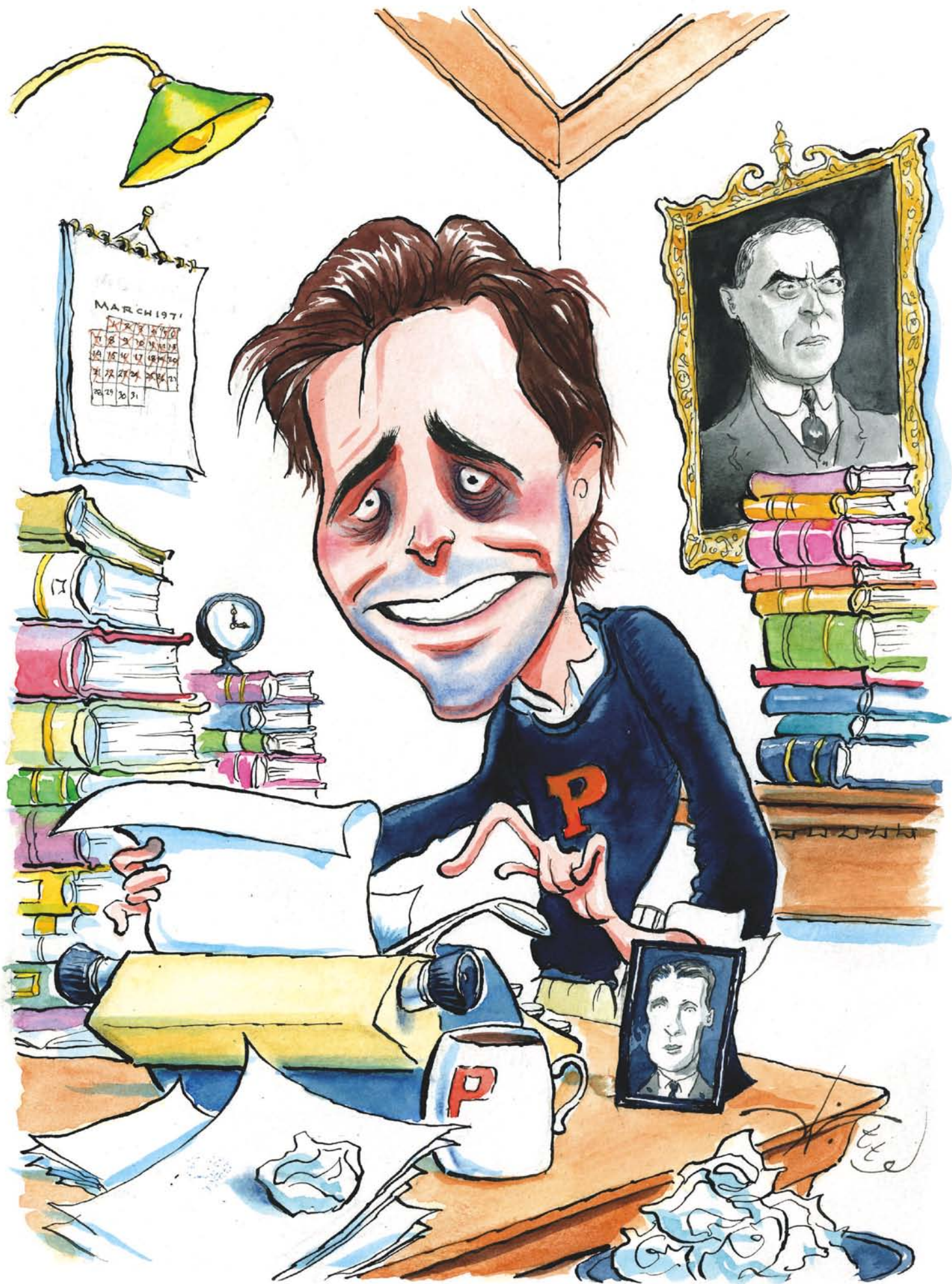
Professor emeritus Arno Mayer was my adviser in 1983 when I wrote my thesis about relations between the British Labour Party and the United States in the years just after World War II. Mayer may have been one of the world's great scholars of modern European history, but he was an indifferent adviser to me, telling me later that he never read the draft chapters I gave him because I had printed them on extra-wide, green-lined computer paper. One winter afternoon I needed to see him, and I found Professor Mayer as he emerged from Dickinson Hall wearing a beret and a long woolen scarf and chewing on a piece of candy. He told me he was late for a meeting, and that if I needed to talk I would have to walk with him.

We crossed McCosh Courtyard with long strides, stopping just outside the entrance to Firestone Library. After delivering a benediction, he put out his hand and I stuck out mine in return, thinking that he wanted to shake it. Instead, he put a small scrap of paper in my open palm, closed my fingers on it, patted my shoulder, and walked away. As he disappeared into the lobby, I looked down at the gift he had given me.

It was a Tootsie Roll wrapper.

Writing a thesis may be the capstone of one's independent work at Princeton, but mine was going to have to be more independent than most. In the end, though I enjoyed writing my thesis, I cannot say that it influenced my decision to become a writer. A bound copy still sits on a shelf in my office, but on the few occasions I have tried to reread it I have slammed the cover shut in embarrassment. It reads, to be honest, like student work.

Others, however, can point to their thesis as a defining moment in their lives. The most famous stories are well known. Wendy Kopp '89 used hers to outline the organization that became Teach for America. Jack Bogle '51 wrote about mutual funds and went on to found Vanguard, the largest mutual-fund company in the world. Some alumni have turned their theses into books: Barton Gellman '82 wrote about diplomat George Kennan '25, published *Contending with Kennan* two years later, and launched a career as a Pulitzer Prize-winning (twice) journalist. A. Scott Berg '71 decided he wanted to write about literary editor Maxfield Perkins when he was still a freshman and worked throughout his undergraduate years with Professor Carlos Baker '40. He turned his research into a prize-winning thesis,



MARCH 1971

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2/20



then spent another seven years expanding it into *Max Perkins: Editor of Genius*, for which he won a National Book Award.

“Even though Princeton only promised me an education,” Berg says, “it also delivered a career.”

Over the last 87 years, more than 63,000 theses have been submitted, all of which are housed at Mudd Library — except for approximately 300 discovered in the 1990s to have gone missing when they were kept on the open shelves at Firestone. One of those missing theses belonged to Supreme Court Justice Samuel Alito ’72, who wrote about the Italian constitution. Fortunately for posterity, his adviser came forward with a copy when Alito was nominated to the Court. Beginning with this year’s seniors, the library will only save electronic copies (though some departments will continue to require bound theses).

Theses have taken many forms and covered almost every topic imaginable. Topics close to home are perennials; at least 482 theses over the years have addressed Princeton in some manner. The two most popular individual subjects are favorite sons: Woodrow Wilson 1879, the subject of 56 theses, and F. Scott Fitzgerald ’17, close behind at 53.

Jean Faust Jorgensen ’76 was one of those who chose Fitzgerald as her subject, and her 756-page thesis holds the record as the longest ever submitted. Jorgensen, however, insists that she has gotten a bum rap; her thesis was a compilation of short stories by Fitzgerald published in various magazines, with a 25-page analysis at the front. “So, in other words, F. Scott Fitzgerald is the author of my thesis,” she

explains. “I simply wrote the introduction.” At the other end of the scale, the three-page thesis submitted by Gianluca Tempesti ’91 is the shortest on record. The electrical engineer explained in the thesis that he had wanted to write about “Opto-Electronic Integrated Circuits,” but was thwarted when computer chips he needed did not arrive until a few weeks before his deadline. He expressed hope that he would continue to work on the idea. “The testing,” he wrote apologetically, “has just begun.”

It is usually a fool’s errand to search a senior thesis for clues about its author’s future beliefs, but that does not always dampen the temptation to play “gotcha.” During the 2008 presidential campaign, conservative pundits pored through the thesis submitted by Michelle Robinson Obama ’85 — on “Princeton-Educated Blacks and the Black Community” — for anything that might paint her as a militant radical. Donald Rumsfeld ’54 wrote about President Harry Truman’s seizure of the steel mills in 1952 and offered eloquent warnings against executive overreaching during a national crisis, words he might have felt differently about when serving as defense secretary during the Iraq War 50 years later.

Supreme Court Justice Sonia Sotomayor ’76, who wrote about Luis Muñoz Marin, the first elected governor of Puerto Rico, says the project helped hone her cultural identity. “Some part of me needed to believe that our community could give birth to leaders,” she wrote in her recently published memoir, *My Beloved World*. “Of course I knew better than to let emotion surface in the language and logic of my

thesis; that's not what historians do. But it kept me going through the long hours of work."

Angela Ramirez '97, chief of staff to Rep. Ben Ray Luján (D-N.M.) and former executive director of the Congressional Hispanic Caucus, recommends caution when trying to hold someone accountable for a college paper assembled decades earlier under less-than-optimal conditions. "You're writing it when you're sleep-deprived and looking for a job and somehow, magically, you're supposed to write this masterpiece," she points out, referencing her own thesis on the 1965 Immigration Act, which she admits she hasn't read in 16 years. For every thesis that gets published, a thousand more are turned in and forgotten.

"The best theses are more ambitious than used to be the case decades ago," Professor Nancy Weiss Malkiel, former dean of the college, tells PAW in an email, "but I think the overall quality — best and least good — is pretty much the same."

Contrary to the theory that the thesis was created to give seniors something to complain about, its purpose was to get them out of the classroom and into the library, the archives, and the field. Most of the credit for the requirement belongs to mathematician Luther Eisenhart (later dean of the graduate school), who in the early 1920s served on a faculty committee considering whether to reinstitute honors courses, which had been discontinued during World War I. Rather than carve out a special curriculum for top students, Eisenhart recommended lightening the course load for all upperclassmen and requiring everyone to devote the extra time to independent work.

"The theory of the plan," he later wrote in PAW, "is that at graduation a student shall have gained at least a moderate mastery in the field of knowledge he has chosen for his main effort; that his mastery shall mean more than a mere assemblage of facts stored by memory from the courses taken; that he shall have gained by his method of study an appreciation of the relations of various parts of the subject, shall have organized his knowledge, and shall have developed the power of expressing his conclusions in a clear and convincing manner."

Princeton's "Four Course Plan" (so named because of the number of courses upperclassmen would take per semester) was hugely controversial when it took effect in 1924 and for years afterward. Eisenhart, however, had not defined what form the independent work should take. In 1926, the English and biology departments first required seniors to write theses, and other departments quickly followed. Today, every student seeking an A.B. degree must write one, although departments have different rules about lengths and deadlines. Though all B.S.E. students are required to do some form of independent work, only the Department of Civil and Environmental Engineering requires a thesis.

Virtually everyone who has gone through the experience remembers it with pride and a bit of a shudder. As for many before and after him, one of the first things that comes to mind for James A. Baker III '52, a Cabinet secretary under

Glimmers of greatness?

Well-known Princetonians and their thesis topics

Ethan Coen '79 (philosophy), playwright and one-half of the Coen brothers filmmaking team: "*Two Views of Wittgenstein's Later Philosophy*"



Robert Caro '57 (English), journalist and Pulitzer Prize-winning author: "*Heading Out: A Study of the Development of Ernest Hemingway's Thought*"

David Remnick '81 (comparative literature), *New Yorker* editor and Pulitzer Prize-winning writer: "*The Sympathetic Thread: Leaves of Grass 1855–1865*"



Frank Stella '58 (history), abstract painter, printmaker, and sculptor: "*Art in Western Christendom*"

Meg Whitman '77 (economics), president and CEO of Hewlett-Packard: "*The Marketing of American Consumer Products in Western Europe*"



Lisa Belkin '82 (politics), author, former *New York Times* reporter, now senior columnist writing about work and family for *The Huffington Post*: "*See How She Runs: Television Advertising and Women Candidates*"

Ted Cruz '92 (WWS), Republican U.S. senator from Texas: "*Clipping the Wings of Angels: The History and Theory behind the Ninth and Tenth Amendments of the United States Constitution*"



continues on page 33



two presidents, is the memory of “so many cold winter nights in a green metallic carrel in Firestone Library sweating it out. I think that was a really important part of the Princeton experience.” To the chagrin of many, those carrels recently were torn out as part of the library’s renovation, to be replaced by a combination of open carrels and lockers.

Given that one of the purposes of the thesis is to engage students in areas they find interesting, it is no surprise to discover, for example, that Brooke Shields ’87 wrote about the films of director Louis Malle (one of which she had acted in) or that Chris Young ’02, who has pitched for several major-league teams, chose a topic having to do with baseball. But a thesis topic doesn’t necessarily foretell a career. Carl Icahn ’57 became a billionaire business magnate, but he majored in philosophy and has described work on his thesis — “The Problem of Formulating an Adequate Explication of the Empiricist Criterion of Meaning” — as “exhilarating.”

Many enduring lessons are learned between the lines, so to speak. Ralph Nader ’55’s thesis on Lebanese agriculture would seem to have nothing to do with his subsequent career as a consumer advocate, but he has said that his research exposed him to the problems faced by rural workers. In a similar vein, George P. Shultz ’42 spent two weeks living with a poor family in the mountains of North Carolina while working on his thesis about the Tennessee Valley Authority. Spending time in the field taught him several lessons that would serve him well as a professor and as secretary of labor, treasury, and state — perhaps the most important of which was to respect his subjects. “There are,”

he found, “a lot of innately capable people who are working hard doing something constructive.” Sitting on the front porch of his host family’s rundown farmhouse, he learned how to conduct an interview and, in talking to people affected by large government programs, came to appreciate that official statistics about those programs were not always as precise as they looked.

Writing a thesis can teach a student how to work — or how not to work. Berg admits that he spent so much time on his research that he had nothing written a month before his deadline. “You’re going to get a book out of this,” he remembers his adviser warning him, “but you’re not going to graduate.” Holing himself up at Cottage Club, Berg managed to crank out 10 pages a day for four weeks and emerged with a 262-page thesis.

Paul Volcker ’49, the future Federal Reserve chairman, wrote his thesis about ... the Federal Reserve. But he, too, found himself halfway through his last semester with little to show for it. To jolt him out of a bad case of writer’s block, Volcker’s adviser, Professor Frank Graham, suggested that he write first and edit later. That is what Volcker did, setting down a more or less stream-of-consciousness chapter each week on long legal pads, submitting them to Graham on Fridays and getting corrections back the following Mondays. He graduated *summa cum laude*.

Not only did Volcker find a subject that would occupy much of the rest of his career, he found a way of tackling big projects, which he calls “procrastinate and flourish.” As he told a biographer years later, “I found that it worked, so I never

changed. Besides, it gave me time to think and to get it right.”

Josh Kornbluth '80, on the other hand, might be the poster boy for the “just procrastinate” camp. He still has not finished his thesis, although fortunately for him, there is no limit to how late one can be submitted. Last year Kornbluth, an actor and comedian, finally submitted a monologue from his show *Citizen Josh*, but he says it was rejected by the politics department. “I will write some more standard-thesis-y-type stuff, which I will then append to the script of the theater piece,” he says in an email, “and if I pass, I will finally graduate from Princeton! My mom will be so pleased!”


One might say, then, that the point of a thesis is the journey, not the destination. Again and again, alumni return to this point.

As a student, Sally Frank '80 started a long and ultimately successful legal battle to force the all-male eating clubs to admit women. She wrote her thesis on “Strategies and Tactics Used by the Women’s Movement to Create Radical and Reformist Change,” but says that the litigation had little influence on her thesis or her becoming a law professor at Drake University.

“What I found most interesting was doing original research,” she says, recalling trips to the Library of Congress and to the Smith College archives, where she was able to examine Susan B. Anthony’s papers. “That piece, where I could actually handle a piece of history — that stuff is pretty exciting.”

So it was with me. I managed to get a small stipend from the history department that enabled me to visit Oxford’s Bodleian Library, where former Prime Minister Clement Atlee’s papers are held. There I found gems that had little to do with my thesis topic but fascinated me nonetheless — including a letter from Winston Churchill outlining what became his Iron Curtain speech, and another letter urging Indian independence, written neatly in green ink and signed, “M.K. Gandhi.” I learned the challenges and rewards of writing a small book. I learned to set my own deadlines and stick to them. I learned something about editing. And I learned how much I loved to study history.

“It’s the work that needs to go into it” that makes the thesis important, believes Ramirez, the Congressional aide. “It’s thinking about something in an intense way and then moving on it.” As Shultz says, those often unpleasant months serve a purpose because the finished product “puts you on your own to identify something worth working at, doing some research, pulling it together, and presenting a product.” He, Berg, and several others have endowed scholarships so that other students will have the same opportunities they had to do independent research.

The seniors who have just emerged from the bowels of Firestone or shaved their thesis beards have good reason to feel relieved, but they also should be grateful. The words I wrote 30 years ago gather dust on a shelf. What I learned while writing them, however, helps me nearly every day. 

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

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Jodi Picoult '87 (English),
best-selling novelist:
“*Developments*” (a novel)



Alan Blinder '67 (economics),
Princeton professor, served on
President Clinton’s Council of
Economic Advisers: “*The Theory
of Corporate Choice*”

Lisa Halaby '73 (architecture), Queen
Noor of Jordan; president of the United
World Colleges movement: “*96th
Street and Second Avenue*”



José Ferrer '33 (modern languages),
actor, theater, and film director:
“*French Naturalism and Lardo
Bazan*”

Charles Gibson '65 (history),
former broadcast television
anchor and journalist: “*The
Land and Capital Problems
of Pre-Famine Ireland*”



Charles “Pete” Conrad '53
(aeronautical engineering),
U.S. Navy officer and third man
to walk on the moon as part
of the Apollo 12 mission: “*The
Design of a Turbo-Jet Military
Advanced Trainer*”

Laurance Rockefeller '32 (philosophy),
venture capitalist, financier, and
philanthropist: “*The Concept of
Value and Its Relation to Ethics*”



Elena Kagan '81 (history), associate
justice of the U.S. Supreme Court:
“*To the Final Conflict: Socialism
in New York City, 1900–1933*”

Christopher Eisgruber '83
(physics), Princeton University
provost, president-elect, and
legal scholar: “*The Global
Implications of Local Violations
of the Energy Conditions*”



THE FUTURE OF EDUCATION?

As the world gets a taste of Princeton, Princeton gets ideas to improve at home

By Christopher Connell '71

Andrew Conway, a senior lecturer in psychology, was skeptical when Princeton's leaders began discussing with the faculty whether to join the rush by the country's top universities to teach courses over the Internet to the world. "I thought we needed to keep Princeton, Princeton," Conway recalls. "We should be like Broadway: no cameras, no cellphones, no videos. To experience Princeton, you have to go to Princeton."



But last fall Conway found himself teaching his introductory statistics course, which normally enrolls 80 students, to 95,000 students online. Strangers came up to him in New York's Penn Station to ask, "Are you Professor Conway from Coursera?" So did a waitress in a midtown restaurant.

"Never would I have imagined there'd be that many," says Conway. "It's incredibly exciting."

Coursera is the education company launched last year by Stanford University computer scientists Andrew Ng and Daphne Koller to allow anyone in the world to take courses — free — with videotaped lectures embedded with quizzes, computer-graded homework assignments, and online forums. The companies are called MOOCs, for "massive, open, online courses," and Coursera offered classes from Stanford, Princeton, Penn, and Michigan. Now it lists more than 300 courses from 62 colleges and universities on three continents. These are like the public-television courses of old on steroids, with two-way interaction and pedagogical techniques for ensuring that students understand what they are watching.

For some of these masses, there also is the carrot of certificates of completion that they may be able to use to impress employers or even university admission officers. Coursera has arranged with Duke University, the University of California-Irvine, and the University of Pennsylvania to offer five courses for credit, with students paying for a proctored exam and for a "transcript" from the American Council on Education's credit-recommendation service.

The half-million students who signed up for Princeton's nine free classes receive neither credit nor certificates — just the satisfaction of tasting an education that now costs \$56,570 a year. It remains very much an experiment, but one that has stirred excitement among faculty members who believe it will pay dividends for the quality of instruction for undergraduates.

"A year ago I'd never heard of Coursera or a MOOC or any of this stuff," says Conway. "Now I actually joined Twitter to keep up on the MOOC news."

Coursera, which describes itself as "a social-entrepreneurship company," has raised \$22 million from venture capitalists. It is organized for profit, but that is a long way down the road. MIT and Harvard each pledged \$30 million to get their rival company, edX, a nonprofit, off the ground. There's also Udacity, another for-profit startup that sprang out of Stanford's computer science department.

Quantitative courses such as computer science, math, and engineering still are the big draws of the MOOC world, but Coursera and its rivals all are expanding into social sciences and arts and letters. From the start, Princeton offered Mitchell Duneier's "Introduction to Sociology" and Jeremy Adelman's "A History of the World Since 1300," along with courses in statistics, math, and computer science.

While altruism and a desire to share knowledge are driving some of this ferment over MOOCs, some participants are hoping to make money by charging for credits or certification, building skilled talent for corporations, and pumping

up textbook sales. Notwithstanding its nonprofit status, edX is charging its dozen universities \$250,000 to post a new course online and promising a 70 percent share of any revenues generated.

Provost Christopher Eisgruber '83, Princeton's president-elect, says Princeton isn't in the MOOC business for the money, but to "advance the University's mission and improve the quality of education that we offer students on our campus and reach people who are not on our campus." While other institutions' motives may differ, "our first objective is to make sure we are delivering to Princeton students the best education we can." He questions whether MOOCs will generate revenue at all, but adds, "that's something Coursera and others worry about. We're not focused on that. We're focused on education."

Princeton's bet on MOOCs thus far is modest: about \$250,000 to tape lectures in classrooms and the University's state-of-the-art, three-camera Broadcast Center, as well as course-development grants for faculty and stipends for graduate assistants, says Deputy Dean of the College Clayton Marsh '85, Nassau Hall's point person for the experiment. Marsh, an attorney who focused on intellectual-property issues when he worked in the University's general counsel's office and in private practice, notes that Princeton's arrangement with Coursera isn't exclusive. The University remains free to offer online courses on its own or with Coursera's rivals.

It wasn't hard to find professors eager to join the experiment as Conway did. After all, he says it always has been his goal "to get as many people in the world as possible to speak the language of statistics"

Conway spent weeks last summer in the basement of Lewis Library on the preparation and taping of his 18 hours of lectures. He had help from Jeffrey Himpele '96, an anthropologist and documentary filmmaker who is senior associate director of the McGraw Center for Teaching and Learning, and McGraw's Laura Shaddock, who put Velcro on an iPad for Conway to wear on his hand like a paddle so he wouldn't have to hunch over a laptop to show his slides. Conway and fellow professor David Wentzlaff both remarked on the extensive amount of time they had to spend in the Broadcast Center working with the staff there to ensure their detailed slides could be read by the global audience, some of them watching lectures not on laptops but on smartphones and other small devices. "We spent a lot of time in rehearsal just getting the color of fonts right," says Conway.

By late August, two weeks before the start of Princeton classes and the launch of his Coursera class, Conway had 14 of 18 lectures in the can and was rushing to finish the rest.

"There's probably not 48,000 people in the world with the right background to take this course, frankly."

PROFESSOR DAVID WENTZLAFF



David Wentzlaff

“I’m teaching two classes this fall, and our No. 1 obligation is to the Princeton students,” he said then. “When they arrive, that’s my job. I can’t spend any time on Coursera.”

Little did he know.

When the course went live, students overseas had trouble downloading the statistical software needed to do homework. The negative feedback on discussion forums was hard to take “because it was so many people and it was public,” Conway says. “We weren’t addressing glitches fast enough.” But “we righted the ship two weeks in,” he adds. Although the course was billed as “a friendly introduction to very simple, very basic, fundamental concepts,” the software programming language called R proved a stumbling block; Conway admits it’s tough for even his Princeton students to learn.

Online, everyone feels free to carp. “Princeton students are not that blunt — and there aren’t that many of them,” says Conway, whose own brother, a systems analyst, grouched, “You’ve been at Princeton for eight years. You’ve forgotten how to talk with people.” But there were also kudos from strangers, such as the waitress who preferred Conway’s videos to a live instructor in her M.B.A. program.

Duneier led off the experiment for Princeton, teaching “Introduction to Sociology” to 40,000 people over six weeks at summer’s start. Duneier recounted his experience in an essay in *The Chronicle of Higher Education* (reprinted in PAW Oct. 19, as “The world is his classroom”) that traced his path from skeptic (thinking beforehand it would be “inevitably a pale reflection of on-campus learning”) to enthusiast. He was struck by the thousands of questions that were posted:

in discussion forums; from study groups in coffee shops in Katmandu and pubs in London; by students in Nepal, Siberia, and Nigeria; and by a Philadelphia firefighter and an Atlanta travel agent. Duneier had no trouble with fonts or colors because he eschews PowerPoints and slides, instead lecturing without notes while sitting in a big, blue easy chair. “I don’t allow anything to come between me and my students,” he says.

When he first returned to an empty McCosh 50 after Commencement to record the lectures for Coursera, he found himself “completely unable” to do it. “I couldn’t connect with people’s eyes,” he says. He started over again in the Broadcast Center, but still felt discomfort talking to the camera until the big, blue chair was trundled over from McCosh. Each week Duneier held seminar-like videochats with some of his far-flung students, as well as two Princeton students interning with him for the summer. The chats then were posted on the Coursera website for all to watch.

All the Princeton offerings drew students by the tens of thousands. Wentzlaff taught computer architecture. “Some [students] had the right backgrounds, some didn’t. There’s probably not 48,000 people in the world with the right background to take this course, frankly,” he says with a laugh. Software programmers from Silicon Valley took the course, as did two professors in India interested in using the lectures in their own classes. Most of the 48,000 fell quickly by the wayside. Wentzlaff said 1,000 to 2,000 watched videos and did quizzes each week, but only 200 took the tough midterm and final, which were graded by fellow students. Wentzlaff



Mitchell Duneier



doesn't know how many passed.

Of Duneier's 40,000 students, 2,500 took the midterm and 1,200 took the final, but "tens of thousands were watching the videos and posting in the forums," he says. "It's just a different kind of experience. They are getting out of it what they want to get out of it."

Electrical engineering professor Mung Chiang and Adelman were the most daring of Princeton's Coursera experimenters, teaching their classes to their Princeton students at the same time. The Princeton students had more and longer assignments — projects for Chiang's "Networks: Friends, Money, and Bytes" class, essays for Adelman's global-history students — but both professors dispensed entirely with live lectures. From their bedroom, library, or coffee shop, everyone watched lectures broken into seven- to 20-minute chunks interspersed with simple multiple-choice questions to see if the students understood the lesson.

Chiang and Adelman had their Princeton students watch the taped lectures ahead of time and prepare to discuss them in a regular class or precept. Chiang created the "Networks: Friends, Money, and Bytes" course in 2011, trying to entice today's wired generation of students into unravelling the mystery of computer networks with such puzzlers as how Netflix makes movie recommendations, why Wi-Fi is slower in hotspots, and why the Internet doesn't collapse under congestion. The course involved significant math as well as curiosity about the innards of the wired life. Chiang required his 30 students to show up twice a week for his 80-minute class to work through computer-networking problems together and pose questions.

He also posted all the videos on YouTube (the other Princeton lectures are visible only to those who enroll through Coursera, and they disappear when the course is over). Chiang's passion for teaching the world is explained in part by his personal journey from poverty in mainland China to opportunity as a schoolboy in Hong Kong to a scholarship and three degrees from Stanford University. The 35-year-old says of Princeton's venture into online education: "This is living out the motto of this university. Education is the main service we can provide to all nations"

Chiang also says good riddance to live lectures. "Class time is for two-way interactions," he says. When a professor stands there lecturing, "almost no one is paying attention. Most are checking email, Facebook, texting, tweeting, (or) finishing the homework. It's a total waste of faculty and student time," he says. Demonstrating that no good deed goes unpunished, a Coursera student in India posted Chiang's 491-page textbook, *Networked Life: 20 Questions and Answers* — retail price \$45 — online.

"It's just a different kind of experience. They are getting out of it what they want to get out of it."

PROFESSOR MITCHELL DUNEIER

Perhaps no one is more enthusiastic about the Coursera experiment than Adelman, a Latin America historian and director of the Council for International Teaching and Research, an entity created in 2008 as part of President Tilghman's push to internationalize the campus. Adelman's videos drew more than 1 million views and generated 400,000 comments in the discussion forums. The urbane, telegenic Adelman also hosted nine "global conversations" in a Woodrow Wilson School classroom bowl, where he interviewed other Princeton historians — Oprah-style — about different epochs, from the Ottoman Empire to the history of photography to the German siege of Leningrad in World War II (a Russian student took umbrage at Adelman's mention that some starving Russians resorted to cannibalism during the nearly three-year siege).

Attendance at these global conversations was voluntary for the Princeton students. Adelman was hard-pressed to get as many as a third of his students to show up at 9 a.m., despite free bagels, pastries, juice, and coffee. He also staged two "Global Precepts" that linked a half-dozen student volunteers with a half-dozen international students via a Google video chatroom. Adelman tendered invites to some of the most active and insightful participants in the online forums. Seated around a triangular desk in the dark Broadcast Center studio, with professional cutaways and close-ups, the Princetonians looked as they might on *Charlie Rose*. But technological difficulties slowed the conversation with people from Italy, Venezuela, Australia, and China (the student there had to use Skype, since China censors Google).

Some of those participants later shared their views about the experience with PAW. Vikram Tandon, a retired PepsiCo executive in Delhi, India, extolled Adelman's "erudition, energy, enthusiasm, and humor. . . . I have come away from this course absolutely thrilled with what I have gained." From Caracas, Venezuela, Lucia Fernandez, a stay-at-home mother with a law degree who once dreamed of becoming a historian, said that "this brief course has been a delight that I can't begin to describe." Derek Law of Hong Kong, a Stanford-educated engineer and business strategist who spends his free time reading about history, philosophy, and literature, thought the Global Precepts were "fantastic." He devoted 15 to 20 hours a week to the class: "I got hooked on it."

These students tended to be older professionals and lifelong learners with college degrees, not barefoot teenagers with no access to higher education. Most of the 500,000 who enrolled in Princeton classes were from outside the United States, including large contingents from India and Brazil, Marsh says.

Adelman also put me in touch with Jonathan Rees, a labor historian and professor at Colorado State University-Pueblo, who took the course to learn more global history but also as reconnaissance behind enemy lines. Rees is a strong trade unionist who views MOOCs as a threat to professors' jobs and student learning. "MOOCs exist so they can be automatic. It's education by machinery," says Rees, who wrote thousands of words about Adelman's class on his blog,

"More or Less Bunk." He is highly complimentary of Adelman's abilities but caustic about the structure, including grading of essays by fellow Coursera students. He notes the tremendous attrition rate — fewer than 2,000 of Adelman's 92,000 students wrote essays — and concludes that "every student deserves a caring education professional directly monitoring their progress," not computer-graded quizzes.

The collegial Adelman not only followed Rees' blog, but contributed comments there. "I can't really congratulate him enough for his good sportsmanship, for putting up with my sniping," says Rees. Adelman did not know that Rees was the son of the late labor economist Albert Rees, a Princeton professor and provost in the 1970s. The younger Rees grew up in Princeton, graduated from Penn, and was an AFL-CIO researcher before moving into academe. "Jeremy's intentions are completely noble and extremely admirable, but even an instrument for good can be turned into an instrument for evil," Rees says. "To focus on the continuing-education aspects of MOOCs is to deny the higher-education reality that there are people who are trying their best to cut labor costs." He and Adelman will debate the issues on a panel at the American Historical Association's meeting in January 2014.

However exciting were the conversations online, Adelman found that his Princeton students were oblivious to them. They weren't required to follow them, and most didn't. He thought he was more present than ever in his Princeton students' lives ("they see me on their laptops, they see me at the live dialogues, they get emails from me a lot more often"), but the student evaluations at the course's end were "very mixed," to which Adelman was unaccustomed.

"The one thing I learned about this experience is that the spinal cord of a conventional Princeton survey course like this one is the lectures," Adelman says. "Once I took the spinal cord out, the course went quite gelatinous. It lost its structure. So I have to build it back in." He also found that students fell behind watching the lectures in the week they were assigned for discussion in precepts. "That wasn't good," he says.

Again this fall, Adelman's global-history students in Princeton will have to log into Coursera to watch his taped lectures, just as the masses do. For the Princeton students, he hopes to rebuild the course's spine by scrapping precepts and replacing them with projects requiring teamwork. "I will be their coach," he says. Students will be expected to post threads online "and get the rest of the world's ideas on things they are working on."

Adelman remains an enthusiast about the potential he sees in this lectures-on-tape format for both Princeton students and the global audience. Notwithstanding the mixed student reviews, he says, "I have never seen such good final

"Once I took the spinal cord out, the course went quite gelatinous. It lost its structure. So I have to build it back in."

PROFESSOR JEREMY ADELMAN



Jeremy Adelman

papers (and) take-home exams in 20 years of Princeton teaching.” The students, he adds, benefited from “being able to replay lectures and work off comprehensive notes instead of the hasty scrawl derived from watching live lectures.”

Sara Gonzalez, a sophomore from Avon, Conn., says she loved Adelman’s taped lectures at first “because I was able to watch them on my own time, and taking notes was much easier with a pause button. But after some time, I felt that I missed out on a connection with the professor. I wish I had gotten more face-time with him. Some of the spontaneity of lecturing live is lost.” Her father, Mario Gonzalez ’77, was surprised that this was what they were getting for their tuition dollars.

Mario Gonzalez, an Argentine-born businessman, says he is “happy that Princeton is using the Web to expand its global reach and to share its vast pool of knowledge,” but watching lectures on video “robs the student of the most important component of the Princeton experience: the ability to question and interact with some of the most accomplished people in the world.”

At least a second year of the experiment is planned, Marsh says, with the pioneers repeating their courses and Nassau Hall soliciting ideas and volunteers for additional ones. Chiang is planning a new, less demanding version of his networks course for Coursera’s audience this summer. He isn’t calling it “Networking for Dummies,” but says no math beyond simple addition will be required. Claire Gmachl, another electrical engineering professor, used Coursera to tape lectures for Princeton students in a class this spring,

but the course was not shared with the world.

Professor Robert Sedgewick, founder of Princeton’s computer science department, believes online education “is the future. The old way — a professor just sitting at a blackboard — is not efficient. It is just not going to work.” Sedgewick, who co-taught two algorithms classes on Coursera with Kevin Wayne and taught other classes on his own, calls MOOCs “an unbelievable opportunity for somebody who’s committed to disseminating knowledge” and says the University “should be investing in this on the scale of their investment in the library [annual budget: about \$54 million]. If Princeton doesn’t, other institutions will.”

But Princeton’s future in MOOCs is still far from determined. “There’s a lot of hype around some of this online activity that suggests it’s a kind of panacea that automatically produces better education. We know that’s not the case,” says Eisgruber. “I think we are finding things that do work. I would expect us to find things that don’t work for us. ... We’re taking a critical attitude and figuring out where the benefits are for Princeton.”

Might MOOCs pose a threat to Princeton’s intensive, residential-education model? Not at all, he believes. Coursera won’t “diminish the demand for a Princeton education one iota,” Eisgruber says. “It will have the opposite effect. It will give people a peek at what we’re offering — and more people will be clamoring for it.”

Christopher Connell ’71 is an independent higher-education writer in Washington, D.C.

M. Cathleen Kaveny '84, on Catholicism today

“I think he’s [Pope Francis] going to make us uncomfortable in a good way.”

After graduating from Princeton, M. Cathleen Kaveny '84 earned a law degree and a Ph.D. in ethics. She now teaches both law and theology at the University of Notre Dame, where she is a respected voice on questions of morality and law. Kaveny also is a columnist for *Commonweal* magazine and a former member of the Catholic Common Ground Initiative, which seeks to bring together groups within the Catholic Church for conversation. This spring Kaveny returned to Princeton's religion department, where she is teaching an introductory course on Catholic moral theology and a graduate seminar on law and religion.



new Common Ground Initiative that is focused not on talking about things, but about doing things together.

What would you say to the U.S. bishops as they fight proposed government regulations that would mandate the coverage of contraception?

I would, first, encourage the bishops to consult a broader variety of experts. I would also ask the bishops to look at the way rights have been balanced and integrated in the Catholic social-justice tradition. There is no absolute trump. How do you best protect the religious-liberty interests of the institutions that object to providing contraception on the one hand, but recognize that the individuals involved have interests as well? The government and the vast majority

of Americans, who see contraception as a responsible tool to plan a family, have an interest in the health outcomes of women and babies in planned pregnancies.

You once wrote that “it seems that every complicated moral issue sooner or later becomes a legal issue.” What do you mean by that?

In America especially, we think that the law should not diverge from our fundamental moral commitments. We recognize what I call the “pedagogical power of law,” the power of law as a moral teacher, not just as setting out right relationships, but as changing people’s minds and attitudes. And there are really good examples of that: the Americans with Disabilities Act, the Civil Rights Act. But sometimes, as was the case with Prohibition, if the moral lesson is too far divergent from the moral consensus, you just end up causing more problems.

What do you hope your students learn in your class on Catholic moral theology?

One, the skills of critical reading. Any undergraduate humanities class also is a skills course in learning to read and to situate in historical and cultural contexts the things that are read. Second, to see the Catholic tradition, as any moral tradition, as a broad and complex argument about a holistic view of life. ■

What are your impressions of Pope Francis?

I’ve been both impressed and, on a personal level, touched by the way he’s behaved in both liturgical settings and in relationships with other people. I was impressed that although he had a very difficult relationship with the president of Argentina, he received her charitably. And he seems to take seriously the injunction that every human being matters. The washing of the feet of women and Muslims really symbolized in a liturgical way that commitment.

What does his election mean for American Catholics?

I think he’s going to make us uncomfortable in a good way. The last two popes were cerebral. Pope Francis asks what have you done for the least of my brothers — not what have you said about them, what have you done for them. I think that challenge is going to make many people, certainly me, uncomfortable in ways that I probably need to be uncomfortable.

Like many Americans, Catholics are polarized. Is there any way to bring Catholics together?

Maybe the glimmers of hope are not about agreement on propositions, but agreement on service. Maybe the question for Catholics is not, what do we think together, but what can we do together? For Catholics, of course, the main thing we do together is worship at Mass. But one of the things that Francis is suggesting to me is that maybe we need to have a

— Conducted and condensed by Maurice Timothy Reidy '97

When girls were women: Reflections for a reunion

W. Barksdale Maynard '88

W. Barksdale Maynard '88 is the author of *Woodrow Wilson: Princeton to the Presidency* (Yale University Press) and *Princeton: America's Campus* (Penn State Press), published in 2012.

Nostalgia creeps in after 25 years. It happened to Edmund Wilson 1916; he wistfully recalled college days with Scott Fitzgerald '17, whose eyes were “struck dark” before he reached his 25th reunion — his pen stilled by death. Wilson sighed to remember his once-happy friend “in a Princeton spring — how dimmed / By this damned quarter-century and more!”

Now it is Eighty-Eight's turn to remember. One April night, my friend Julia invited me to a Women's Center protest march down Prospect Avenue by candlelight:

Backlit students hung out of the windows of T. I., or gathered in bands around the front gates of Ivy, watching, murmuring, nobody daring to shout the obscenities they shouted last week when only a hundred women marched by, or to drop their pants like they did at Dial. Julia said it was the closest she'd ever felt to the Princeton community at large. I felt it, too. Here were so many of my friends, together in this worm-like column of humanity, along the rain-wetted street under the lamps and by the tiny light of the candles, and in the abrupt glare of the video-camera searchlight.

That little mid-'80s episode, as described in my yellowing coil-bound diary (U-Store, \$1.39), suggests the political tensions we lived with. Feminists stressed the right of women to be on a campus from which they had been excluded for 223 years, then allowed for 15. Above all, we were to call them “women” — never, ever “girls.” And we banished “her sons” from “Old Nassau.” There were, however, far more sons than daughters: To the general misery of the former, Eighty-Eight had 725 men and only 427 women.

The '70s had loosened mores, which had the effect of dividing us into camps — some permissive, some still stuck in the Eisenhower era. There was much fun: A contemporary survey showed 42 percent of us using drugs and 94 percent drinking. My grizzled English professor had survived kamikaze pilots and, later, rioting hippies in New Haven; in his autobiography, he singled out my generation for its frivolous disinterest in Shakespeare.

Today, nearly 6,000 full-time University employees capably erect a rational structure around adolescent lives. But if I remember it correctly, we were far less supervised. I see in my diary:



I went home to bed, on the sofa, and Danielle woke me at 1:30 to say she hadn't “done it,” but all the other girls had, even the “conservative” Laurie. Poor Danielle. She sat beside me in the half-darkness and communicated all her regrets at being somehow unable to strip naked and romp in the snow with a hundred leering Tiger Inn guys.

That was, of course, the Nude Olympics, one of those now-extinct indexes of how much freedom we had back then — freedom to be sophomoric. Symbolically, nothing was locked, and we clambered onto Guyot Hall's rooftop to look at the stars. Then came fatal accidents, and 9/11, and now everything is locked.

But for us, the wide-open campus was a point of pride. Seemingly ancient alumni suddenly would appear in your dorm room, asking to see where they had lived 25 years before. Such total access helped you, in today's parlance, be “connected to your social network,” which back then required trudging across the campus in Adidas to scrawl a note on a friend's door at Princeton Inn College, rechristened Forbes.

My journal astounds me by showing that, when I quixotically organized an art show on that campus of engineers, I laboriously typed a letter to 35 undergraduates, licked 35 envelopes, applied 35 stamps. When I eventually got an Apple Macintosh, I wondered exactly what one ought to do with the thing and marveled to my diary: “I'm writing into the computer.” I carefully draped my Mac in a protective blanket every night, lest dust ruin its fantastically valuable innards.

None of us understood what an earthquake eventually would emanate from the article in *The Prince* reporting the University's obscure plan to link campus mainframes into

continues on page 70

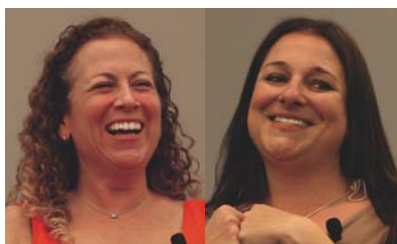


LGBT conference welcomes ‘every voice’

Taking its name from a phrase in “Old Nassau,” the Every Voice conference April 11–13 brought some 550 LGBT Princeton alumni, partners, and family members back to a campus where many had felt invisible at best and persecuted at worst. This was the first time Princeton had reached out specifically to its gay graduates, and when the nighttime columns of the Woodrow Wilson School were lit up in the rainbow of colors of the LGBT-rights movement, most of the returning alumni agreed that the experience had helped them make peace with the University.

“Now I feel like a complete part of Princeton,” said Abby Rubinfeld ’75, adding that although she had loved her time at Princeton, the school had not been welcoming to her as a lesbian. “Princeton always felt tolerant,” said Nick Allison ’01, “but today is the first time I feel welcomed and embraced.”

It was a busy three days, full of lectures and panels on topics ranging from marriage equality and gay parenting to activism and AIDS. There were screenings of films by alumni, including the Academy Award-nominated documentary *How to Survive a Plague* (produced by Howard Gertler ’96 and Loring McAlpin ’83), a conver-



Authors Jodi Picoult ’87, left, and Jennifer Weiner ’91, whose books have included LGBT characters, in conversation.

sation between best-selling authors Jodi Picoult ’87 and Jennifer Weiner ’91, as well as a dance and an LGBT revue, “Princeton’s Night OUT.” Some events were closed to PAW and other media to protect the privacy of participants. But many alumni were eager to tell the story of their Princeton experience, and all 24 slots for the recording of oral histories were filled in advance.

For many, the most emotional event was the memorial service Saturday afternoon. “It was incredibly moving,” said Robert Gleason ’87, citing not only the toll that HIV/AIDS has taken on gay men, but also the fact that many who sought comfort in their faith had found themselves cast out. “To have a university chapel be so welcoming and affirming was a powerful thing,” he said.

The service built to a moment when participants were invited to come forward and speak the names of loved ones and friends who had died. Hundreds of names were spoken; some alumni shared one or two, others as many as 20. Several participants said, after speaking a name: “the love of my life.”

Classes spanning more than 60 years were represented at the conference, and attendees reported widely divergent Princeton experiences. “Often you didn’t know who was gay, or even if you were,” said John Catlett ’64. “I didn’t realize it was possible [to live as a gay man], in terms of my own acceptance of it, until my early 30s.”

For many people, the event, which was organized by the Alumni Association, provided a “chance to bring all of their identities together,” said Gleason. “There are an awful lot of alums who had previously had separate identities — whether they were L, G, B, or maybe not out when they were at Princeton — those were separate parts of their lives. I talked to people over the weekend who said, ‘Not only were those identities not previously integrated for me, but I never thought they could be.’”

A panel featuring current students

showed just how much the culture has changed at Princeton, where today there are an estimated 50 to 60 openly gay students in each entering class, according to LGBT Center director Debbie Bazarsky. Shehzad Ukani '13 came to the panel in bright red drag. He and his fellow panelists agreed that while homophobia occasionally reared its head, their sexual orientation was no big deal to most of their peers. Richard Gadsden '13 recalled sheepishly how, having worked up the courage to tell his roommate "I like dudes," the reply was a shrug. "OK," said the bewildered roommate. "Anything else?"

If the weekend had a hero, it was President Tilghman, under whose tenure Princeton not only hosted the Every Voice conference but created the LGBT Center, in 2005. During a question-and-answer session in which she received two standing ovations, Tilghman said that one of her proudest moments came when she overheard a woman visiting campus with her gay, prospective-student son, say, "Thank heavens! My son will be safe here!"

Charlie Katzenbach '71, who recently underwent gender transition, posted on Facebook that the weekend had made her fall in love with Princeton for the first time. "Those were the first times I've sung 'Old Nassau,'" she reported. "Guess I'll have to learn the words." 🍷

By Merrell Noden '78 with reporting by Nellie Peyton '14

Panelists: Fight for marriage equality is only a beginning

Two weeks after the Supreme Court heard arguments in a pair of cases related to gay marriage, members of a panel at Princeton's Every Voice conference expressed confidence that marriage equality was on the horizon — but agreed that the fight against LGBT discrimination would persist.

Marriage is "still the language we use to describe a relationship to a partner, a way to tell our friends, society, parents, and each other that this is a lifetime commitment," said Stephen Macedo '87, the Laurance S. Rockefeller Professor of Politics. "It is the most powerful mark of civil equality for gays."

The court is expected to release decisions on the two cases in June. In the first case, proponents of gay marriage are challenging a state ban in California, known as Proposition 8. The second case is a challenge to the federal Defense of Marriage Act (DOMA), which defines marriage as the union of a man and a woman for purposes of obtaining federal benefits.

Panelist Anthony Romero '87, executive director of the ACLU, said that a victory in the DOMA case could "fundamentally change the culture and landscape of our country." The ACLU is representing plaintiff Edith Windsor, who inherited her wife's property but faced a large tax bill that would not be levied upon a spouse in an opposite-sex marriage. "When we win this case, it's going to be phenomenal," said Romero, the first openly gay man to head the ACLU. Not only would Windsor win back \$360,000 but gay Americans would receive survival benefits for spouses who served in the military, military housing, and medical and tax benefits.

The third speaker, Hayley Gorenberg '87, deputy legal director at Lambda Legal, a gay-rights organization, noted that gay people would not be the only beneficiaries of a favorable Court ruling: Transgender people, single parents, and children supporting parents all could gain.

But she suggested that a Court victory would not end the fight for equal rights, pointing to the need for a "comprehensive nondiscrimination law" for all LGBT people, among other things. "We have an explosion of critical LGBT ... issues across our rainbow," she said. 🍷 *By Louise B. Connelly '15*

Below, ACLU director Anthony Romero '87 speaks about marriage equality while panelists Haley Gorenberg '87, deputy director at Lambda Legal, and Professor Stephen Macedo '87 listen.



WILLIAM GILLY '72

Beyond calamari: What we can learn from squid

Most people know squid as golden, fried rings of calamari, but for William Gilly '72, these tentacled mollusks have been subjects of scientific study for four decades. He has investigated how squid live, dive, and communicate, and what they could tell us about changing ocean conditions.

A professor of biology at Stanford University, Gilly focused early in his career on electrophysiology, the electrical properties of cells and tissues. He conducted laboratory studies on market squid, a small species that, like all squid, has giant nerve cells.

But since 2000, Gilly has been pursuing a larger, more enigmatic subject: the Humboldt squid. These hefty beasts can grow to 6 feet and 100 pounds. Known as *diablos rojos* — red devils, in Spanish — Humboldt squid are voracious predators and serve as prey for other animals such as elephant seals and sperm whales, forming a key link in the marine food web.

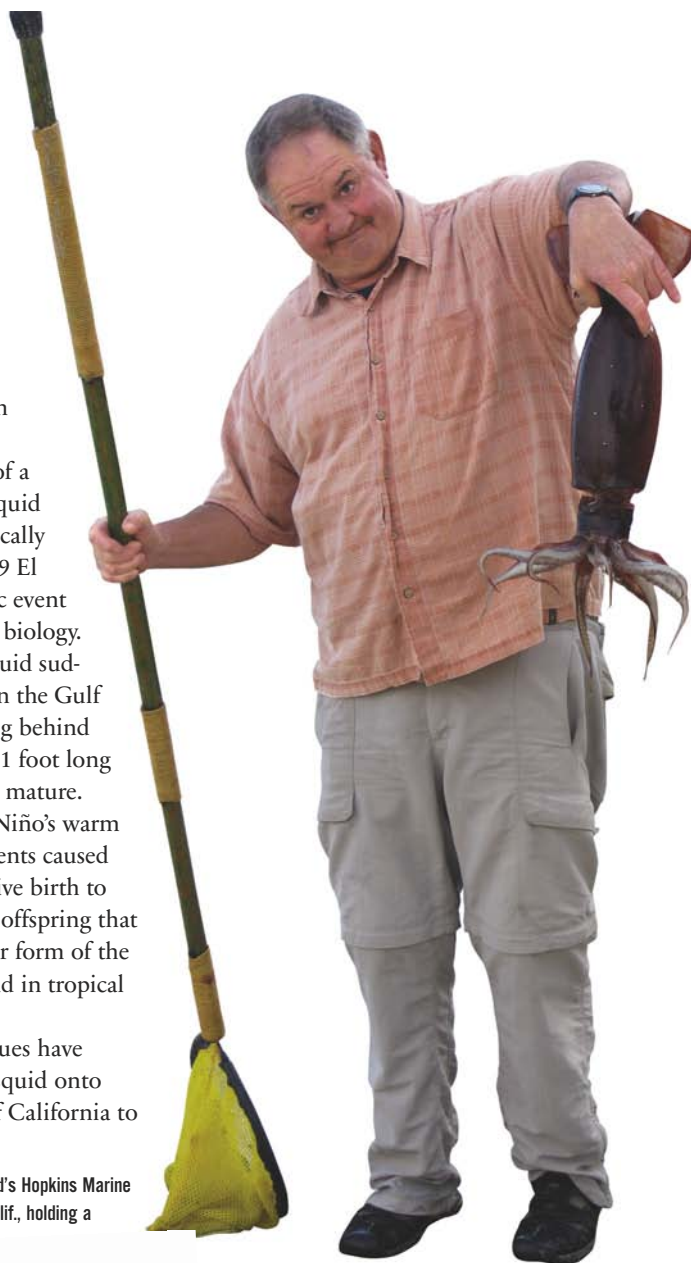
“Squid are really important because there are so many of them; they make so many babies,” Gilly says. “And those babies are food for everything in the ocean.” Fisheries also catch more tons of Humboldt squid each year than

any other invertebrate species in the world.

Gilly’s work frequently takes him to Mexico’s Baja California, the site of a robust Humboldt squid fishery that dramatically declined after a 2009 El Niño oceanographic event altered the animals’ biology. Large Humboldt squid suddenly disappeared in the Gulf of California, leaving behind small progeny only 1 foot long but already sexually mature. Gilly thinks the El Niño’s warm oceanographic currents caused the large squid to give birth to stunted, precocious offspring that resemble the smaller form of the species usually found in tropical waters.

Gilly and colleagues have hauled Humboldt squid onto boats in the Gulf of California to

William Gilly '72 at Stanford's Hopkins Marine Station in Pacific Grove, Calif., holding a Humboldt squid.



P
46

CHRIS PATTON/HOPKINS MARINE STATION



STARTING OUT:
ROHIT GAWANDE '11
Portfolio analyst at Acumen Fund, a nonprofit venture fund that invests in companies that provide basic

goods and services to the poor. Princeton major: Woodrow Wilson School.

What he does: Gawande researches companies in which Acumen invests, and tracks the companies’ financial performance and their social impact. Managers around the world collect information that Gawande, in New York, analyzes and compiles for his colleagues.

He also has posted content on the organization’s Facebook page, managed its Twitter account, and edited its blog.

What he likes: “How Acumen is a mission-driven organization — everyone here is committed to changing the way the world tackles poverty,” he said.

Communicating with colleagues: Gawande works with people in offices in different countries. “It’s been a challenge learning how to get to know someone over the phone or on Skype and be able to work with them effectively, even though they’re thousands of miles away.”

ACUMEN FUND

NEWSMAKERS

Among those coming to the aid of victims of the Boston Marathon bombings last month was **ALBERT PENDLETON '02**, an orthopedic surgeon. Pendleton, who was 5 feet from the finish line, was “knocked to the ground by the force of the bombs, and was able to recover in time to help the injured around him. He ferried victims of the blast into medical tents nearby where he could dress and treat the




COURTESY ALBERT PENDLETON '02


attach data-logging tags. These instruments recorded squid diving as deep as a mile, and also swimming around in a mid-ocean zone with very little oxygen. "That was a real surprise, because these are supposedly big, active, athletic animals that are very sensitive to low oxygen," Gilly says. He has learned that Humboldt squid drastically slow their metabolism to dive and feed in such an inhospitable setting.

As warming oceans cause these low-oxygen zones to expand, the Humboldt squid's range also grows. The appearance of Humboldt squid in new areas can alert scientists to otherwise invisible changes in the ocean. "It's possible that squid are like an advance warning sign of climate change," Gilly says.

In one project, Gilly has strapped video cameras to Humboldt squid and filmed the mysterious signals they emit, which look like flickering, color-changing lights. Another project is exploring whether discarded squid guts, rich in omega-3 fatty acids, could be used to supplement farmed-fish feed.

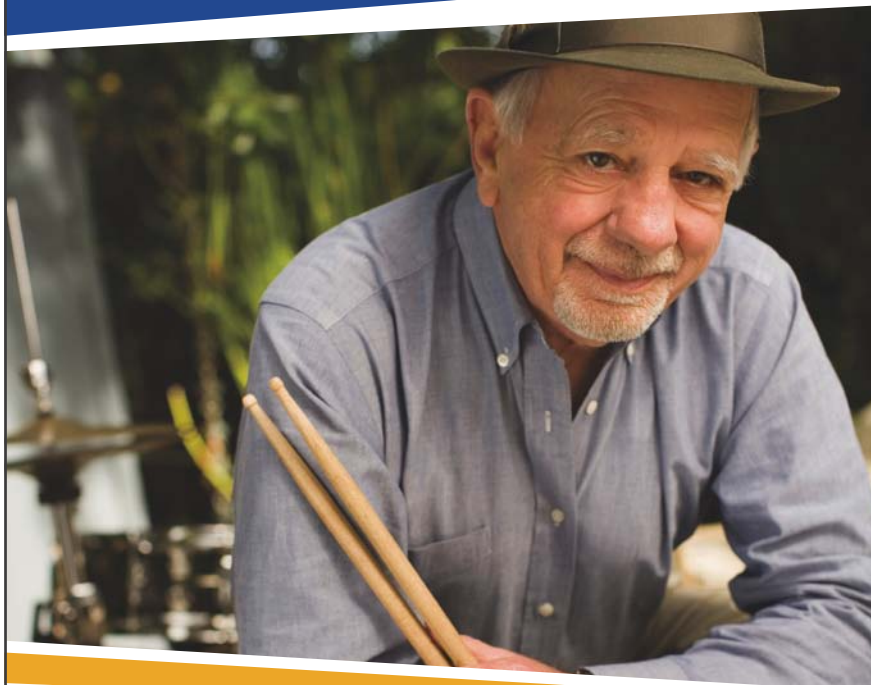
Gilly is happy if his work can benefit society, fisheries, or the environment, but pure discovery remains his true motivation. "It's never been the driving force for me to produce some beneficial thing," he says. "It's much more basic exploration."  *By Erin Loury*

 **WATCH:** William Gilly '72 discuss his work @ paw.princeton.edu

wounds," reported *PBS NewsHour*. ... **ROBERT KAHN '64**, considered one of the fathers of the Internet, was one of five winners of the inaugural Queen Elizabeth Prize for Engineering, awarded in March. ... **MARK MELLMAN '78** was the subject of international press coverage for advising the new Israeli party Yesh Atid (There Is a Future), helping the party become the second-largest faction in the Israeli Knesset. As a result, the Washington, D.C.-based Mellman Group won the American Association of Political Consultants' award for the best international campaign of the 2012 election year. 

"I haven't felt so in tune with life since my teaching days."

—WALTER



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READING ROOM: SARAH CONLY '75

A philosopher defends the nanny state

With the publication of her book, *Against Autonomy: Justifying Coercive Paternalism* (Cambridge University Press), Sarah Conly '75 finds herself in an unusual position: a philosopher arguing about questions with a direct impact on current public policy.

The book is an extended defense of what has come to be known as the “nanny state,” government practices that seek to advance people’s well-being through regulation. In March, Conly published an op-ed in *The New York Times* defending New York City Mayor Michael Bloomberg’s ban on sodas over 16 ounces, which had been struck down by a state judge.



“It’s not always worth it to intervene, but sometimes, where the costs are small and the benefit is large, it is,” wrote Conly, an assistant professor of philosophy at Bowdoin College.

“For me, the interesting thing about philosophy is that it actually can make real life better,” Conly says in an interview. “That’s what I work on — things relating to actual dilemmas we face and figuring out what to do.”

On the question of the soda ban, the real issue is obesity. At times government has sought to persuade individuals to make the right choice by educating them — for example, telling people that smoking is harmful. In other cases, government has tried more aggressive measures: for instance, by mandating the use of seat belts.

Conly argues that more aggressive measures can be justified. A full ban on cigarettes, she says, should be considered.

When to employ coercive measures should be determined on a case-by-case basis, she says. When the good achieved is obvious, and experience suggests education is not enough to persuade individuals to change their behavior, then a more intrusive approach may be necessary.

Conly’s argument is based on her judgment of human behavior. In the past, philosophers have worked from the assumption that humans are rational beings. Conly began to question this assessment during a break from academic life.

“The more time I spent out of academics,” she says, “the more I thought [about] the classical philosophical picture of humans as rational agents who typically see what they want to do and choose the right act in order to reach their ends — [I realized] that picture was just wrong.”

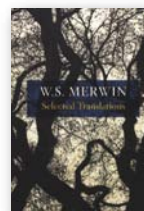
Oftentimes people don’t make the right choices, she says, especially when it is not obvious what the long-term impact will be. If you drink a 32-ounce soda, for example, you are not going to die tomorrow; but sustained consumption of high-sugar drinks could lead to severe health problems.

Conly acknowledges that her argument may be unpopular. Yet she sees her role in part as advancing the conversation. Many people once were against seat-belt laws, she says, but the laws have saved many lives. **P** *By Maurice Timothy Reidy '97*

WHAT SHE’S READING: *Qigong Fever* by David A. Palmer

What it’s about: Qigong was “what you might call a religious movement, and it has been suppressed by the Chinese government.”

NEW RELEASES BY ALUMNI



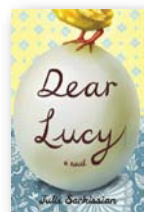
“I began translating with the idea that it could teach me something about writing poetry,” writes W.S. MERWIN '48 in *Selected Translations* (Copper Canyon Press). In this volume, he has translated into English the work of poets including Pablo Neruda, Michelangelo, Guillaume Apollinaire, and Dante Alighieri. Merwin was the U.S. poet laureate in 2010–11. . . . A staff writer for *The New Yorker*, PETER HESSLER



'92 has collected and revised 18 pieces in *Strange Stones: Dispatches from East and West* (Harper Perennial). Written between 2000 and

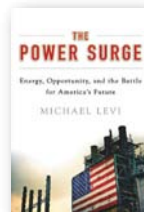
2012, the stories range from an article about eating rats in South China restaurants to a profile of a small-town Colorado druggist and an essay about returning to the United States. . . .

Lucy, the main narrator of JULIE SARKISSIAN '05's debut novel, *Dear Lucy*



(Simon & Schuster), is sent to live on a farm after her mother abandons her. Lucy, who is developmentally disabled, befriends Samantha, a pregnant teenager. After Samantha’s baby is born and disappears, Lucy tries to find the child. . . . MICHAEL LEVI '02 examines the energy landscape in the United States in *The Power Surge: Energy, Opportunity, and the Battle for America’s Future* (Oxford University Press). The David

M. Rubenstein Senior Fellow for Energy and the Environment at the Council on Foreign Relations, he argues for a strategy that incorporates the best opportunities in old and new energy sources. “No one energy source is a panacea,” writes Levi. “Each of [the energy sources], pursued properly, can deliver important benefits that greatly outweigh the attendant costs.” **P**



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AA Haven marks 30 years

Recovering from alcoholism, Thomas Emmons '48 felt he had to avoid Reunions, known for an abundance of alcohol, said his widow, Marcy Emmons. That was the impetus, she said, for his co-founding, with classmate David Reeves, of AA Haven — a welcoming place for alumni with alcohol problems that is believed to be celebrating its 30th anniversary this year.

Emmons and Reeves, who died last November, wanted to make it easier for alumni with alcohol problems to return to campus. Reeves “thought, very rightly, that there would be a lot of alcoholics who would not come back to Princeton for Reunions because that’s just tempting fate,” said his good friend Henry Martin '48.

AA Haven runs meetings on the Friday and Saturday of Reunions from 5 to 6 p.m. in Murray-Dodge Hall. For many years, Reeves also arranged to have that room in Murray-Dodge

open until midnight.

It was a place where Reunion-goers could head if they “were starting to feel overwhelmed by the amount of liquor at their reunion site,” said Jan Runkle, the associate director of administration at Princeton’s University Health Services, who manages AA Haven now. Four years ago, Runkle reinstated those late hours — moving the location to the Class of 1952

Room in Frist Campus Center, which is open from 7 p.m. to 2 a.m. both nights. About 50 people attend the 5 p.m. meetings, said Runkle, and perhaps a dozen stop in to the Class of 1952 Room at some point during the evening.

AA Haven is “vital” to Reunions, said Runkle. “For someone who’s been an active alcoholic — to come into these Reunions is scary. ... To know that there is a safe place to come is really helpful.” *By K.E.G.*



HENRY MARTIN '48

Reunions packed with events

Student antiwar and civil-rights activists will return to Princeton Reunions weekend for a forum examining how their involvement on campus has influenced their lives. “Retrospective: Activists of the '60s and '70s Reflect,” sponsored by the Class of 1970, will feature Princeton Professor Ellen Chances *72, Robert Cohen '70, Charles “Steve” Dawson '70, Peter Kaminsky '69, Douglas Seaton '69, and James Tarlau '70, with William Tucker *72 as moderator.

Tarlau and Cohen were two of the students suspended for harassing President Nixon’s secretary of the interior, Walter J. Hickel, during his 1970 speech on campus. Kaminsky was spokesman for Princeton’s branch of Students for a Democratic Society, and Seaton was chairman of the campus Draft Resisters Union.



Student activists and supporters are shown at a meeting in the Faculty Room of Nassau Hall — one of several events following the Walter Hickel incident. Barry Wechsler '73 took this photo, which ran in the April 28, 1970, PAW.

Tucker is working on a book about Princeton radicals of the 1960s and their lives four decades later.

That forum — 10:30 a.m. Saturday *continues on page 50*

REUNIONS!

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For more information go to princeton.edu/~prolife or blogs.princeton.edu/anscombe

**Class of '78:
Tell your story**

Princeton Alumni Weekly will be interviewing members of the Class of 1978 for an oral history project at Reunions this year. Class members will have the opportunity to talk about memories of Princeton from their undergraduate days.

If you would like to participate, please contact PAW digital editor Brett Tomlinson at btomlins@princeton.edu or (609) 258-1160.



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PRINCETON UNIVERSITY

Reunions preview continued from page 49 in Robertson Hall — is one of many activities scheduled during the weekend, May 30–June 2.

Several hot-button issues will be featured in alumni-faculty forums, including “The United States as World Police,” “Is the Judicial Process Broken?” and “Can We Turn Things Around? Sustainability and Climate Change.”

Among the events for graduate alumni will be a Friday afternoon panel on “The Fight of the Century: The Thrill-A on the Hill-A,” in which panelists will discuss the West-Wilson Graduate College battle, how the Graduate College changed graduate education, and architecture. At 8 p.m., alumni can attend the first-ever late-night party at the APGA tent.

On Saturday, Princeton president-elect Christopher Eisgruber ’83 will join Shirley Tilghman in her final conversation with alumni as University president at 10:30 a.m. in Richardson Auditorium. At 2 p.m., the Class of 1988 will lead the P-rade, and at 8 p.m., reuners can take in the University Orchestra’s concert before fireworks light the sky over Finney Field at 9:15 p.m. The Triangle Club with its famous kickline will be back at McCarter Theatre at 8 p.m. Friday and Saturday in *Tree’s Company*.

Alumni can access the schedule and other information through the Alumni Association’s Reunions Mobile (<http://m.princeton.edu/reunions> on Web-enabled phones). **P** By *EH*.

Reunions Mobile



Thursday, May 30, through Sunday, June 2, 2013

Once you get to campus for the big weekend, use **Reunions Mobile** on your smartphone or other Web-enabled device to find out all you need to know!



- Plan your social calendar with the Reunions Schedule of Open Events
- See, in real time, where the campus shuttle is
- Locate important places: headquarters, bands, restrooms and more
- View photos posted throughout the weekend
- Follow @ptonreunions for updates and alerts
- Find the words to Princeton cheers and songs
- Access WPRB’s live stream of the fireworks soundtrack

<http://m.princeton.edu/reunions>

Share your favorite Reunions photos and short videos with PAW — AND WIN PRIZES!

Go to page 5 for more information.





From the Archives

Students navigate an obstacle course while shouldering what appear to be sandbags in this photo archivists date to between 1941 and 1945. During World War II, Princeton set up a physical-training program that stressed conditioning for war service, but a lack of undergraduates on campus – at the lowest point during the war, the number of civilian students fell below 400 despite a plea from President Dodds to stay in school rather than sign up for military service – stretched the University's finances to the breaking point. To stay viable, the University opened its doors to the military, establishing the Naval Training School (or V-12). Can any PAW readers identify these physically fit men?

Online Class Notes are password-protected.
To access Class Notes, alumni must use
their TigerNet ID and password.

Click here to log in.



<http://paw.princeton.edu/issues/2013/05/15/sections/class-notes/>



connect



“ I have truly enjoyed reading the Facebook feeds and e-updates from PAW. It is always nice to get the hard copy, but I love being able to incorporate all of the info into my day. ”

— Jackie Bruce '99



comment

“ Inspiring
Arrogant
Touching
Unjust Indefensible
Hilarious
Disturbing ”



See stories come alive

PAW Online

paw.princeton.edu

Perspective continued from page 43

something “called Internet.” It might be dangerous, the reporter cautioned: “The government has said that scientists from Soviet-bloc countries should not be permitted to use the computers.”

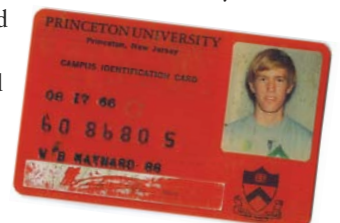
Nor did I guess that the kid at the other table at Quad Club, Jeff Bezos '86, would strive someday to supplant Gutenberg's inked page with a portable electronic screen holding “every book ever printed” — Amazon's Kindle. We did not predict that Third World Center board member Michelle Robinson '85, who wrote in her senior thesis that she felt “like a visitor on campus; as if I really don't belong,” eventually would command worldwide awe as a resident of the White House.

As that device “called Internet” reshapes the planet, I'll bet our grandkids come to romanticize the old analog world, where you had to cobble things together by hand. The September we arrived in an Orwellian 1984, a campus scientist won an Emmy for making the mushroom cloud in the ABC television shocker *The Day After* — not with computer graphics, but by squirting dye in a water tank.

Recently Mudd Library put online a time capsule called the Class of 1986 Video Yearbook. I think our era will not be remembered for its elegance: short-shorts and tube socks and bug-eyed glasses ... sloppily facetious arch singing ... blow pong at Cottage. Time has canceled out our artless attire, and our typewriters, and even our language: Current students assure me that such favorite '80s expressions as “bag it,” “brown-noser,” “gut course,” and “dwebb” are gone with the dodo and Devo. And a young friend tells me, “Girls' is definitely the go-to word today. Not 'women' — that sounds almost condescending or ironic somehow.”

Back when '70s-style feminism seemed as eternal a fact as the Soviet Threat, to say “girls” would have provoked a protest march. Such a change seems inconceivable to me — except that our Princeton spring has now been “dimmed / By this damned quarter century and more!”

W. Barksdale
Maynard '88



Memorials

Editor's note: PAW posts a list of recent alumni deaths at paw.princeton.edu.

Go to "Web Exclusives" on PAW's home page and click on the link "Recent alumni deaths." The list is updated with each new issue.

THE CLASS OF 1936



OSCAR STRAUS II '36 Oscar died Jan. 11, 2013 in Bellport, N.Y., from complications of Alzheimer's disease.

He was born in New York City and attended St. Paul's School. At Princeton, Oscar majored in economics and was a member of Colonial Club. He kept himself busy with the varsity rifle team, the editorial board of the *Princeton Tiger*, Theatre Intime, the Yacht Club, and the Gun Club.

In his *Nassau Herald* biography, Oscar predicted he would become a member of the Foreign Service, and he was right. He served as vice consul in Montreal until World War II, then enlisted in the Coast Guard and was assigned to the Department of State's Intelligence Section. He later moved to the private sector, joining the American Smelting and Refining Co. He was also a partner in Guggenheim Brothers and founded Straus Minerals. He served on many boards and was president of two family foundations — one of which, the Daniel and Florence Guggenheim Foundation, established the Oscar Straus II fellowship program at Princeton.

Oscar is survived by his wife, Joan (Sutton); his son, Oscar III '64; two stepchildren; and several grandchildren and great-grandchildren. The class sends its deepest condolences to them.



THE CLASS OF 1938

JOHN LAWRENCE CARTER JR. '38

Larry Carter died Dec. 1, 2012, at the age of 96. He had resided at the Crane's Mill Continuing Care Retirement Community in West Caldwell, N.J.

Larry was born in Montclair, N.J., and was raised in Quogue, N.Y. Most of his adult life was spent in Montclair. Larry prepared at Montclair High School, where he was on the football and track teams. At Princeton he majored in mechanical engineering and was a member of the freshman track and interclub hockey teams. During his freshman and sophomore years he roomed at Brown, his junior and senior years he roomed with G.O.

Chadwick and L.B. Kirkpatrick at Cloister Inn.

During World War II, Larry served in the Navy. He was an engineer at Picatinny Arsenal in Rockaway Township, N.J., for 35 years.

He is survived by his nephews, John R. Hunt and his wife, Mary, and Steve Wilson; and his niece, Christina Lawrence Verduin. To them all, the class sends deepest sympathy.

THE CLASS OF 1944



NATHAN GEORGE HALE JR. '44 Nat died Feb. 17, 2013, in Chico, Calif., his native state. He was a collateral descendant of patriot Nathan Hale of the American Revolution.

After preparing at the Montezuma Mountain School, he left Princeton in 1941 and entered the Signal Corps Intelligence Service to become a Japanese-language interpreter and translator. He spent nine months in Tokyo after the war, came back to Princeton to graduate in 1947, and was valedictorian of the combined 1944 to 1947 graduating classes. With a Woodrow Wilson Fellowship, he studied in France at the Sorbonne.

Nat became a reporter for the *San Francisco Chronicle* and then earned a Ph.D. in American History at UC, Berkeley in 1964. He taught American history at UC, Riverside, and wrote a significant two-volume study titled *Freud and the Americans*.

He became owner of a family ranch in Tehama County, Calif., where he maintained a home and enjoying horseback riding.

Nat married Ann Wilson in 1973 and lived in Riverside, Berkeley, Piedmont, and then Chico. He was an accomplished piano player and loved classical music, the fine arts, and hiking. He was an Episcopalian.

He is survived by his wife; son David and his wife, Casey; two grandchildren; and his daughter, Elizabeth Love, and her husband.

THE CLASS OF 1947

HUNTER POWELL '47 Hunter Powell died Jan. 29, 2013, in Roanoke, Va., where he had lived with his wife, Beth, for many years.

He was born in Glen Ridge, N.J., and graduated from Glen Ridge High School. Entering Princeton in 1943, Hunter was a Marine Corps V-12 student. He served in the Pacific as a second lieutenant and in China after the Japanese surrender. After returning to Princeton, where he was a member of Tiger Inn, he graduated in 1949. His closest friends from V-12 days were Bolling Robertson, Ace Bushnell, and Tom Faix.

He was called back to active duty during

the Korean conflict and separated as a captain in 1960.

Hunt married Beth McKim in 1957 and soon became the father of Virginia, Lizanne, and William III.

He joined the Norfolk and Western Railway in 1969 and worked there as manager of special projects until he retired from the successor company, Norfolk Southern Corp., in 1991. He was a member of the Virginia Inland Sailing Association for 30 years and volunteered with Habitat for Humanity. An active swimmer, he also retained his interest in boxing with a noisy punching bag in the basement. (At Princeton he held the mid-dleweight intramural title.)

The class sends fond remembrances of this friendly and accomplished classmate to Beth, their children, and six grandchildren.

THE CLASS OF 1948



WILLIAM B. COLLISTER '48 Bill was born March 3, 1923, in Colorado Springs, Colo. His father, who had come to Colorado from the Isle of Man, was a circuit-riding

Methodist preacher in the mountain mining camps.

Bill came to Princeton after his 1942 to 1945 service in the (then Army) Air Corps, and graduated in 1948 with honors in SPIA. By 1951 he had earned a law degree at the University of Denver and had been admitted to the Colorado bar. He then began his half-century-long career as an oil and gas attorney. The practice included title search, leasing negotiations, and a full range of other legal work for the oil and gas industry, all over the Mountain West and the High Plains.

Bill and Alice (née Anderson), who survives him, were married in 1961. They traveled the world, visiting every continent except Antarctica. A loyal Princetonian, he also gave lifelong support and affection to the University of Denver. He received Denver's highest alumni award, for leadership in his profession and for humanitarian service.

Besides Alice, Bill is survived by his sister, Ruth Jones; his brothers, Larry and Emmitt; his "honorary" daughter Karen Voll; three nieces; and 10 nephews. He died, just short of turning 90, Feb. 11, 2013, in Denver.

HAROLD J. GEARY '48 Harry was born in New York City in 1926. He enlisted in the Marines upon graduation from All Hallows High School in the Bronx in 1944.

While at Camp Lejeune, N.C., he was told

he should apply for V-12 officer training. A fellow Marine (Ernie Ransome '47) advised him to apply to Princeton's V-12 program. Thereby Harry became a member of our class. However, upon his discharge from the Marines and to his lifelong regret, he entered and graduated from New York University.

Harry kept a strong connection with and interest in Princeton and in our class, informing us about his career and family at several of our reunions and in our 50th Reunion Book.

Harry's entire business career was with the American Broadcasting Company, first in radio and then in the business end of television. A leading Roman Catholic layman, he was active in several church-sponsored men's organizations.

After living for many years in New Milford, N.J., the Gearys moved to a retirement community in Manasquan, N.J., where he died Feb. 10, 2013. Harry and his childhood sweetheart Margaret (née Cullen) were married for 58 years. She survives him, as do four sons, a daughter, and three grandchildren.

GERHARD SCHMEISSER '48 Marylander Dr. Gerry, a distinguished orthopedist, was one of six members of '48 who graduated together in 1953 from Johns Hopkins Medical School.

He came to Princeton from the Gilman School, roomed with Earl Galleher and Jim Neely, earned high honors in biology, and graduated in 1949. He stayed on at Johns Hopkins as a surgical resident, then in oncology, then in orthopedics. In 1971 he became professor of orthopedics at Hopkins.

Before age 40, Gerry had been selected as one of "100 young Americans making the greatest contributions." He was a leading inventor, researcher, and designer of prosthetic devices, such as electronically powered arms, hands, wheelchairs for quadriplegics, and other electronic/robotic systems. For many years he commuted by motorcycle to work in Baltimore from his home on Gibson Island, Md. After his retirement in 1991, he sailed North American waterways and to Abaco in the Bahamas.

Gerry died Sept. 30, 2012, from complications of Alzheimer's disease. He and Ann (née Melvin), a onetime nurse at Johns Hopkins, were married for 55 years. She survives him.

THE CLASS OF 1949



IRVING WAYLAND BONBRIGHT III '49
"Way" Bonbright died July 23, 2011.

Way was born July 14, 1927, in Englewood, N.J. After attending Phillips Academy and Englewood School, and after Navy serv-

ice on the bridge crew of a new destroyer, he came to Princeton, the fifth member of his family to do so.

At Princeton he majored in economics, belonged to Whig-Clio and Cloister Inn, and graduated *cum laude*. He also sold insurance.

Way's business years were spent with the Pacific Gas & Electric Co., where he became manager of labor relations, a job he handled with such success that he was made an honorary member of the International Brotherhood of Electrical Workers in 1988.

He married Shirley May Vallergera July 18, 1954. They celebrated their 57th wedding anniversary just five days before Way's death. He was enthusiastic about personnel and labor relations, travel, yachting, ice hockey, and spending time with his family.

The class extends its sympathy to Shirley; their children, David, Elizabeth Marie, and Christopher; and six grandchildren.



WILLIAM WINSLOW DULLES JR. '49
William Dulles died Dec. 7, 2011, in Savannah, Ga.

Win was born Feb. 14, 1926, in Englewood, N.J. After graduation from Exeter Academy and service in the Army Air Force he became the fourth member of his family to attend Princeton. He majored in history and belonged to Key and Seal Club.

Win spent most of his business career in the automotive industry. He founded Volvo Finance in 1972 and headed that company until his retirement in 1989. He enjoyed photography, stamp collecting, ship modeling, and golf.

The class extends sympathy to his wife of 55 years, Patricia Sheehan Dulles; his children, Charles Stokes Dulles, Gregory Lansing Dulles, Margaret Dulles DelBrocco, and Susan Dulles Connor; and his eight grandchildren.



WILLIAM L. MCLEAN III '49 William McLean died of kidney failure Aug. 27, 2011.

Bill was born Oct. 4, 1927, in Philadelphia. He was the last of his family to run *The Philadelphia Bulletin*, which his grandfather, the first William L. McLean, had bought in 1895. Once the smallest of the city's 13 newspapers, *The Bulletin* had the largest circulation of any afternoon newspaper in the nation by the 1950s.

Bill came to Princeton from Millbrook School, majored in history and humanities, won the Grace May Tilton Prize, and graduated *magna cum laude*. He was news editor of *The Daily Princetonian* and belonged to Quadrangle Club. He was the fifth member of his family to attend Princeton.

Bill loved the newspaper business and was

variously puzzled, troubled, and fascinated by the sea changes in journalism he witnessed — and was a part of — during his lifetime. He also loved fishing, hunting, and the outdoors.

Bill is survived by his wife, Elizabeth; his children, Elizabeth "Lisa" McLean, Will McLean, Helen Brooke Katzenbach, Sandra McLean, and Ward McLean; and five grandchildren. The sympathies of his classmates are extended to them all.



EDWARD CYPRIAN NASH '49
Edward Nash died Feb. 6, 2010, at his home in Chatham, N.J.

"Cyp" or "Buzz," as he was variously known, was born Feb. 9, 1925, in Albany, N.Y., and graduated from North Bennington (Vt.) High School. During World War II he served as a medic in the 104th Infantry Division and received a Purple Heart after being injured in the Battle of the Bulge.

At Princeton he majored in biology and belonged to Cloister Inn. After medical school at the University of Vermont he practiced family medicine and pathology. He was an assistant professor at Jefferson University Hospital in Philadelphia, and published several professional articles in medical publications.

Buzz loved bridge, golf, cooking, reading, and *The New York Times* crossword puzzles. He was active in the Knights of Columbus and the Kiwanis, and served as physician for the Chatham EMS, police, and high school athletic teams.

The sympathies of his classmates go to his wife, Marian; his children, Mary Ann, Tricia, and Susan; and five grandchildren.



WILLARD THOMAS WHITE JR. '49
Tom White died Aug. 29, 2010.

He was born July 27, 1927, in Wilmington, Del., and came to Princeton from Tower Hill School. At Princeton he majored in economics, belonged to Cloister Inn, and was assistant business manager of the *Nassau Sovereign*. He served in the Marine Corps from 1946 to 1947.

Tom's business career was spent in the insurance industry, and he became president of a large agency known as J.A. Montgomery Inc. He also was a director of the Bank of Delaware.

He is survived by his children, Kathleen W. Fitzgibbon, Julie W. Bathon, Anne W. McNeill, and Tom White; 12 grandchildren; one great-grandchild; and his dear friend Jean Mullin. The class offers condolences to all of them.

THE CLASS OF 1951

JEFFERIES M. ARRICK '51 Jeff was born March 23, 1927, in Evanston, Ill., to Herbert McClain and Helen Jefferies Arrick.

He was a 1945 graduate of the John Burroughs School in St. Louis and served in the Coast Guard during World War II. At Princeton he majored in geology, belonged to Tower Club, and roomed with Walt Braham, Bud Brown, Pinky Cohill, Bruce Kennedy, Bill Latimer, and Vern Wise.

On Nov. 24, 1956, he married Elizabeth "Betty" Hungerford. Her family included numerous Princetonians: her father, Clark '22, uncle Philip '23 (yes, Philip), brothers Clark Jr. '49 and Rich '50, and her cousins Homer '48 and Phil '51. Initially, Jeff worked for Granite City Steel in various operating management jobs. Fifteen years later he went with Anchorfilm Co., eventually becoming its president. This led to Jeff beginning his own management-consulting business.

He was a longtime volunteer at Ladue (Mo.) Chapel Presbyterian Church and at various food banks.

Betty died in 2002, and Jeff's last four years were spent in a care center. He died April 26, 2012, in St. Louis of congestive heart failure. He is survived by his children, Betsy (Skip) Stone, Jefferies C., and Helen (Russ) Eddy; six grandchildren; and close family friend Carol Matthews.

THE CLASS OF 1952



JOSEPH EVANS ALLOWAY '52 Evans came to the class from Lawrenceville, majored in English, joined Cloister Inn, roomed with Jack Currier, and graduated after a timeout in the Army.

Evans earned a master's degree from the University of Pennsylvania and taught at Newark Academy, Germantown Friends School, and at the Pebble Hills School. He then served as head of test development for the College Board at Educational Testing Service for 25 years.

Evans married Mary Ann Stitzel and they had three sons, Joseph III, Mark, and Anthony. He later married Susan Sumners Kaufman. Evans' passions included jazz, Phillies baseball, growing roses, shore birds, and visiting the South of France. He was an accomplished chef and author and played piano and harmonica. He was known variously as "Keys," "Duke," and "The Governor."

A longtime supporter of Habitat for Humanity and an elder in the Presbyterian Church, Evans died May 11, 2012. To Susan and his sons, we offer our condolences.

MICHAEL HAMILTON '52 An accomplished architect, Mike died May 10, 2012.



He earned a master's degree in architecture at Harvard School of Design in 1956. He prepared for Princeton at the Belmont Hill School, majored in English, joined Quadrangle, and played JV football. He roomed with Neil Clements and Marshall Simonds. He married Katrina Boocock in his senior year.

After a year's work in Boston, Mike went to Santa Fe to join Alexander Girard. In 1962 he and Katrina ("Tidey") moved to Buffalo, where he co-founded Hamilton Houston Lownie Architects in 1969. While practicing successfully — restoring the Albright-Knox Art Gallery, among many projects — he also taught in the School of Architecture and Planning of SUNY Buffalo.

He and Katrina had four children, Douglas, Brett (who died in infancy), Katrina, and Philip. Katrina died in 1976 and in 1992 he married Susan F. Riordan.

Mike had many associations, but his personal enthusiasm was greatest for birding, as he wrote for *The Book of Our History*, when he was president of the Buffalo Ornithological Society. We offer our sympathy to Mike's children and to Susan.



SATURNINO LIEVEN SALAS '52 A mathematician and writer, Joe graduated from Hotchkiss. At Princeton, he joined Ivy Club, and roomed with Bob Jiranek, Bill Brokaw, and Mike

Mooney.

He married Judith Brumley Eckart and left Princeton in December 1950 to serve four years in the Air Force. He earned a Ph.D. in math from Yale in 1959, and taught math at Yale, Wesleyan, and the University of Connecticut until retiring from academia to write textbooks. His text, *Calculus: One and Several Variables*, written with Einar Hille, went into 10 editions.

He served for many years as a director of Gevaert Photoproducten, a firm founded by his maternal grandfather. He and Judith, who predeceased him, lived in Haddam, Conn. At the time of his death June 2, 2012, he was survived by their four children, Charles, Peter, Elizabeth, and William.



THOMAS C. SCHMIDT '52 Tom died June 18, 2012, in Brunswick, Maine.

Coming from Gilman School, he joined Charter Club and roomed with Guy Hollyday. In 1955 he earned a master's degree from Virginia Theological Seminary and began working in Episcopal Church parishes from Bogota, Colombia; New London, Conn.; and Longmeadow, Mass.; to

Zululand and Swaziland. He next earned a Ph.D. in inter-organizational policy from SUNY Buffalo and lent his skills to Rhode Island, where he served as Commissioner of Education from 1974 to 1980.

In 1983, Tom joined the World Bank, serving in Pakistan, Bhutan, Nepal, and Bangladesh to promote education for poor children. He declared this experience to be the most exciting of his lifetime.

He was married to Lucy Searby, with whom he had three children, Peter, L. Drusilla, and Thomas. They were divorced in 1979. He later married Robin Bell, who survives him.

To Robin, Tom's children, and his stepdaughter, Julia Barclay, the class sends condolences on the loss of one of the class's outstanding members.



JOHN W. SCULLY '52 John, whose father, John, was in the Class of 1917, came to us from Trinity School in New York. He joined Cap and Gown and was race committee chairman and commodore of the Princeton Yacht Club.

John and his wife, the former Suzanne Marechal, lived in Rye, N.Y., and had five children, Christopher, Cynthia, John, Katherine, and Susan. He worked for 40 years with New England Financial, specializing in the design of retirement plans.

Off the job he continued his undergraduate interest in yachting as a member of the American Yacht Club in Rye and The Moorings Club and Quail Valley River Club in Vero Beach, Fla., where the couple recently made their home.

John died of prostate cancer Sept. 7, 2012. The class offers condolences to Suzanne; their children; and John's brothers, Thomas '60 and William.

THE CLASS OF 1953



MILTON E. BERNHARD '53 Milton, whose postgraduate education at Columbia Law School was put on hold during the Korean conflict, served two years with the military in

Japan, obtained his law degree from Brooklyn Law School, and lived in New York City for several years. He then received a call to work in Portland, Ore., where he lived until his death Dec. 4, 2012. Milton's wife, Cathy, said he died of complications from Parkinson's disease.

A New Yorker, he entered from Poly Prep, roomed with Tom Boothe, Phil Brawner, and Al Rodgers, and majored in philosophy. In New York he had stints with several law firms, a job with Continental Insurance Co., and an assignment with Carl Walston & Co. Brokerage. In Portland, while working for

Evans Products Co., he met Catherine Huntley in January 1968. He proposed on Valentine's Day, and they were married July 6, 1968.

Later Milton became general counsel for FEI Corp., from which he retired in 1998. Cathy said he liked traveling, being with his two granddaughters, and walking his golden retriever, "Sunny," who predeceased him, as did his sister, Doris Muller. She said he was pleased with his Princeton education, which contributed to his being "a lifelong learner." He was proud of his three sons, Edward ("Ted") '91, James '93, and Andrew.

THE CLASS OF 1954



PETER J. WARTER JR. '54 '62 Pete Warter died Feb. 3, 2013, after a prolonged struggle with Parkinson's disease.

Born in Trenton, N.J., Pete graduated from Trenton Central High School. He majored in electrical engineering at Princeton and stayed on to earn his Ph.D. He then taught electrical engineering at the University until 1965.

For the next 10 years, he worked for Xerox Corp. in Webster, N.Y., as vice president of research and was instrumental in the development of color xerography. He returned to academia in 1975 to become chairman of electrical engineering at the University of Delaware. He retired from that position in 1994.

Pete is survived by his daughters, Lyn and Nancy; his son, Jamie; and nine grandchildren. Jane, his beloved wife of 55 years whom he married in the Princeton Chapel, predeceased him. The class extends its sympathy to them in their loss.

Contributions in Pete's memory can be made to the Peter Warter Scholarship Fund, University of Delaware, 011 Hullahen Hall, Newark, DE 19716.

THE CLASS OF 1956



JAY C. HARBECK '56 Jay died Jan. 18, 2013, from acute myeloid leukemia. He was 78.

Jay was born in Elizabeth, N.J. He graduated from the Pingry School in 1952 and *magna cum laude* from Princeton with a bachelor's degree in the Special Program in the Humanities. Jay was a member of the swim team and in his senior year was the recipient of the War Memorial Trophy in recognition of his outstanding contributions to the team.

Jay was a Fulbright Scholar and studied at the Albert-Ludwigs-Universität in Freiburg. Jay was a captain in the Air Force and served as an officer in the Strategic Air Command from 1958 to 1964. In 1962, he earned an MBA from Harvard University.

Jay raised his family in Rumson, N.J., and retired to Fripp Island, S.C., in 2001. He worked on Wall Street for 40 years and retired as a first vice president/portfolio manager from the Merrill Lynch Asset Management division in 2001.

In 1978, Jay was ordained as a permanent deacon in the Roman Catholic Church and served in that capacity for 35 years.

His wife, Ella Anne Philips Harbeck, predeceased him. He is survived by his three daughters, Dorothy, Claire, and Jean, and five grandchildren. Jay will be missed by all.

THE CLASS OF 1957



F. KNIGHT ALEXANDER '57 Knight died Feb. 14, 2013, in Massachusetts.

At Princeton, he majored in the Special Program in European Civilization, in the French sections, and joined Quadrangle Club. His senior roommates were Al French, Duncan Hoxworth, Ted Jones, Ted McLean, John Miller, and John Osander.

Upon graduation he attended the Wharton School of the University of Pennsylvania, obtaining an MBA in 1959. Having a change of heart, Knight then went to medical school and graduated from Hahnemann Medical College (now Drexel) in 1964.

Initially, he worked in academic medicine at Tufts New England Medical Center in Boston. Then he moved to group practice at Salem Hospital, which grew to a 600-bed facility, where he continued to practice radiology. His great love was sailing the New England coast and hiking at Sugarloaf Mountain in Maine.

The class sends its condolences to his wife, Marge; his children, Elizabeth, Geoffrey, and Cynthia; and his grandchildren.



STOKLEY P. TOWLES '57 Stokes died Feb. 14, 2013, in Westwood, Mass., at the age of 77.

At Princeton, he majored in English and joined Cottage Club. He was active in *Tiger Magazine* and Orange Key, served as a Chapel deacon, and played intramural football.

After Princeton, he attended Harvard Business School, graduating in 1960 with an MBA. He began his career with Brown Brothers Harriman in 1960. He launched the firm's global custody business in the late '70s, which grew to become a large portion of the bank's business. He remained active in BBH until his death.

He was treasurer and a trustee of Noble and Greenough School in Dedham, Mass., chairman of the board of the Museum of Fine Arts in Boston, and a board member of

the Santa Barbara Art Museum, among other charitable endeavors.

Stokes loved bridge, Churchill, Sunday early services, history, simple pleasures, tennis, thrift, and youth.

The class sends its sincere best wishes to his wife, Jeanne; children Stokley, Amor, and Kimbrough; and his 13 grandchildren. The class is proud of this man.

THE CLASS OF 1960

DAVID C. FUELLHART '60 Dave died Oct. 3, 2010, in Havre de Grace, Md., after a long illness.

Dave was born Oct. 6, 1928, the son of Ann Rose and William C. Fuellhart '25. He prepped at Phillips Exeter Academy, where he played baseball and basketball and belonged to the German Club. At Princeton, he became interested in radio work, joined WPRB, and became chairman of the junior board of directors. A member of Cloister Inn, Dave majored in history.

After withdrawing from Princeton, he graduated from Ithaca College and served four years on active duty as a Navy officer. Dave subsequently worked as general manager to build radio station WPOC in Baltimore into a multi-million-dollar enterprise. He also served as president of Radio Executives of Baltimore and a member of the Johns Hopkins Children's Center Development Council.

Dave's brothers, William '51 and James '57, predeceased him. He is survived by his sister, Ann F. Mudge; his children, Elizabeth Driscoll, David Jr., and Matthew Scott Fuellhart; and several grandchildren. The class extends condolences to them.

THE CLASS OF 1961

ERIC A. GRINNELL '61 We lost Eric Dec. 25, 2012, to complications from Parkinson's disease in Greenfield, Mass.

Born in Ohio and raised there and in New York State, he graduated from Rye (N.Y.) High School. Eric left Princeton after our junior year and ultimately graduated from North Adams (Mass.) State College. Among his special friends in the class were Bill Kincade, Pinckney Roberts, and Steve Schaefer.

After working for 10 years with an art dealer in New York City, where he was a lieutenant in the Seventh Regiment, he moved to Massachusetts to teach at Mohawk Trail Regional High School. In 1981 he became the founding headmaster of The Academy at Charlemont, where he remained until retiring in 2002. His avocational interests were many, including the Mohawk Trail Concerts and other local nonprofits, the opera, Latin and Greek, and more.

His wife, Dianne, said that "he gained a modicum of fame [at Princeton] with his

horse and carriage to get around the no-cars rule, which got him onto the front page of *The New York Times*, into *Life* magazine, and on the cover of PAW."

Eric is survived by Dianne, his wife of 32 years; his mother-in-law; and his brother and sister-in-law.

THE CLASS OF 1962



WILLIAM I. BACCHUS '62 Bill died Jan. 23, 2013, in Arlington, Va., of esophageal and liver cancer.

Bill came to Princeton from Albuquerque's Highland High School. He roomed with Oliver Luetscher, dined at Campus, and was in the NROTC and Whig-Clio. After four years of Navy submarine service in the Philippines and San Diego, he earned a Ph.D. in political science at Yale.

He had a teaching stint at UVA before a project for "State" lured him to that agency. Bill was instrumental in drafting the 1980 Foreign Service Act and did a study called State 2000 between the administrations of George H.W. Bush and Bill Clinton.

Bill married Mary Dreiling in 1965 while in the Philippines. He spent his working life in the D.C. area, moved to management positions at USAID in 1993, and retired in 2001. He was an active supporter of Princeton and a diligent contributor to '62's superb 50th yearbook.

In addition to a State Department Distinguished Service Award, he received a '62 class service award. Bill was proudly progressive, served his country well, and thought we should think twice about entering wars.

The class extends its condolences to his widow, Mary, and to his brother, Charley.

THE CLASS OF 1963



JAMES H. HYLAND '63 Jim died peacefully in his sleep Jan. 28, 2013, at his home in Belleair Bluffs, Fla. He was chairman of Amglo Kemlite Laboratories, a global manufacturer of lighting products that served the aircraft, airport, and medical industries, among others.

Jim went into that business in 1978 after an investment career at White, Weld. The small company he acquired in Rosemont, Ill., grew to become Amglo and expanded into China and Mexico. Colleagues remember him warmly as a mentor who liked to say, "If you can't measure it, you can't manage it."

Jim went from Sault Ste. Marie and Trinity College School in Ontario to Princeton, where he majored in philosophy, ate at Ivy, and instantly became a hockey star, setting a freshman scoring record.

Teammate John Cook recalls: "Jimmy was a beautiful skater, very fast, a gifted stick-handler and plenty tough. He had a move where he would race in on the net, take the puck wide on his backhand, and go rooftop with almost no angle. This signature skill was greatly admired by we who played with him and the many fans who had the joy of watching him perform. Jimmy was not short on confidence, and that move was the epitome of his persona. His opponents were less appreciative but recognized that he was marvelously talented."

The class shares its sadness with Jim's children, Leila Hyland Schumann, Ashley Hyland Katz, James Grant Hyland, and Timothy Fitzgerald, and their respective spouses, Bill, Chuck, and Rita; his sister, Linda Hyland; and eight grandchildren.



JOHN LEWIS SMITH III '63 Lew, one of the nation's prominent health-care attorneys, died Jan. 28, 2013, of congestive heart failure at a nursing center in Clinton, Md. He had suffered a series of strokes in recent years.

He retired in 1998 from BakerHostetler, where he was a managing partner and represented doctors, hospitals, the D.C. Medical Society, National Capital Reciprocal Insurance Co. (which he helped form), and Washington-area businesses. He served on the boards of Washington Hospital Center and MedStar National Rehabilitation Hospital and was a past president of the D.C. chapter of Easter Seals.

Lew, with his thousand-watt smile and outsized personality, majored in politics at Princeton, wrote a thesis on Felix Frankfurter, and belonged to Cottage. His roommates included fellow Lawrenceville alums Barbour, Bunn, Campagna, and Seckel. The son of a former chief judge of the U.S. District Court in D.C., Lew went to Georgetown Law and then clerked for E. Barrett Prettyman, a federal judge.

The class extends its sympathy to Missy, Lew's wife of 41 years; their children, Marjorie Marr, Angeliqwe Jacobs, Madeline Scoular, and Reilly L. Smith; his brother, Cotter Smith; sisters Madeline Lynn, Janet Garabrant, and Barbara Fennell; and 13 grandchildren.

THE CLASS OF 1964



DAVID F. CAMPBELL '64 Dave died Jan. 16, 2013, at Atlanta's Northside Hospital from kidney failure.

Born in Chattanooga, Dave prepared for Princeton at that city's McCallie School along with John Hill, who roomed with Dave for four years at

Princeton. Dave also roomed with Doug Garthoff, John Parfitt, Henry Smith-Miller, Jack Strother, and Jay Yerian. He majored in architecture and joined Tower Club.

He began his career with Minoru Yamasaki Associates in Birmingham, Mich., where he worked on the World Trade Center design. After moving to Atlanta, he joined John Portman & Associates, a leading architectural firm, and helped alter that city's skyline.

Dave founded Campbell & Associates, Architects and Appraisers in 1979 and later developed "cost to cure" for the Georgia Department of Transportation, a cost-benefit analysis program that minimizes the use of eminent domain. He became an authority in equipment valuation and was an expert witness in several landmark cases.

Upon retiring to Blue Ridge, Ga., in 2004, he became active in the Northwest Georgia Regional Commission, which advises local governments on how to best partner with the Georgia and federal governments.

The class extends deepest sympathy to Dave's wife, Kelly; his children, Katherine Nelms Campbell and Stewart David Campbell; grandchild Samantha Anne Campbell; and brother James C. ("Jimmy") '57.

THE CLASS OF 1965



RICHARD WILLIAMS '65 '68 "Buck" Williams died Dec. 15, 2012, from cancer at home in Onondaga Hill, N.Y., surrounded by his family.

Born in Washington, D.C., he came to Princeton from Ridley Park High School near Philadelphia, where he was photography editor of the yearbook and played varsity basketball and track. At Princeton he majored in aeronautical engineering, ate at Campus, and was a member of the Institute of Aeronautics and Astronautics. He received a master's degree in engineering from Princeton and a Ph.D. in oceanography from Oregon State University.

Buck spent his career in the Syracuse, N.Y., area at GE, Martin Marietta, and Lockheed Martin. After retirement, he focused on volunteer work, hiking, and gardening.

He is survived by Carole, his wife of 47 years; daughters Carrie Hassett, Katie Mersch, and Kristine Williams; brother Jeff; and grandsons Owen and Emmett Hassett. In a writing composed not long before his death he, typically, expressed concern more for the anxiety and pain his condition was causing to his family than any personal issues, stating, "What matters is character, integrity, empathy, sense of humor, family, friends." The class extends condolences to his family on the loss of this quiet, dignified and deeply reflective man.

Graduate alumni

JOHN J. PRUCHA *50 John Prucha, vice chancellor emeritus and professor of geology emeritus at Syracuse University, died Oct. 22, 2012. He was 88.

Prucha received bachelor's and master's degrees from Wisconsin in 1945 and 1946, respectively. He then earned a Ph.D. in geology from Princeton in 1950. From 1949 to 1951, he was an instructor and then an assistant professor at Rutgers.

He was a senior geologist with the New York State Geological Survey from 1951 to 1956. From 1956 to 1963, he was a research geologist with the Shell Development Co. Prucha then became professor of geology at Syracuse, serving also as department chair from 1963 to 1970, when he was appointed dean of the College of Arts and Sciences. He became vice chancellor for academic affairs in 1972.

Vice chancellor until 1985, he then returned to the geology faculty and was again department chair in 1988-89. Prucha retired in 1990, and continued as a geological consultant. Author of more than 30 publications, he co-authored *Kinnickinnic Years* (1993). He was a trustee of LeMoyne College and a director of the Everson Museum of Art in Syracuse.

Prucha is survived by Mary, his wife of 64 years; 10 children; 27 grandchildren; and 13 great-grandchildren.

MARTEN S. ESTEY *52 Marten Estey, professor emeritus of economics at the Wharton School of Business of the University of Pennsylvania, died Dec. 5, 2012. He was 94.

Estey graduated from Purdue in 1940, worked for the State Department in Washington, and in 1947 received a master's degree in economics from Princeton. He completed a Ph.D. degree in 1952, after serving on the faculty of Cornell (1948-1951) and Michigan State (1951-1955).

In 1955, he accepted a tenured position at the Wharton School, teaching labor relations for 34 years before retiring as professor emeritus. From 1968 to 1970, Estey was on leave in Washington serving on the staff of the President's Council of Economic Advisors.

In 1917, Estey's mother's sister (his aunt) married Harold W. Dodds *14, who was president of Princeton from 1933 to 1957. Estey was active in the Swarthmore Presbyterian Church for many years. He was an author, arbitrator, avid swimmer, and keen world traveler who enjoyed sabbaticals in New Zealand, Portugal, and Berkeley, Calif.

Estey was predeceased in 2007 by Margaret, his wife of 64 years. He is survived by two children; two grandsons; and one great-grandson.

W. STANLEY BROWN *61 Stanley Brown, a member of the Bell Laboratories Research Department, died Jan. 16, 2013, at age 77.

He graduated from Yale in 1956, and earned a Ph.D. in physics from Princeton in 1961. He joined Bell Labs, where he pioneered in the emerging fields of computer service and information systems. Until his retirement in 1996, he also contributed to Bell Labs' international planning program and its global information sharing community.

Very active in the Chatham, N.J., area, he was president of the Stanley Congregational Church, the Chatham Youth Hockey Club, and the Chatham Historical Society. He was a trustee of the College of Science and Liberal Arts at the New Jersey Institute of Technology, and chair of the board of trustees of the Museum of Early Trades and Crafts in Madison.

A visitor to more than 70 nations, Brown shared his passion for international travel with his grandchildren, taking each one on a different foreign trip.

Brown is survived by his wife, Leanna; two sons; and four grandchildren.

W. AGGREY BROWN *74 Aggrey Brown, former director of the Caribbean Institute of Media and Communication (CARIMAC) and professor emeritus at the University of the West Indies in Jamaica, died Nov. 24, 2011. He was 70.

A native of Jamaica, Brown earned a bachelor's degree in political science from Hamline University in St. Paul, Minn., in 1967, and a Ph.D. in politics from Princeton in 1974. He returned to Jamaica and joined the extramural studies department of the University of the West Indies Eastern Jamaica Campus.

Remaining there until 1979, Brown then became the director of CARIMAC at the Mona Campus of the University in Kingston. Between 1979 and 2002, under Brown's academic and professional leadership, CARIMAC's current curricula evolved. As a result, he was appointed dean of the faculty of humanities and education in 2002.

While a professor, Brown also was a journalist for the *Jamaican Daily News* and a commentator/host on Jamaican radio and television. He was a consultant to national and international agencies, including UNESCO, on media and media development in the Caribbean. He retired in 2007 as professor emeritus. During 1996-97, he was the Caribbean regional schools committee chair for Princeton.

He is survived by his wife, Dr. Suzanne C. Frances-Brown, and four children.

RICHARD L. PARRIS *78 Richard Parris, a highly regarded mathematics teacher at Phillips Exeter Academy, died of cancer Oct. 23, 2012.

He was 67.

He earned a bachelor's degree from Tufts in 1967. After receiving a master's degree from Princeton in 1970 and before completing his Ph.D. in 1978, Parris taught math at Rutgers, Stonehill College, and Suffolk University. He started teaching at Phillips Exeter in 1978.

An instructor in mathematics, Parris also held the title of Wentworth Professor of Mathematics at Exeter. In 1991, the National Science Foundation awarded him the Presidential Award for excellence in teaching science and mathematics. Exeter also acknowledged his superior teaching abilities with the Ryberg Award in 1987, the Radford Award in 1988, and the Brown Family Faculty Fund award in 1993.

Exeter's principal, Tom Hassan, wrote that Parris "was the consummate math teacher; he was certainly the definition of someone who lived and loved numbers, and who woke each day energized to teach someone new the joys of mathematics." Hassan also recalled Parris' intensity saying, "Young athletes were always made better players with Rick's coaching."

Parris is survived by his wife, Pamela; and two daughters.

WILLIAM S. CHAPMAN *85 William Chapman, who spent his entire career in public service, died Dec. 30, 2012, after a long illness. He was 51.

Chapman graduated from Cornell in 1983 with a bachelor's degree in economics. In 1985 he earned a master's degree in public affairs from Princeton's Woodrow Wilson School. He then was a staff member for economic development in the office of New York Gov. Mario Cuomo.

In 1988, Chapman became a policy analyst in the business analysis division of the Port Authority of New York and New Jersey. He later held managing and senior marketing analyst positions, including being managing director in the Port Authority's liaison office in Johannesburg, South Africa.

In 1991, he had traveled with New York City Mayor David Dinkins on the mayor's reciprocal visit to Nelson Mandela in South Africa (after Mandela's 1990 visit to New York). At this time, Chapman first befriended the future president of South Africa.

Chapman was a member of the Association of Black Princeton Alumni, and Princeton friends attended his Jan. 20 memorial service.

He is survived by his wife, Rhonda, and two children. A daughter predeceased him.

*This issue has undergraduate memorials for Peter James Warter Jr. '54 *62 and Richard Williams '65 *68.*

Graduate memorials are prepared by the APGA.



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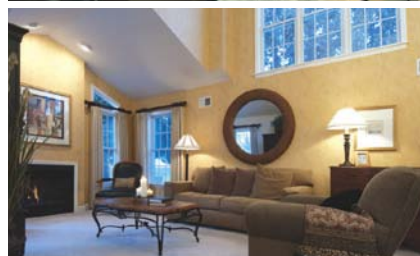
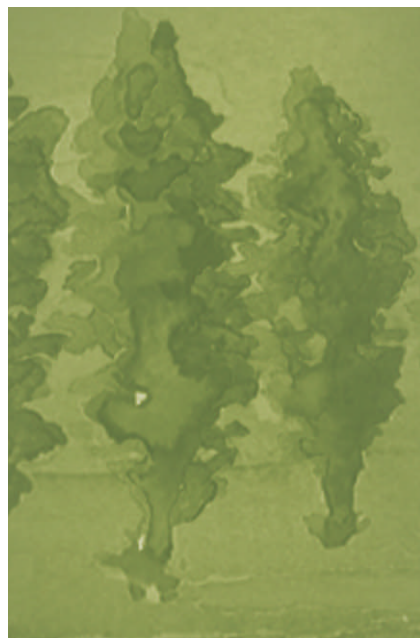
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