

**STEPHEN KOTKIN:
GEORGE KENNAN '25**

**DAVID GALEF '81:
PRONOUNS FOR ALL**

**ALAN LIGHTMAN '70:
WHY I LOVE PHYSICS**

PRINCETON ALUMNI WEEKLY



BLIZZARD!

But the game must go on

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PRINCETON ALUMNI WEEKLY

An editorially independent
magazine by alumni for alumni
since 1900

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Snow Days

A blizzard during
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See examples of
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Tim Vassen

A student fondly
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Read about alumni
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Good, clean fun?

Gregg Lange '70 on
hazing traditions that,
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Extending Core Values into a Dynamic Future

Reaffirm Princeton's commitment to residential liberal arts education. Expand the undergraduate student body. Elevate attention to the Graduate School. Increase socioeconomic diversity. Embrace the value of service. Cultivate the innovation ecosystem around the University. Facilitate research and scholarship that will address profound questions and urgent problems.

These are among the headlines in the strategic framework published by the Board of Trustees in early February. Designed to be a flexible and revisable guide to decision-making about Princeton's future, the document is a major milestone in the planning process we launched two years ago. It incorporates insights developed through trustee deliberations, campus conversations, and the listening tour that began my presidency. At 24 pages in length, the document is relatively short, and I encourage alumni to read it online at www.princeton.edu/strategicplan/framework/.

The framework's publication occurs at a time of impassioned public controversy about the value of liberal arts education and the role of research universities. Politicians and pundits have questioned whether college is worth the cost and have urged universities to focus on vocationally oriented programs. People speculate about how technology might make traditional forms of education obsolete. At the same time, the demand for places at Princeton and other selective colleges is greater than ever.

Like virtually all of the Princeton alumni with whom I have spoken, the trustees endorsed emphatically the value of a liberal arts education. As the board observed, the case for this kind of education is powerful even if made in purely economic terms.

Princeton's mission, however, turns not upon the private economic value of a degree, but on the ways that a great research university serves the public good. Liberal arts education and scholarly research are rooted in a recognition of the long-term value of learning. The students whom we educate today will call upon their educations decades hence to address problems that we can scarcely imagine, and curiosity-driven scholarship can generate insights of surprising and transformative power.

Princeton's strategic framework observes that the long-term perspective of a liberal arts university is both especially needed and increasingly rare in an age dominated by short time horizons, utilitarian attitudes, and diminishing attention spans. This gives Princeton a special responsibility to use the resources that have been entrusted to it to strive not only for the highest levels of quality but also for "significant and lasting impact in pursuing its mission of service to the nation and the world."

One obvious way to increase our impact is to admit more students. We turn down a higher percentage of qualified applicants today than at any other moment in our history. I have no doubt that if we could admit more of these talented young people, they would make positive contributions to our campus and the world. I am delighted that the framework authorizes my administration to begin planning for the addition of about 500 students, which will require the construction of a seventh residential college.

I am equally pleased that the framework highlights the



DENISE APPLEWHITE

The strategic framework reaffirms the University's commitment to residential liberal arts education. Here, Assistant Professor of Politics Ali Valenzuela dines with his advisees in Rockefeller College.

quality and importance of Princeton's graduate programs. Because Princeton's commitment to undergraduate education is so rare in the world of research universities, past planning documents and mission statements have sometimes overlooked our superb Graduate School, and the extent to which it is critical to the University's teaching and research mission.

The framework devotes special attention to the impact of technology on our world and on higher education. Technology is reshaping the questions that students and researchers ask and the means by which they ask them. Because Princeton has a world-class engineering school thoroughly integrated with the tradition and values of liberal arts education, the University can offer a distinctive perspective on the challenges and opportunities that come with technological change.

Technology also requires the University to develop a more robust innovation ecosystem around the campus. Students and faculty alike are seeking opportunities to collaborate with non-academic partners to advance the University's teaching and research mission, and facilitating such initiatives will be important to Princeton's future.

There is much more in the framework, including priorities related to visible leadership in the arts and humanities, environmental studies, regional and world affairs and cultures, and engineering. Incorporated in the framework are a mission statement and an identification of the University's defining characteristics and aspirations. I hope Princeton's alumni will contribute to the ongoing conversation about the framework—it represents a milestone in our planning process but not its completion.

Much remains to be done. The observations, perspectives, and support of alumni are invaluable as Princeton continues to do everything it can to demonstrate, in the words of the framework, that "Princeton's distinctive model and mission are today more vibrant, valuable, and relevant to the world's problems than ever."

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An editorially independent magazine by alumni for alumni since 1900

March 2, 2016 Volume 116, Number 8

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Princeton Alumni Weekly (I.S.S.N. 0149-9270) is an editorially independent, nonprofit magazine supported by class subscriptions, paid advertising, and a University subsidy. Its purpose is to report with impartiality news of the alumni, the administration, the faculty, and the student body of Princeton University. The views expressed in the *Princeton Alumni Weekly* do not necessarily represent official positions of the University. The magazine is published twice monthly in October, March, and April; monthly in September, November, December, January, February, May, June, and July; plus a supplemental Reunions Guide in May/June.

Princeton Alumni Weekly, 194 Nassau Street, Suite 38, Princeton, NJ 08542. Tel 609-258-4885; fax 609-258-2247; email paw@princeton.edu; website paw.princeton.edu.

Printed by Fry Communications Inc. in Mechanicsburg, Pa. Annual subscriptions \$22 (\$26 outside the U.S.), single copies \$2. All orders must be paid in advance. Copyright © 2016 the Trustees of Princeton University. All rights reserved. Reproduction in whole or in part without permission is prohibited. Periodicals postage paid at Princeton, N.J., and at additional mailing offices.

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SIZING UP ISSUES

Regarding the discussion of “microaggressions” on campus, I’m surprised no one has quoted Adlai Stevenson II ’22, Democratic nominee for president in the 1950s, who, while addressing the state committee of the Liberal Party in New York City in 1952, declared: “You can tell the size of a man by the size of the thing that makes him mad.”

Mike Walter ’81

Bloomington, Minn.

DISAGREEING, WITH HUMILITY

Christopher Shea ’91’s article on free speech (feature, Nov. 11) is an interesting summary of the issues, even if at the end the questions remain unresolved.

However, there is an unfortunate sentence at the end which states that students should learn to debate their ideological adversaries. So they should, of course; but even more important, they should learn enough humility to understand that just because you disagree with me, you are not necessarily my “ideological adversary.” After all, we may both be partly right and partly wrong. Unfortunately, both you and I live in a neo-Manichaeian culture that grows out of our American winner-take-all blindness, and bears little relation to real life and the ways in which real people must interact with one another.

Nicholas Clifford ’52

Middlebury, Vt.

A CONTRAST IN PROTESTS

Reading “Occupying Nassau Hall” (cover

story, Jan. 13) brought back memories. In 1972 I joined about 100 other Princeton students for a sit-in (our term for “occupy”) at Nassau Hall. We took over the main room, site of trustee meetings, and demanded an end to the Vietnam War — or, at least, the elimination of ROTC on campus. Amid clouds of marijuana smoke, the strumming of folk guitars and some extracurricular activities by couples in the dark corners, we chanted our slogans: “Ho, Ho, Ho Chi Minh, NLF is gonna win!” President Robert Goheen ’40 *48 entered the room, with aides in tow, to address us, and we shouted him down. The poor, bow-tied man, the picture of academic dignity, turned on his heel and walked out. To my memory, it was reported that he then uttered the phrase that often would be quoted: “This isn’t Princeton,” although PAW places this catchphrase sometime earlier, at a protest at the Institute for Defense Analyses.

What a contrast with the protest of the Black Justice League. The students are polite, they speak with President Eisgruber ’83 for five hours, they chant about love. The demand is for “cultural competency training” and affinity housing; they do their homework. The picture that accompanies the article says it all: These are respectful young people, polite, diverse, dialoguing, posting, and, apparently, effective. The demands, if not wholly met, will be addressed. This is Princeton.

As for my crowd, we were photographed individually by campus

FROM PAW’S PAGES: 1/17/36

Languishing Triangle

Editor, the *Weekly*
Sir:

ALTHOUGH an ardent supporter of Old Nassau in every respect, I view with alarm the ever-increasing tendency of the Triangle Club to put on scenes in emulation of Ruth St. Denis and Ted Shawn. In other words, this fancy dancing and la-de-da stuff does not appeal to St. Louis Triangle fans, Princetonians or otherwise.

Yours for more music and less languishing.

ROLLA W. STREETT '26
St. Louis.

security and arraigned in student court. I received a year of disciplinary probation — not a trivial matter when a false move thereafter would have resulted in expulsion, loss of my student deferment, and service in the wartime U.S. Army. But there was a bright side: We did get rid of ROTC, and we ended the Vietnam War.

Mack Rossoff ’74

New York, N.Y.

PANGS OF REGRET

Re Gregg Lange ’70’s column, “So Little Time” (posted at PAW Online Nov. 27): Thank you for this very poignant and reassuring reminder of all that Princeton is and has been. If there’s someone who has not felt such pangs, I’m not him. Having spent a career in medicine (professionally) and the performing arts (avocationally), there are many things for which I am grateful to Princeton. However, I can easily identify the regrets as well. My greatest one is recognizing that, as a freshman, I could have taken a course with one of the greatest theologians of the mid-20th century, Reinhold Niebuhr. While I have found I can debate both his theology and his politics, missing the opportunity to encounter thinking at that level is something I have regretted for years.

John Severinghaus ’68

Norwich, Vt.

GIVING CREDIT TO WILSON

I write to correct the misconception that the name of Wilson College is simply an arbitrary way to worship Woodrow Wilson and sprinkle his name across

PAW TRACKS



OFF PROSPECT: In an oral-history interview recorded at Reunions last year, Paul Rochmis ’60 recalled the disappointment he felt when several of his peers were not extended bids from the eating clubs — an incident that led to his decision to become an independent student. [Listen to his story at paw.princeton.edu](http://paw.princeton.edu).



Paul Rochmis '60

ALUMNI SHARE THEIR FAVORITE LOVE SONGS

The Conversation Online



Responding to a list of singer-songwriter Ruth Gerson '92's favorite love songs in the Jan. 13 issue, readers shared their own special songs at PAW Online.

Larry Greenfield '64 recounted how, for his 30th wedding anniversary, he created for his wife a book of song lyrics, "one for each year of our marriage, and they described something personal that we treasured about our lives together."

Mike Axelrod '66 met his wife, Joyce, in 1956, and their theme song for many years has been "When I'm Sixty-Four" by the Beatles. "The words to this song ring true today and hopefully many years to come," he wrote.

Michael Burrill '66 wrote that "I'll Be Seeing You" was especially appropriate for wartime, "with lovers separated by thousands of miles." Noting the last line, "I'll be looking at the moon, but I'll be seeing you," he added: "I can just imagine my parents listening to it. They were married in 1941, and I was born on D-Day."

Art Garfunkel's version of "I Only Have Eyes for You" is **J. Russell Stevens '76's** favorite song. "Garfunkel's voice is beautiful, and the production is wonderful."

For **Katherine P. Holden '73**, these songs stir "so many great memories": the Commodores' "Lady (You Bring Me Up)," Hall & Oates' "You Make My Dreams Come True," Earth, Wind & Fire's "September," the Spinners' "One of a Kind Love Affair," and Jackie Wilson's "(Your Love Keeps Lifting Me) Higher and Higher." ♦



LISTEN to readers' special songs at paw.princeton.edu

campus. Most recently and alarmingly, PAW published a letter from Murphy Sewall '64 (Inbox, Jan. 13) that stated "there's very little reason why Wilson College should be named after him."

In fact, naming Princeton's first residential college after Wilson is perhaps the best example of honoring Wilson in an objective and appropriate way. Wilson was one of the first and most vocal proponents of bringing the residential-college systems of Oxford and Cambridge to American universities. He laid out his "quad plan" to the Princeton Board of Trustees in 1906, which eventually would be realized in the form of houses at Harvard, residential colleges at Yale and Princeton, and many other variations at universities across the country where students live in residential communities.

In the spirit of academia, the Wilson College name credits Wilson for a specific ideological contribution.

Eric Shullman '15
Arlington, Va.

Ricardo Barros

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VOTING PROPOSAL QUESTIONED

I share Professor Eddie S. Glaude Jr. '97's frustration with President Obama's disinterest in bringing about fundamental change in our country (Life of the Mind, Jan. 13). However, I was surprised by his proposed solution. Refusing to vote for the lesser of two evils worked out poorly for the left in Germany 1933, and I'd be curious to know if he can point to any subsequent election where such a strategy has paid off. Had Al Gore become president in 2000 rather than George Bush, it's fair to say that we would not have gone to war in Iraq. Professor Glaude mentions the "massive amount of organizing" that went into opposing the war; wouldn't it have been preferable if all that energy could have gone into organizing for positive change, rather than into a desperate fight to prevent an unnecessary disaster?

The point isn't that voting for the lesser of two evils (or anyone else, for that matter) magically will solve all of our problems. It's simply that history generally shows it's a lot easier to organize for progressive change when the lesser of two evils is in office.

Zack Winestone '81
New York, N.Y.

FOR THE RECORD

The Oct. 7 memorial for Arthur M. Hughes '49 '52 incorrectly reported his date of death and the subject he taught at the University of Maryland. He died Aug. 20, 2014, and taught economics.

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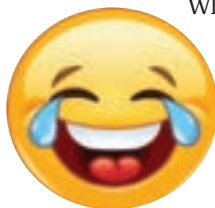
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FROM THE EDITOR

Awesomesauce!



When it comes to etymology, 2015 was — as one presidential candidate would say — *yuuuge!* Among the hundreds of words added to the Oxford English Dictionary last year were *awesomesauce* ("extremely good; excellent"), *webisode* ("original episode derived from a television series, made for online viewing"), and *truthier* (rhymes with Luther, "conspiracy theorist"). The OED's Word of the Year wasn't a word at all: It was an emoji known as "Face with Tears of Joy," above left.

Many of the additions have their origins in lighthearted slang, but some were developed to be more sensitive to expressions of gender. *Cisgender*, the antonym of transgender, is now in the OED; it was first used in the late 1990s. The letter "x" is being used in words like *Mx.* and *Latinx* to achieve gender-neutrality.

Perhaps the biggest change of all: *They* and *their* are now acceptable as singular, gender-neutral pronouns. At least that's the verdict of the new *Washington Post* style guide and of the American Dialect Society, which crowned *they* as its own Word of the Year.

David Galef '81, a professor of English who often writes about language, considers the move toward gender-neutrality in an essay on page 24. It's one of three essays on different topics in this issue, as we aim to bring more voices to PAW.

What to make of the changes? Most copy editors I know respect tradition — merely replacing *under way* with *underway*, as the AP Style Guide recommended last year, had many in a tizzy. But language changes, and style guides change as well. PAW reviews its own style each summer. 🤔 — Marilyn H. Marks '86



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Gretchen Philippi '91
Chair, Alumni
Schools Committee
Puerto Rico



c. 2015



c. 1991

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Gretchen Philippi remembers well her own experience applying to Princeton, “typing (using a typewriter, not a computer!) my application on the afternoon of December 31, as close to the deadline as I could be.” After she was accepted, it was the April hosting weekend and staying with students that helped clinch her decision to go to Princeton. Some of those same students are still her friends today.

She also recalls wonderful scenes as a student: seeing snow for the first time in her life on the Forbes golf course, spending cold weekends warm in Tower Club, attending midnight mass in the Chapel's faint light, celebrating in the Woodrow Wilson School fountain after handing in her thesis. And after graduation, when she was teaching in Manhattan, she returned to campus often through the Teacher Prep program “new teachers network.” “Whenever I arrived back on campus,” she says, “it felt like I was coming home. We had dinner at Prospect while sharing our classroom experiences. The group and the director at the time, Marue Walizer, were a great source of support.”

So it was no surprise that in the late '90's when she had returned to Puerto Rico, married and started her family, she volunteered to be an Alumni Schools Committee (ASC) interviewer. It was a natural choice to share the Princeton experience that she so treasured. Chair of Puerto Rico's ASC since 2000, Gretchen feels that “every time I interview a student it is as though I am going back to Princeton in spirit. It helps me stay in touch with the University.”

Even from Puerto Rico, Gretchen does return to campus regularly in person, and not only for Reunions. She currently serves on the Alumni Council's Princeton Schools Committee, which supports Princeton's army of alumni interviewers around the world. “If all volunteers were like Princeton volunteers, the world would be a better place,” she declares. The task of interviewing the nearly 30,000 applicants is daunting, she notes. “But as a community we handle it together and get it done. The achievement alone is not enough. It's the community that makes it work.”

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On the Campus



Snow from a Jan. 23 blizzard
accented the sandstone ledges
and carvings of East Pyne.
Photograph by Ricardo Barros



The University's trustees approved a framework for Princeton's growth.

A Changing Landscape

Trustees authorize plans to add students, accept transfers, invest in key areas

Princenton appears ready to expand again, as a “framework” adopted by the Board of Trustees in January recommends increasing the size of the undergraduate student body, accepting transfer students, and investing in programs and buildings in growing fields such as engineering, environmental studies, and computer science.

The 24-page document will serve as a guide for University decision-makers. It identifies major goals and priorities and lays out questions and standards to be used in pursuing them, and comes after two years of discussions in which University task forces have been exploring topics ranging from the future of the humanities to the residential colleges. The main objective of the blueprint is “not to specify all of the University’s future initiatives, but to create a planning framework for determining them and for understanding the trade-offs among them,” the report said.

“While the completion of this framework is a significant achievement, more planning remains ahead of us,” said President Eisgruber ’83. “The framework identifies a number of goals that will require very substantial commitments of resources and significant fundraising.”

UNDERGRADUATE STUDENT BODY

The trustees authorized the start of planning to expand the undergraduate student body by 125 students per class, adding 500 students to the present total of 5,200. To accommodate additional students, plans for a seventh residential college will be developed over the course of this year. University officials did not specify possible sites for the new college.

A larger student body would allow Princeton, through its alumni, to make a more significant contribution to the nation and world, Eisgruber has said. This would be the first expansion of the undergraduate population since 2005, when the University began adding a total of 500 students.

Continuing efforts to attract a more diverse pool of applicants, Princeton will begin planning for a transfer program, a policy that was discontinued in 1990 and could be reinstated as early as 2018. Allowing transfers could encourage a wider range of applicants, including students enrolled in community colleges and U.S. military veterans, the report said.

ENGINEERING/COMPUTER SCIENCE

Despite new facilities in recent years, most of the engineering school is

housed in facilities that are “no longer adequate,” the report said, and Princeton will need to “invest aggressively” to support the school. The report singled out fields related to information science, noting that competition with the private sector for faculty in computer science is especially intense and that over the past decade, enrollment in computer science courses has quadrupled.

Among other recommendations, the trustees said Princeton should:

- ♦ Increase the graduate-student population “incrementally” and offer the resources to attract the best grad students.
- ♦ Develop an interdisciplinary program in environmental studies and build new facilities to house it. The report noted the urgency of global environmental issues and increasing student interest in related fields of study (see story, page 18).
- ♦ Expand study-abroad programs and the study of key regions and cultures.
- ♦ Reinforce that service and civic engagement are priorities in both academic and extracurricular realms.
- ♦ Continue Princeton’s “signature commitment” to affordability and ensure that all students can “share fully in the educational opportunities it offers.”
- ♦ Exercise “visible leadership” in the arts and humanities, especially in light of cutbacks elsewhere in these areas.
- ♦ Enhance the diversity and inclusivity of “the entire campus community at all

levels and in all fields,” with a particular focus on diversifying the faculty.

The framework includes the first update to the University’s mission statement in 15 years: “Princeton University advances learning through scholarship, research, and teaching of unsurpassed quality, with an emphasis on undergraduate and doctoral education that is distinctive among the world’s great universities, and with a pervasive commitment to serve the nation and world.” In highlighting Princeton’s distinctive emphasis on undergraduate education, past mission statements have not been as clear in recognizing the role of the Graduate School.

Addressing the University’s finances, the report said that the trustees have approved changes that should give the administration more flexibility in spending from the endowment, which was valued at \$22.7 billion in June 2015 and which supports nearly half of Princeton’s operating budget.

The upper level of the target range of the spend rate (defined as the fraction of the endowment’s value that is spent in a given year) was increased from 5.75 percent to 6.25 percent “to accommodate increasing market volatility” and more fairly balance the needs of current students and those of future generations.

Noting that current University spending is near the lower end of the range, the board agreed to consider higher rates of spending over the next two years to “provide resources that the University could use to co-invest with donors to fund the strategic priorities.”

Many of the task forces involved in the planning process have completed their work, while others continue to meet. Work on a campus plan, which will offer guidance for changes to the physical campus over the next decade and broader strategies for the next 30 years, is expected to be completed by the end of 2016. The recommendations of the task forces will be reviewed, the University said, with an expectation that “some will go forward only if there is sufficient philanthropic support to pay for them.” Princeton officials declined to provide a time frame for the University’s next fundraising campaign. ♦ By A.W.

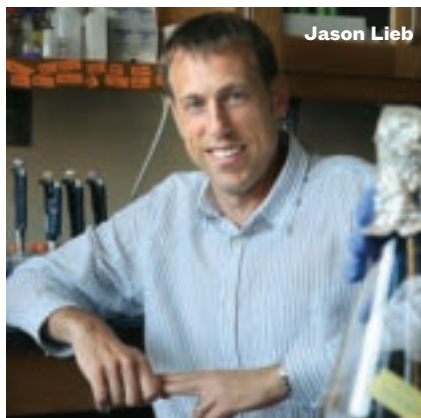
LED PRINCETON’S GENOMICS INSTITUTE

Former Professor Quits Chicago Post Amid Sex-Misconduct Charges

Jason Lieb, who abruptly left a position as director of Princeton’s Lewis-Sigler Institute for Integrative Genomics in 2014, has resigned from his post at the University of Chicago after that university recommended he be fired “for violating the school’s sexual-misconduct policy,” according to *The New York Times*.

Lieb, a molecular biologist whose work attracted millions of dollars in federal funding, joined Princeton from the University of North Carolina, Chapel Hill, July 1, 2013. The following February, Princeton announced his resignation, effective July 1, 2014.

The *Times* reported that it had obtained a letter by investigators at Chicago that said Lieb had “engaged in sexual activity with a student who was ‘incapacitated due to alcohol and therefore could not consent.’” The letter also said that Lieb had made unwelcome sexual advances to several female graduate students at an off-campus retreat, according to the *Times*. Lieb, who was on leave during the investigation, could not be reached for comment. A statement by the University of Chicago said “the findings, conclusions, and recommendations [of the investigation] will be part of the faculty member’s employment record.” (The statement did not identify Lieb but was sent in response to a query about him.)



Jason Lieb

According to the *Times*, faculty members at Chicago had received an anonymous email before Lieb was hired stating that there had been allegations of sexual misconduct or harassment at Princeton and UNC, and that both universities had launched investigations.

The article reported that a member of Chicago’s hiring committee said Princeton was contacted and that the

University “said there had been no sexual harassment investigation of Dr. Lieb while he was there. He said efforts to find out more about what prompted Dr. Lieb’s departure proved fruitless.” According to the *Times*, Chicago faculty said they were told by Lieb “that Princeton faulted him for not informing them about a complaint of unwanted contact filed against him” at UNC, but “he had seen no reason to do so” because the complaint was not substantiated.

Princeton spokesman Daniel Day said he could not respond to questions about Lieb’s departure, whether there were allegations of sexual misconduct while he was on campus, or whether Princeton investigated the professor’s conduct. “On those questions — we do not discuss personnel issues. That’s our long-standing policy,” Day said. The University also does not comment on what information may be provided in reference checks, he said.

Sexual misconduct has been a growing concern at universities in recent years. In the face of federal pressure to act, Princeton — like other universities — recently revised its sexual-assault policies and has aimed to clarify what is considered consent.

In January, the journal *Nature* published an editorial referring to several instances of sexual harassment by faculty members at universities, saying it is a “serious problem in science” and concluding that recent incidents “are examples of a systemic underlying rot that is driving many young researchers out of science for good.” ♦ By M.M.



The entrance to Wilcox Hall carries the name of Wilson College.

University and as the 28th president of the United States are sufficient grounds for the refusal to honor his name in an institution that values diversity and the standards of a liberal arts education," she wrote. Giddings asserted that Wilson believed racial control was needed for the nation to enjoy economic progress and progressive reforms; segregation was required for social peace. So rather than being at odds, Wilson's progressivism and belief in racial control were "co-dependents," she said.

"I would argue that policies that reflected such ideas were largely responsible for the country undergoing what was arguably the most violent period in American history during the years of his administration," Giddings wrote, noting the race riots and mob violence that took place across the country in 1919, particularly in Northern cities where blacks and whites were competing for jobs. The consequences of that legacy can be seen in inner cities today, she continued.

Johns Hopkins University professor Nathan D.B. Connolly recalled how Wilson segregated the federal bureaucracy upon arriving in Washington in 1913: "In one especially dramatic example, some 300 black women employees in the Bureau of Printing and Engraving returned from a weekend in mid-November to find half of the women's dressing room converted into a 'Colored Only' dining room. Integrated eating at the engraving bureau had apparently horrified first lady Ellen Axson Wilson

Beverly Schaefer

Assessing a Legacy

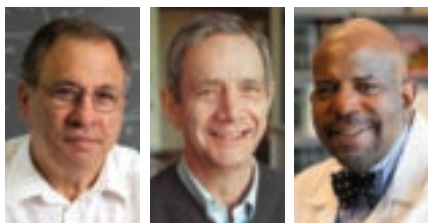
Nine scholars offer their viewpoints as part of review of Wilson's record

The University has released nine letters from scholars of Woodrow Wilson 1879 about the legacy of the former U.S. and Princeton president. The scholars were invited to contribute to the fact-gathering process of a special trustee committee considering whether the University should change how it recognizes Wilson, a demand of the Black Justice League (BJL), a student group, because of Wilson's documented racism.

Contributors offered a range of viewpoints on Wilson's legacy to the nation, to African Americans, and to Princeton University. Most did not take a clear position on the BJL's demand that the names of buildings and programs honoring Wilson be changed. One who did was Paula J. Giddings, a professor of Africana studies at Smith College.

"In my opinion, [Wilson's] segregationist and racially exclusive policies as president of Princeton

IN SHORT



From left: **SIMON LEVIN**, an ecology and evolutionary biology professor at Princeton, and **MICHAEL ARTIN '55**, professor emeritus of mathematics at MIT, will receive the National Medal of Science, the nation's highest scientific honor. **CATO LAURENCIN '80**, professor of orthopedic surgery

at the University of Connecticut, will be awarded the National Medal of Technology and Innovation. They will be honored at a White House ceremony along with 14 other recipients.

Levin's research focuses on how large-scale patterns are maintained by small-scale behavioral and evolutionary factors at the level of individual organisms. Artin's work focuses on algebraic geometry, while surgeon-scientist Laurencin studies regenerative engineering, materials science, and nanotechnology.

Princeton offered **EARLY ADMISSION** to 785 students after receiving 4,229 early-action applications for the Class of 2020. The number of candidates increased 9.8 percent from last year.

Rooms in the Carl A. Fields Center for Equality and Cultural Understanding have been assigned to the following **CULTURAL-AFFINITY GROUPS**: black and African American students, Asian and Asian American students, Latino students, and Arab and Middle Eastern students. In February, the groups began

From left: Office of Communications; Donna Coveney; Peter Morenus/UCConn

In determining how to memorialize Wilson, “we would do well to remember the ironies of American politics.”

— Johns Hopkins professor Nathan D.B. Connolly

during her tour of the facility.”

In determining how to memorialize Wilson, Connolly asserted, “we would do well to remember the ironies of American politics.” Though Franklin Roosevelt’s New Deal was segregationist, he noted, it advanced African Americans economically; though Lyndon Johnson was known for his use of racial epithets, he advanced civil rights. “And Woodrow Wilson, a segregationist and U.S. expansionist, made government increasingly responsible for protecting life, liberty, and property, even if his own limitations prevented him [from] democratically applying his vision,” Connolly wrote.

Duke University professor Adriane Lentz-Smith noted another irony: “When the president urged Congress to join the Great War as [a] fight for ‘rights and liberties’ and to construct ‘a universal dominion of right,’ that would ‘make the world itself at last free,’ African Americans heard something that resonated with their freedom dreams,” Lentz-Smith wrote. “Although the president never intended his calls for self-determination and a War for Democracy to apply to communities

of color at home or abroad, Wilsonian rhetoric traveled places Wilson himself never would have dreamt of taking it.”

The other scholars who contributed letters are: College of William & Mary professor emeritus James Axtell, University of South Carolina professor Kendrick A. Clements, University of Wisconsin professor emeritus John Milton Cooper Jr. ’61, Stanford University professor David M. Kennedy, Southern Methodist University professor Thomas J. Knock ’82, and University of Richmond professor Eric S. Yellin ’07. (Axtell, Cooper, and Yellin were among the scholars interviewed for PAW’s story on Wilson’s legacy in the Feb. 3 issue.)

The trustee committee exploring how Princeton should commemorate Wilson had received more than 525 comments on its website by Feb. 3 (to add your views, go to wilsonlegacy.princeton.edu/join-conversation). In addition, the committee scheduled small-group meetings in January and February with members of the Princeton community.

The committee was formed in the wake of a 33-hour sit-in by BJL members in the office of President Christopher Eisgruber ’83 in November. Among the group’s demands relating to Princeton’s racial climate were the renaming of the Woodrow Wilson School and Wilson College and the removal of a mural of Wilson from Wilcox Hall. ♦

For the full text of the letters from the nine historians and scholars, go to wilsonlegacy.princeton.edu/observations.

SCHWARZMAN SCHOLARS

Five Win New Scholarship

Two Princeton seniors and three alumni have been named to the first class of Schwarzman scholars, a program modeled on the Rhodes scholarship. Created by Blackstone Group co-founder Stephen Schwarzman, the new scholarship covers the cost of study and living in China as part of a one-year master’s program at Tsinghua University in Beijing. The Princetonians are among 111 students in the inaugural class.

Ella Cheng ’16, of Queens, N.Y., is majoring in the Woodrow Wilson School. A former USG president, she will pursue a degree in public policy.

Tyler Rudolph ’16, of Fort Collins, Colo., an operations research and financial engineering major who is earning a certificate in finance, plans to study business and entrepreneurship.

Lucas Briger ’12, who concentrated in history, works in London as director of business development for a natural-resources company. He is interested in China’s international development and foreign relations.

Anastasya Lloyd-Damnjanovic ’14, of Los Angeles, majored in politics and is completing her second year at Oxford as a Sachs scholar. She hopes to work as a foreign policy adviser or diplomat.

Yung Yung “Rosy” Yang ’13, a Woodrow Wilson School major, is a research official in the chief executive’s office of Hong Kong. She wants to learn more about China’s international relations and domestic policies. ♦

furnishing their respective rooms with sofas and chairs, books, and artwork. Work on permanent renovations to the Fields Center is expected to begin this summer.



JUDY JARVIS has been named director of the Lesbian, Gay, Bisexual, and Transgender Center. Before coming to Princeton in January, she served as director of Vassar College’s LGBTQ Center and Women’s Center. “I hope to partner with students and colleagues to facilitate

a University culture that values diversity and inclusion across a range of identities,” Jarvis said.



RANDALL KENNEDY ’77, a Harvard law professor and author, will deliver the address at the Baccalaureate ceremony May 29 in the University Chapel. Kennedy, a Rhodes scholar who clerked for Supreme Court Justice Thurgood Marshall, served as a University trustee for 14 years. ♦

On the Campus

STUDENT DISPATCH

Service at Princeton: For Many, the Challenge is Finding the Time

Matthew Silberman '17



From the moment they open their acceptance packets, Princeton students know how important volunteer service and civic engagement are to the school. Emblazoned on every letter and pamphlet is the University's unofficial motto, "In the nation's service and the service of all nations," and the phrase is heard in countless speeches during freshman orientation. But when classes start, the vision of Princeton students serving the wider world often fades quickly, as academic stress sets in and personal pursuits take precedence over volunteer work for many.

A task force created by President Eisgruber '83 to look at civic engagement

on campus concluded that Princeton has fallen short of its commitment to service. A survey of senior classes from 2011 to 2014, cited in the report, found that an average of 44 percent of students had not participated in volunteer service while at Princeton; an average of 62 percent did not pursue civic-engagement opportunities such as political advocacy or social entrepreneurship.

Asked about the findings, some students said the issue is not that they feel volunteering is unimportant, but that it's hard to devote time to it amid academic and extracurricular commitments. For example, Dean Rodan '19 said he volunteered regularly during high school, but things changed when he came to Princeton.

"The culture is definitely more aimed



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On the Campus

toward educational pursuits,” Rodan said. “But we are all busy people, so it’s hard to blame the culture. More outreach to students — whether more posters, or more emails — might coax them out of the libraries and dorm rooms.”

For those who make service and community engagement a priority, some volunteer only during breaks and focus on academics when classes are in session. Community Action (CA) — a weeklong introduction to public service that is an alternative to Outdoor Action for incoming freshmen — and Breakout trips through the Pace Center for Civic Engagement expose students to the world beyond campus. These trips had a strong impact on Jarron McAllister ’16, who participated in Community Action and became a CA leader as a sophomore.

“On top of doing service and working with community partners, the mentorship aspect of CA was really what pushed me to apply [as a leader],” said McAllister, who also led a fall Breakout trip.

This academic year has seen stepped-up efforts to make service a part of everyday life at Princeton, and to connect with students who may not have had experiences like McAllister’s. The University’s strategic-planning document released last month (story, page 12) seeks to “emphasize and facilitate service in [Princeton’s] curricular, co-curricular, and extracurricular programs.”

Student leaders at the Pace Center led a door-knocking campaign during the fall term to let freshmen know about service opportunities, and the center promoted a “Month of Service” in January. Among other projects, participants prepared food for distribution to area residents coping with hunger and decorated brown paper bags for lunches provided through the Trenton Area Soup Kitchen. The men’s basketball team held a clinic for local children.

“The life of a Princeton student is hectic,” said Myesha Jemison ’18, who volunteers with Community House, which offers educational support to underrepresented youth in the Princeton area. “But my service at Community House is a priority, so I’ve made sure that it continues to be central to my Princeton experience.” ♦

Photo: courtesy Matthew Silberman ’17; illustration: Tomasz Walenta

2016 MEREDITH MILLER MEMORIAL LECTURE



CHERRÍE MORAGA

Artist in Residence, Department of Theater and Performance Studies and Comparative Studies in Race and Ethnicity at Stanford University

The Native Country of the Heart: The Gender and Geography of Desire

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Emerging Trends

Task forces offer detailed blueprints for natural sciences, online learning

In this issue, PAW continues coverage of the reports of task forces studying more than a dozen aspects of teaching, research, campus life, and alumni affairs. Their findings are part of the planning process that created a strategic framework for Princeton (story, page 12).

NATURAL SCIENCES

Solutions to some of society's most urgent problems, this task force said, will require "the rapid emergence of a new field of study of complex natural ecosystems within the biosphere." Growing numbers of students are receiving a certificate in environmental studies and are focusing on related fields of study, the group said.

The task force called for construction of a building to house two departments focused on the study of the environment — geosciences, and ecology and evolutionary biology — as well as a new environmental institute with a "broadly conceived integrative mission." The departments are in buildings more than 90 years old.

Among the other recommendations:

- ♦ Invest in equipment needed for an area of molecular imaging called cryo-EM, in which images are studied at cryogenic temperatures, and recruit faculty with expertise in the field. Create a center to coordinate imaging facilities



PRINCETON'S FUTURE: RECOMMENDATIONS

scattered across campus.

- ♦ Continue to support computational research in the sciences. The report noted that "scientific leadership and innovation will increasingly depend on data-intensive and simulation-driven analysis and predictions."

- ♦ Launch a five- to 10-year "gravity initiative" at a time when "the field of general relativity is subject to new activity and novel developments." Scholars in mathematics, physics, and astronomy would work together on the project.

- ♦ Expand the research-based international experiences available to Princeton's undergraduate and graduate students in the natural sciences.

- ♦ Achieve more diversity among graduate students, postdocs, and faculty, including the creation of a "Princeton Natural Science Scholars" program that would offer female and minority postdoctoral students a three- to four-year residency, independent research funding, and close interactions with faculty.

- ♦ Provide financial assistance for grad

students who are completing their theses as a way to reduce the dependence on uncertain federal funding.

ONLINE EDUCATION

In April 2012 Princeton joined with Stanford, Penn, and the University of Michigan to launch Coursera, now the largest provider of Massive Open Online Courses (MOOCs). In its review of online learning, the University's Faculty Council on Teaching and Learning said that it had found "pervasive uncertainty about its effectiveness."

Princeton faculty members have taught 22 MOOCs, the group said, and have experimented with techniques such as "flipping the lecture" — recording lectures for students to view in advance of class, and using the freed-up time for discussion and problem-solving — in 14 University courses.

Among those at Princeton who have participated in "flipped" classes, some instructors said they are labor-intensive and demand continued experimentation. Students were split almost evenly, the report said, with some saying that classroom sessions were "unfocused."

Recommendations include:

- ♦ Princeton's "signature initiative" in online education should be to develop materials that encourage students to enter the STEM (science, technology, engineering, and math) fields.

- ♦ Create small online courses that students could take during the summer. The report noted that in the past three years, nearly 22 percent of Princeton students obtained degree credits from summer courses at other schools.

- ♦ Increase support for experimentation in online education and provide incentives to faculty to create materials that make curricula "more accessible to our increasingly diverse student body."

- ♦ Consider partnering with other universities on large quantitative courses and languages that are taught less commonly.

- ♦ Provide teaching and technical support only for online projects "that have clear potential to enhance teaching and learning at Princeton." ♦ By Jennifer Shyue '17

Task force reports can be found at Princeton.edu/strategicplan/.

A task force called for a new environmental-studies building for departments housed in Guyot Hall (pictured), built in 1909, and Eno Hall, built in 1924.



Annie Tarakhchian '16 scored 12 points in the Tigers' Jan. 30 win over Yale.



WOMEN'S BASKETBALL

Return of the Killer P's

Familiar rivals vie for the top prize in Ivy League women's basketball

During a four-decade span of Ivy League men's basketball dominance that began in the 1960s, Princeton and Penn became known to fans as the "killer P's" — two powerhouses that, in the course of one weekend, could reduce a hopeful contender to an also-ran.

The balance of power has shifted on the men's side, but in women's basketball, the killer P's have re-emerged. Princeton and Penn had a combined 44-4 record against the other Ivies in 2013-14 and 2014-15, and this season followed that pattern in its first full weekend, with both teams sweeping Brown and Yale by an average margin of 17 points per game.

Crucially, the Quakers topped the Tigers in the Ivy opener at the Palestra

Jan. 9, a two-point loss that sent Princeton into its exam break — and the remainder of the league season — with an added sense of pressure.

"Our backs are against the wall, and we have a new edge," said co-captain Annie Tarakhchian '16. "That game showed gaps in our offense and defense. It sent us off into 20 days of just getting better."

Princeton's four seniors — Tarakhchian,

"We can be so much better in a week, and a week after that. That's what you're supposed to do — good teams get better in January and February."

— Head coach Courtney Banghart

Michelle Miller, Alex Wheatley, and Amanda Berntsen — have carried much of the scoring load this year, but head coach Courtney Banghart has been encouraged by the play of her young reserves as well. "We're so much better than we were a month ago," she said after the win over Yale. "We can be so much better in a week, and a week after that. That's what you're supposed to do — good teams get better in January and February."

Princeton will have at least one more chance to face Penn in the season finale at Jadwin Gym March 8. But the Tigers, winners of five Ivy titles in the last six years, know that the rest of the league will be aiming to topple the killer P's in the interim.

"We get every team's best, so we have to be on our A-game," said Wheatley, the team's other co-captain. "We're used to having a target on our back. It's been that way all four years, and I'm glad nothing has changed. It makes every weekend exciting." ♦ By B.T.

 **READ MORE** about the women's and men's basketball seasons at paw.princeton.edu



Katie Reinprecht '13, left, and Julia Reinprecht '14, shown in 2012, are vying to return to the Olympics, along with Tiger teammate Kathleen Sharkey '13.

THE ROAD TO RIO

Three National Champions Aim for Success Against the World's Best

After the thrill of sharing Princeton field hockey's first NCAA title in 2012, Julia Reinprecht '14, Katie Reinprecht '13, and Kathleen Sharkey '13 couldn't help but compare it to the disappointment they felt only months earlier.

The trio took a year off from school to train with the United States women's national team, and the Reinprecht sisters made the final roster that played in the London Olympics. But it wasn't a dream ending.

"It's obviously cool going to the Olympic Games, but we finished last," Julia Reinprecht said. "It makes you more motivated and realize how much hard work it takes to have success at that level. We thought we worked hard, and clearly we didn't work hard enough."

That lesson drives the U.S. team, which has a new coach and refocused training regimen. Since graduation, the Reinprechts and Sharkey have been living in Lancaster, Pa., home of USA Field Hockey. Exhausting daily training challenges the players physically and mentally, but it's the only path they can see to medaling at the 2016 Olympics in Rio de Janeiro.

"Our culture is a bit different," Katie

Reinprecht said. "We want to break the ceiling of women's field hockey. We want to show it can be played at a new intensity that's not been seen."

The United States currently ranks seventh in the world, after rising to a best-ever fifth in March 2015. The U.S. team won the Pan American Games in July, securing a spot in the 12-team Olympic field.

"I want to feel the team is competing at its best and it's the most confident, united team out there," Julia Reinprecht said. "We're hoping that puts us on the podium."

All three alumnae have worked to expand their roles on the team: Julia, primarily a defender, is more vocal than she was four years ago; Katie, a midfielder, has tried to be more of a facilitator and not just a scorer; and Sharkey, a forward, has become one of the team's top scoring threats. The final 16-member Olympic roster, plus two alternates, will be announced in July. The experienced Reinprechts aren't taking their spots for granted, and Sharkey is trying to make her first Olympic team.

"It was definitely disappointing to not make the top 16 [in 2012]," Sharkey

said, "but I improved and learned a lot as a field hockey player and athlete. It definitely helped me when I went back to Princeton, and it's helping me today as I head to Rio."

Sharkey broke her ankle last summer but returned to play in a series against Japan in December. She'd like nothing more than to team up again with the Reinprechts for more field hockey history.

"It's definitely really nice having the Reinprechts on the national team," she said. "It's been almost 10 years with Katie, and Julia as well. We're friends off the field and teammates on the field. We're familiar with our styles of play, so it's easier to get a connection on the field. I'm very happy I get to still have them as teammates." ♦ *By Justin Feil*

BEHIND THE SCENES

At PAW Online, read about alumni who lead organizations that support Olympic athletes. From left: Donald Anthony '79, president and chairman of the board of USA Fencing; Derek Bouchard-Hall '92, CEO of USA Cycling; and Dale Neuburger '71, a vice president of FINA, the international swimming federation.



Life of the Mind



Q&A: JHUMPA LAHIRI

Loving Italian

Writing in Italian offers a meditation on Lahiri's passion for the language

Pulitzer Prize-winning novelist Jhumpa Lahiri, known for her lyrical fiction about the Indian American experience, has published her first nonfiction work, a love letter to the Italian language. First infatuated after college, Lahiri — who has been teaching courses in writing fiction and translation in Princeton's creative writing program since September — studied Italian for nearly two decades before moving to Rome with her family in 2012. Lahiri wrote *In Other Words* — a collection of autobiographical pieces that includes two short stories — in Italian (it was translated into English by Ann Goldstein). PAW spoke to Lahiri about the sense of freedom she feels working in

her adopted language, teaching works in translation, and writing fiction.

This book is a departure for you. It's nonfiction, and the language — the short, simple sentences — feels very different from your fiction.

My Italian sounds different, but what I'm mainly aware of is the thought process. The way of seeing things is very different because of my relationship to the language as an acquired language. I have a certain sense of freedom I have never felt before as a writer, and that's very exciting to me. I think writing in Italian helped me to reacquaint myself with what I really love about writing, which is that sense of working with words — the shape of them, the feel of them — and really focusing on that and very little else.

The other part is that my writing in

Italian is fully a product of my reading in Italian, and learning to read in another language reminds me of my original passion for reading. It's sort of like being given a second life and a second chance to do all of this in another language — writing in a way that I think I did as a child, when I was just learning to express myself in English. I came back to that feeling.

I do think my writing in Italian is in some sense more mature, though perhaps not in its technical capacity. Italian is a language that I choose for myself. It represents my adulthood in some sense, having some distance from my childhood languages, English and Bengali.

While in Rome, you didn't read in English for three years, and you wrote exclusively in Italian for two years. Have you returned to English now that you are at Princeton?

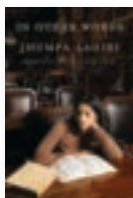
I started reading in English again for my students. We read Italian literature in translation all semester, which was kind of a nice compromise, and then I started reading my students' work, so the English part of my brain has been reactivated. It was exciting to introduce them to some of the writers who have meant so much to me.

Are you writing fiction?

I've been writing quite a bit of fiction in Italian as well as a number of nonfiction pieces. I also have a translation project in mind, from Italian to English. That's probably the first thing I will write formally in English.

Do you see yourself returning to writing in English?

I really don't know. I feel right now I'm not, but that doesn't mean I won't. Right now when I wake up and I think about writing, I think about my writing projects in Italian. ♦ Interview conducted and condensed by J.A.



Boris Fishman '01 teaches creative writing.

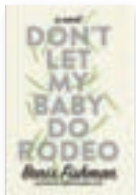


CREATIVE WRITING

Big Sky Country

Montana holds the key to a family's idiosyncrasies in Boris Fishman '01's novel

Boris Fishman '01 grew up in New Jersey, but for 20 years he has been obsessed with Montana. That obsession — sparked by his affection for novelist Jim Harrison, who lives there — led to the starring role Montana gets in Fishman's new novel, about the adoption of a baby from Montana whose birth mother gives him away with the words of the book's title, *Don't Let My Baby Do Rodeo*.



Maya, a Ukrainian exchange student, and Alex, the coddled son of Russian immigrants, get married and eventually adopt a son, Max, who puzzles them with his behavior — at 8, he eats grass, sleeps in a tent, and runs away to sit with his face submerged in a river. To solve the mystery of how Max got that way, they set off from their home in New Jersey to Montana.

"I wanted readers to think about some of these unanswerable questions, like what inheritance means and what it means to belong," says Fishman, who is

teaching this year in Princeton's creative writing program.

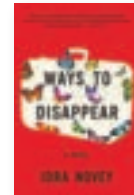
The novel is set in the claustrophobic world of Russian immigrants — as is his highly acclaimed first novel, *A Replacement Life* — but this time Fishman's central character is female. "I wanted to get out of my head and into a female character's head," he says. "Fiction is a kind of fantasy where you get to live lives you can't live in your real life."

The novel explores "archaic notions of womanhood" in Russian and American culture. "Maya realizes she's given herself away to be somebody's mother, somebody's daughter-in-law, and she's hollow inside," he says.

Fishman is exploring other facets of his own life these days. After more than a decade living in New York City — and a summer during which he volunteered as a farmhand, planting thousands of lettuce heads a day — he is experimenting with a move to Montana. He plans to write in the mornings and work on a farm in the afternoons. ♦ By J.A.

FACULTY BOOKS

A Debut Novel Tackles Translation



The protagonist of **Idra Novey's** debut novel, *Ways to Disappear*, is a translator of Brazilian literature named Emma, who lives in Pittsburgh with her rather boring

boyfriend. When Beatriz Yagoda — the author Emma has spent her career translating — disappears, Emma takes the next flight to Brazil to search for the missing novelist and contend with loan sharks, washed-up literary agents, and the unfinished draft of Beatriz's latest book. The novel's vivid images and surreal plots were drawn in part from Novey's experiences in Brazil — she once was trapped in a hotel there for several days during a monsoon.

Novey, a lecturer in creative writing at Princeton since 2013, is a translator of Spanish and Portuguese and the author of two books of poetry, including *Exit, Civilian*, which was a National Poetry Series winner. She teaches translation, which she says is "a great way to learn how to write. You don't have to come up with the plot or the material. You're thinking about questions of register and tone and rhythm and cadence. All you're focusing on is style." By Katharine Boyer '16

 **READ MORE:** A Q&A with Idra Novey at paw.princeton.edu



Idra Novey

From left: Stephanie Kaltsas; Donata Zanotti

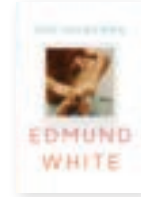


The Queen of the Night has been called a must-read by *Entertainment Weekly* and nearly a dozen other publications. Creative writing professor **Alexander Chee** worked

for more than a decade on the novel, which tells the story of soprano Lilliet Berne, darling of the Paris Opera. The lush, sweeping novel of 550 pages, set in 19th-century France, draws readers into a glamorous, secretive world.



Alexander Chee



In *Our Young Man*, a gorgeous French model named Guy becomes the toast of New York City. The latest novel from creative writing professor **Edmund White**, who

was named New York's 11th state author in January, explores gay life from the disco era to the age of AIDS. Guy's romances with older, wealthy men force him to reflect on the hypnotic power of physical beauty.



Edmund White



Poet **Michael Dickman**, whose work often appears in *The New Yorker*, has published a new collection of poems in which imagination and reality are juxtaposed with the

beauty and violence of the natural world. In *Green Migraine*, dreamlike images illuminate landscapes. Dickman, who sometimes collaborates with his twin brother and fellow poet, Matthew, has taught at Princeton since 2010. ♦



Michael Dickman

RESEARCH SHORTS

Popular kids can start fashion trends, but can they prevent **BULLYING?**

Psychology professor Elizabeth Levy Paluck found that they might be able to. Paluck — along with Hana Shepherd of Rutgers and Peter Aronow of Yale — put students at 56 New Jersey schools through a voluntary training program that spreads anti-violence messages through social media and colored wristbands. The schools saw a 30 percent reduction in conflict, and results were stronger when popular kids were the volunteers, according to findings published in the *Proceedings of the National Academy of Sciences* in January.

Sensational **MEDIA COVERAGE** of a disease outbreak might lead to less recall about it. That's the finding of a study by psychology professor Alin Coman and Jessica Berry '15, in which subjects were given information about a disease, followed by a statement to induce high or low anxiety. When they later listened to a fake radio broadcast about the disease, those exposed to the high-anxiety message remembered fewer facts. The study was published in *Psychological Science* in December.

ANTS are known as the ultimate team players, working together diligently for the sake of the colony. Research by ecology

and evolutionary biology graduate student Matthew Lutz has found that they work together in more sophisticated ways than scientists previously realized. Studying the so-called "army ants" in Panama, Lutz and Chris Reid of the New Jersey Institute of Technology, along with others, found that the insects self-assembled into chains and bridges to help their

brethren get to food more quickly and maximize the number of ants that could forage. They managed these complex computations while only aware of the touch of the ants closest to them and the traffic patterns over their backs. The research was published in the *Proceedings of the National Academy of Sciences* in December. ♦
By Michael Blanding



DAVID GALEF '81

Shifting Into Neutral

New Roads in Language

What's wrong with the following sentences?

When a politician abuses his power, that's no surprise.

Will everyone please hand in their test now?

She's a Latina from Brooklyn.

The first sentence assumes that all politicians are male, an obvious error in our era, but one that went unchecked for far too long. A grammarian might point out that the masculine *he*, *him*, and *his* are — or were — default pronouns in English, meant to stand in for all of mankind, a fairer term for which would be *humanity*. One way around this problem is to pluralize: “When politicians abuse their power, that’s no surprise.”

But maybe half a plural is better than none, an idea that leads to the second sentence, which mixes the singular *everyone* with the plural *their*. Here, pluralizing to “Will all people please hand in their tests now?” sounds a little awkward. If we redefine *their* as applying to any number or gender, that might work.

Now what about “She’s a Latina from Brooklyn”? This sentence seems sensitive to female-male distinctions in a way that the name *Princeton Alumni Weekly*, for example, does not. But what if you’re transgender and wrestling with identity issues, or simply don’t buy into the male-female binary?

This kind of issue is exactly what led to the formerly named Princeton Latino/a Association to come out with a statement in late 2015, reading in part:

“Out of a desire to be both inclusive and supportive of all members of our community, we have adopted the use of the ‘X’ to replace the gender binary ‘a’ for women and ‘o’ for men typically used in Spanish. This encourages all of us to think of gender as part of a continuum in which some of us do not fit the societally established normative understanding of gender.” That means: *latinx* — pronounced “lateen-ex” — for everyone.

As Brian Herrera, assistant professor of theater at the Lewis Center for the Arts at Princeton, notes: “The ‘a/o’ or ‘o/a’ has become normative in scholarly and activist circles, but with wide variation of application. Other variants have emerged — perhaps, most notably, ‘latin@’ — that have sought to disrupt the gender binary of ‘a/o,’ but none has been so emphatic

nor as efficient (or as quickly adopted) as *latinx*.”

Why now, and what’s changed?

Though a few languages across the globe have no inherently gender-specific pronouns (the Native American Quechuan, for instance), English is like most other languages in its masculine bias. Males may not think too much about sentences like “We hold these truths to be self-evident, that all men are created equal ...,” but it’s understandable that females may bristle at the exclusion. Even in the academy, which analyzes such distinctions, college departments still offer courses like “Masterworks of British Literature” and provide “fellowships” for deserving scholars who are not necessarily fellows. Only recently has Princeton changed the masters presiding over the residential colleges to “heads,” in an attempt to distance itself from “master” as the owner of a slave plantation. This move led John V. Fleming ’63, professor of English and comparative literature emeritus at Princeton, to defend the venerable usage of “master,” writing in a blog post, “We do our students no service by turning the lexicon of the English language into a political Rorschach test.”

Yet it’s a cliché among linguists that language is an ever-changing phenomenon, not a static construct. If enough people misspell or change the pronunciation of a word, compared to “accepted” usage, then the new form gains currency. As change happens, it’s also understandable why some don’t like the new coinage: It goes against what they know and are comfortable with, it sounds funny, etc. But this reaction describes a lot of humanity’s attitude toward change in general, not just to language. To argue against change: The history of neologisms is riddled with well-meant but clunky attempts, like “waitron,” later changed to “server,” then back to “waiter” as an all-inclusive term, the way “actress” has changed to “actor” for both sexes. Or consider “significant other,” which many now use only with an arch inflection and prefer to call “partner.” But “police officer” sounds better than “policeman,” and even if “flight attendant” doesn’t trip off the tongue, “stewardess” sounds downright archaic. The jury is still out with regard



Words are not just a matter of linguistics, but also are part of a social program. They reflect psychology and art — a whole culture and its history.

to “chairperson”: It certainly corrects the male bias behind “chairman,” but it adds a syllable. The term “chair” may be an admirable solution, but to some it sounds like a piece of furniture.

Bear in mind that, though a few languages have built-in gender-neutral pronouns, others even have male and female gender nouns, as in French, with *le* and *la* as male and female identifiers, as well as masculine and feminine endings. Yet the principles of gender are not so clearly demarcated along male and female lines, but instead along ancient animate and inanimate principles that have little to do with sex. Consider *la barbe*, the beard, in French, with its female modifier. And in German, which has three categories, the word for “girl” (*Mädchen*) is neuter.

As for English, for decades egalitarian-minded people have been trying to address some of the inequalities, coming up with “Ms.” to solve the awkward problem of whether to use “Miss” or “Mrs.” for a woman of indeterminate marital status, when “Mr.” covered both bachelors and married men. “Master” wasn’t really an equivalent to “Miss,” since it was used for young men. The latest term in this series is “Mx.,” to avoid assigning a sex altogether, spotted in a *New York Times* Metro article in December 2015 — though another way to avoid such distinctions would be to avoid titles altogether. And though “sex” refers to biology and “gender” to cultural roles, for many people, the two have merged.

The fight for fair usage is not just an individual struggle. Institutions have heeded the call, including the American Bar Association, which advocates using gender-neutral language in all its policies and procedures. The sixth edition of *The Publication Manual of the American Psychological Association*, which came out in 2009, advocates language that is “accurate, clear, and free from bias.” To that end, “using *man* to refer to all human beings is simply not as accurate as the phrase *men and women*.” The manual goes on to suggest, “Avoid labeling people when possible.”

What’s the issue, really? Anyone can hear the problem in sentences such as “Anyone in his first trimester understands the bodily changes that accompany pregnancy.” A late 20th-century remedy still with us is “he or she,” “his or hers,” “s/he,” and so on, but they have the awkwardness of added syllables and often destroy the rhythm of a sentence. They also may have a fussy, corrective air. In Richard Russo’s novel *Straight Man*, published in 1997, a pedantic professor in the English faculty, always correcting others, is nicknamed “Orshee.” Other attempts at a solution include “hir,” a mash-up of “him” and “her,” pronounced

“here,” and now the name of a play by Taylor Mac, featuring a transgender character. You may also encounter “ze” for “he or she,” “mer” for “him or her,” and others. The website Pronoun Island (<http://pronoun.is/>) has a long list.

Erin McKean is the former editor-in-chief of United States dictionaries for Oxford University Press, and more recently one of the founders of Wordnik.com, the largest repository of English vocabulary and usage on the planet, and she has this to say on the topic: “I’m lucky in that I have a very high annoyance threshold for words and phrases — and also lucky that I don’t have to spend much time correcting people who misgender me. (I spend more time correcting people who assume my first name is ‘Eric.’) What does annoy me are huffy reactions to these terms by people whose lives are largely unaffected by these issues.”

In fact, two different directions are evident here. One is to give equal time to he and she, to accord females the same notice as males. The other is to dissolve a sexual binary that seems invidious to those of indeterminate gender, and perhaps less and less relevant to how we treat sexual identity in the 21st century. Yet a recent *New York* magazine article about college students grappling with the various permutations of sex and gender shows how complicated some of the terminology can get. As one student quoted in the article stated, “I say that I’m an agender demi-girl with connection to the female binary gender.” Translation: someone who identifies with being female biologically, not too strongly, yet does feel somewhat feminine in the cultural sense.

Clearly, transgender and other categories changed the needs of the language. Words are not just a matter of linguistics, but also are part of a social program. They reflect psychology and art — a whole culture and its history. The crux of the issue may be this: Binaries and either/or thinking are great tools, but they’re also reductionist, considering the diversity of people in our world. What should one call a man who made the transition to a woman? Why should one have to choose? Joy Ladin *00, a professor of English at Stern College of Yeshiva University, as well as a transgender poet with five published volumes, has written about her experience in poetry books like *Transmigration* and a memoir called *Through the Door of Life: A Jewish Journey between Genders*. Transgender, she notes, is “some kind of complicated relation to gender that can’t be summed up as male or female,” adding, “I don’t think there’s any beautiful way to put it.” On the other hand, as a biological woman at this point, she wants to be called “she”: “I’m not happy when people eliminate binary gender definitions.” On the third hand, to be sensitive to others, “I try to eliminate gender terms as much as possible.”

Perhaps this represents a move toward a solution: not a series of categories, not “one size fits all,” but an honest attempt to anticipate others’ needs and accommodate them. Such a course of action is, in fact, one definition of civilized manners. But that’s sometimes easier done than said. ♦



David Galef ’81 — fiction writer, critic, poet, translator, and essayist — is a professor of English at Montclair State University in New Jersey.

STEPHEN KOTKIN

What Would Kennan Do?

On an anniversary of the Long Telegram, thoughts on diplomacy

George F. Kennan '25 was the grand architect of Communist containment, which brought U.S. victory in the Cold War, and a transcendent scholar, author of more than 20 books and winner of two Pulitzer Prizes. He taught the importance of diplomacy, as well as the imperatives to integrate historical study into diplomatic practice and to avoid becoming like the very enemies we battle. These are enduring lessons as the United States confronts today's large yet lesser threat of terrorism.

Last month marked the 70th anniversary of Kennan's famous Long Telegram from Moscow to Washington, in which he outlined a resolute course of American foreign policy and galvanized the political establishment across the Republican-Democrat divide. The context was a widespread desire for continuation of the World War II alliance with the Soviets, and naïveté in many quarters about Joseph Stalin and his baffling regime.

Kennan had entered the diplomatic service the year after graduating from Princeton, and gone on to serve at the embassy in Moscow after Franklin Roosevelt had granted diplomatic recognition to the USSR in 1933. Kennan would be dispatched to Prague in 1938-39, in time to witness Hitler's annihilation of Czechoslovakia. Next came a posting to Nazi Berlin, where Kennan was taken into custody in December 1941 after Germany declared war on the United States. After his release from a Nazi prison six months later, he was assigned

to Lisbon and, after that, to London. Then, in June 1944, just as the Allies were making their D-Day landings in Normandy, Kennan was sent again to Moscow; he traveled through the smoldering ruins of heroic Stalingrad on his way. When he authored the Long Telegram in 1946, he had been abroad for 18 out of 19 years, and had just turned 42.

"I was, in a way, astonished," the Oxford philosopher Isaiah Berlin, who first met Kennan in Stalin's Moscow in 1945, would recall. "He was not at all like the people in the State Department I knew in Washington during my service there. He was more thoughtful, more austere, more melancholy than they were. He was terribly absorbed — personally involved, somehow — in the terrible nature of the regime."

Kennan's text constituted a response to, of all things, a campaign speech by Stalin. Washington wanted to know if the hardline speech delivered at the Bolshoi Theatre, part of the despot's "re-election" to the Supreme Soviet, should be taken at face value. Kennan had a fever and tooth trouble, and had tendered his resignation, so he expected to be leaving Moscow soon, but U.S. Ambassador W. Averell Harriman already had departed for the last time, leaving the embassy to Kennan, the deputy chief of mission. The answer to Washington's query, Kennan wrote, "involves questions so intricate, so delicate, so strange to our form of thought, and so important to analysis of our international environment that I cannot compress answers into [a] single brief message without yielding to what I feel would be [a] dangerous degree of over-simplification." Nineteen pages — some 5,000 words — followed, the longest telegram in State Department history.

Kennan cut through the fog to pinpoint the premises of Soviet behavior: a division of the world into two irreconcilable camps, capitalist and socialist; the tendency of contradictions within capitalism to generate world war; the resultant likelihood of a capitalist military intervention to destroy the Soviet Union; but also the possible windfall to socialism of, instead, an intra-capitalist war. Therefore, Kennan explained, the Soviets worked to exacerbate differences among capitalist powers, while manipulating the many Soviet sympathizers abroad.

Others had warned of the menace presented by the USSR, but Kennan illuminated with vivid and lucid prose how that opaque regime was driven to a kind of defensive aggressiveness by its history, national traditions, and institutional makeup. "The Soviet regime is a police regime par excellence, reared in the dim half world of Tsarist police intrigue, accustomed to think primarily in terms of police power," he wrote. "This should never be lost sight of in gauging Soviet motives." At a deeper level, because of longstanding Russian insecurities and a Soviet version of Russian messianism, "we have here a political force committed fanatically to the belief that with US there can be no permanent *modus vivendi*, that it is desirable and necessary that the internal harmony of our society be disrupted, our traditional way of life be destroyed, the international authority of our state be broken, if Soviet power is to be secure."

Kennan had administered a cold shower to official Washington. But he also provided hope, for he averred that the Soviet system contained the "seeds of its own destruction."

The upshot would have to be a patient policy of deterring and containing Soviet aggressive impulses over a possibly very long haul, until that regime evolved or collapsed. "Much

depends on [the] health and vigor of our own society,” Kennan instructed. “We must formulate and put forward for other nations a much more positive and constructive picture of [the] sort of world we would like to see than we have put forward in [the] past ... We should be better able than Russians to give them this. And unless we do, Russians certainly will.” Containment, therefore, was about more than matching the Soviets tank for tank; it also entailed a competition in political systems, way of life, and values. “We must have courage and self-confidence to cling to our own methods and conceptions of human society,” Kennan warned in conclusion. “After all, the greatest danger that can befall us in coping with this problem of Soviet communism is that we shall allow ourselves to become like those with whom we are coping.”

Secretary of State James Byrnes deemed the Long Telegram “a splendid analysis,” while Secretary of the Navy James Forrestal 1915 circulated it internally and made sure it got to President Harry S. Truman. “My reputation was made,” Kennan would write. “My voice now carried.”

Returning to Washington, Kennan inaugurated the foreign-policy adviser position at the National War College in 1946, and then the directorship of a State Department policy-planning think tank in 1947. That year he followed his bracing but classified Long Telegram with an essay in *Foreign Affairs*, “The Sources of Soviet Conduct,” under the byline Mr. X, to conceal his identity as a government official and communicate his views publicly as a concerned citizen. He urged “a long-term, patient but firm and vigilant containment of Russian expansive tendencies.” Such a posture, he predicted, including “the adroit and vigilant application of counter-force at a series of constantly shifting geographical and political points,” would induce a “gradual mellowing” of Stalin’s system.

Kennan’s ideas never were consistent. Behind closed doors, he also was pushing hard for clandestine sabotage operations against the Soviets and covert assistance to armed underground anti-Communist movements, a position usually seen as the opposite of containment and dubbed “rollback.” In September 1946, he even had urged consideration of preventive nuclear war to deter feared Soviet aggression. But very soon he objected to the founding of NATO, the arming of newly established West Germany, and the building of a nuclear arsenal. (In later years, reacting to the militarization of U.S. foreign policy, he would ferociously deny he had intended any military dimension to containment.)

Revulsion at the prospect of Armageddon and an abiding personal disquiet caused a break with his mentor Dean Acheson — Truman’s secretary of state — and turned Kennan into a critic of the global strategy he had invented. He entered the Institute for Advanced Study in Princeton as a visiting scholar in 1953 and joined as a permanent faculty member in 1956. Neither his previous nor his future government service matched the brilliance of his books. Indeed, his one great triumph in government, the Long Telegram, was one of writing and conceptualization, not of implementation: He played no part in making those concepts become real.

In the daily work of diplomacy, he was less successful. A stint in 1952 as U.S. ambassador to Moscow had lasted less than

“We must have courage and self-confidence to cling to our methods and conceptions of human society.”

— George F. Kennan ’25

five months. At a press conference at a German airport, Kennan likened his restricted living conditions in Stalin’s Moscow to his imprisonment in Hitler’s Berlin — this from a man who had written incisively about Soviet sensitivities. The infuriated Russians denied him re-entry as *persona non grata*, a fate no other American ambassador in Soviet history suffered. Kennan lasted longer, two years (1961–63), as ambassador to Yugoslavia, but when its Communist leader Tito professed neutrality over the Soviet threat to Berlin — a victory for balance-of-power strategists like Kennan — the ambassador erupted in disappointment that Tito had not gone further. He soon resigned what turned out to be his last government posting.

There was no small irony, as well, in Kennan’s elevation of American domestic behavior to the core of its fight against foreign foes. He lamented in his diary that even his friends did “not know the depth of my estrangement, the depth of my repudiation of the things [the American public] lives by.” But just as Kennan rightly maintained that the nation’s foreign-policy aims should be commensurate with its resources, avoiding overextension — particularly in places where genuine national interests were not at stake — so he continued to insist that the United States could prevail abroad only by remaining true to itself at home.

Today’s Russia is considerably smaller and weaker than the Soviet Union, without a globally resonant ideology such as Communism, but Moscow continues to vex Washington. Almost to his passing in Princeton on March 17, 2005, Kennan had been pressing for continued diplomatic engagement, recognizing that although the two countries rarely agreed, Russia did have state interests and could be neither ignored nor isolated. What he would have advised in the face of President Vladimir Putin’s more recent aggressive posture over Crimea and eastern Ukraine, the Syria intervention, and the bomber overflights of Europe can be only a matter of speculation. Long-term patient resolve? Not overestimating the Russian menace or underestimating America’s manifold advantages? Building up U.S. alliances, domestic institutions, and infrastructure as a basis for negotiating from strength? As a rule, Kennan sought to direct Washington along the narrow path between showdown and conciliation, either of which can lead to unnecessary war. Diplomacy never gets any easier. ♦



Stephen Kotkin is the John P. Birkelund ’52 Professor of History and International Affairs and the founding co-director with Adm. Mike Mullen of Princeton’s Program in History and the Practice of Diplomacy.

Left: Sameer A. Khan; opposite page: Eric Schwab/Hulton Archive/Getty Images



George F Kennan '25
in his State Department
office, circa 1948.

The Nature of Things

Why I love physics

My long love affair with physics began when I was 12 or 13 years old,

growing up in a chaotic household in the moist heat of Memphis with three younger brothers constantly at each other's throats and a jittery mother who sometimes joined in the bedlam and fainted when the shouting reached a certain decibel level, a time when I was first mesmerized and baffled by the opposite sex and further confused by an aunt who drove recklessly in her little MG sports car despite all of our warnings and by other irrational behaviors of friends, teachers, and just about every human being I knew.

At moments, I managed to escape. In a large closet, miraculously bare of the clutter in the rest of the house, I built my own laboratory. I stocked it with test tubes and petri dishes, Bunsen burners, resistors and capacitors, coils of electrical wire of various thicknesses and grades. Among other projects, I began making pendulums by tying a fishing weight to the end of a string. I'd read in *Popular Science* or some similar magazine that the time for a pendulum to make a complete swing was proportional to the square root of the length of the string. With the help of a stopwatch, I verified this wonderful law. Then, I used it to actually predict the swing time of new pendulums even before I made them. I was amazed and enthralled. Here was air and light and sky. Here, I witnessed firsthand the regularity and order of nature. Beneath the apparent complexity in the physical world, there were simple and dependable rules of behavior. And the rules were beautiful. On a piece of paper, I made a graph of the rule for pendulums.

It was a lovely curve. By this age, I knew about mortality and death — my grandfather had died when I was 9. But this law for pendulums seemed immortal. It seemed older than Earth, maybe older than the universe. Was this part of the world? Was this God? This was physics.

Physics is concerned with the primal forces of nature — gravity, electricity and magnetism, the forces that bind particles together within the centers of atoms — and the response of matter to these forces. Physics tries to understand these forces and capture them in mathematical equations, as in the rule for the pendulum.

Physics also is concerned with the nature of time and space, aspects of reality that most of us take for granted. Einstein's shocking proposal that two identical clocks in motion relative to each other do not tick at the same rate was pure physics.

Biologists and chemists work with systems. Physicists work with the elements of systems. Where a biologist might study how potassium atoms enter the outer wall of a nerve cell and start an electrical pulse shuddering through the cell, a physicist would study the forces within an individual potassium atom, the orbits of its electrons and the electricity they generate, and how they affect the electrons in nearby atoms. Physics is the ultimate reductionist science. Physics condenses every physical system to its most essential parts and then tries to fathom and quantify those elemental parts. I once was having lunch with the great chemist Roald Hoffmann — we were at a



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.....

*And then they want to
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little Middle Eastern restaurant in Cambridge — and we talked about the difference between his science and mine. Roald was extolling the complexity of chemical systems, the way that different parts interact with each other to produce intricate structures, like the ornate bending and folds of certain large molecules. I, in turn, celebrated the simplicity of physics, its relentless mission to pare down nature to its most fundamental elements. Physicists want to know the very smallest Russian doll. Physicists want to take apart and take apart until they have reached that which no longer can be divided or split or separated. And then they want to understand that tiny thing completely. I loved that purity, that clarity.

I started college at Princeton with the mistaken idea that I wanted to be an engineer. I admire engineers. We need engineers. They make things work. But in my engineering classes, I was taught to memorize formulae and apply them, rather than how to derive those formulae from elemental forces. I was not satisfied. Then, in my sophomore year, a renegade member of the physics faculty named Bill Gerace approached me in the shadows of a lab room and posed the following problem: If you put a frictionless bug on a frictionless clock, starting at the 12 o'clock position, and the bug starts sliding clockwise, at what hour mark does the bug fall off? A well-posed problem. I went back to my dorm room, wrote down the equations to be solved, and came back to Professor Gerace the next morning with the answer. (The angle of fall-off is $\cos^{-1}(2/3)$ or about 48 degrees, corresponding to a time of 1:36.) At that point Gerace invited me to join a handful of undergrad physics majors he was quietly mentoring, each of us given our own desk in his sprawling office in the basement of Palmer Laboratory. There was a blackboard, of course. Between our official classes, we members of Gerace's tiny physics guild taught ourselves relativity, quantum mechanics, and other mysteries and beauties of modern physics. (The most brilliant member of that cadre, Bob Jaffe '68, has long been a colleague of mine at MIT.)

All of us in that little group loved physics. We felt that we were entering a special and privileged world. We felt we were learning secrets most people didn't know. And we felt powerful with our new knowledge. We wrote beautiful equations on the blackboard. We discussed mathematical

techniques of analysis. We debated the twilight foothills between the known and the unknown — the strange ability of subatomic matter to behave like both particles and waves, the unsolved problem of the nuclear force, the question of whether black holes really existed, the origin of the universe. I have always been philosophically inclined, and one aspect of physics that entranced me in Gerace's apprentice shop was the implication of physics for the deep and eternal questions. Such as: Do we have free will? Are our actions and thoughts fully predetermined by cause-and-effect relations? Does space go on forever? Is there a smallest nugget of material reality? How did the universe come into being? Why is there something, rather than nothing? (Well, maybe most people don't ponder this one, but physicists do.)

The answer to the bug-fall-off question was, of course, previously known to science. I experienced a thrill in working on this problem and getting the right answer, but that experience paled beside the thrill of my first original research problem as a graduate student in physics, at work on a problem whose answer was unknown. This was the early 1970s. The first black hole, Cygnus X-1, recently had been discovered, and a new generation of graduate students was rushing off to do thesis research on the behavior of black holes and their surroundings in space. I had set to work on studying (with pencil and paper, mathematics, and computers) the evolution of a disk of gas swirling around a black hole — a situation thought to be common if black holes really existed and also thought to reveal properties of the associated black hole. Despite expectations from other scientists, my calculations showed that such a gaseous disk would be highly chaotic. Instead of remaining quiet, the gas would seethe and flare, sending out sporadic bursts of X-rays. Another theoretical physicist, Doug Eardley, two years my senior, joined me in this discovery and added mathematical smarts that I lacked. I was exhilarated. At a modest level, Doug and I had contributed to scientific knowledge. We had found something true about nature that previously was unknown by human beings.

I have not made any momentous discoveries in my career as a theoretical physicist. But each new research problem has brought a fresh challenge. In each problem, I've had the pleasure of confronting a locked house and scheming for weeks and months to find the secret door in, of visualizing the physical situation and then representing it mathematically — with clean and elegant and pristine equations — and then figuring out how to solve those equations. And always the constant admiration of the magnificent cathedrals of modern physics, relativity and quantum mechanics, whose mystery and beauty continue to amaze me and other physicists.

I remember a moment years ago with my 10-year-old daughter when I held a prism in front of the window. She exclaimed at the rainbow of colors cast on the opposite wall. "What made that?" she said with delight. ♦



Alan Lightman, a novelist, essayist, physicist, and educator, is Professor of the Practice of the Humanities at the Massachusetts Institute of Technology. His book Screening Room was named one of the best books of 2015 by The Washington Post.

Michael Lionstar

PRINCETONIANS



ROLLING ALONG: Abbie Bagley-Young Vandivere '01 restores Old Master paintings at the Mauritshuis museum in the Netherlands, and in her spare time skates on the Dutch national roller derby team. She says playing rugby at Princeton helped her “realize the importance of being involved in a community of fun, athletic women.” ♦

Jungen Rijdsdijk

Paul Roberts '85 leads the only historically black seminary of the Presbyterian Church.



PAUL ROBERTS '85

A NEW MINISTRY

The president of a historically black seminary rethinks the training of ministers

For his senior thesis in architecture at Princeton, Paul Roberts '85 created architectural plans for redesigning a historically African American church. Three decades later, Roberts is engaged in another redesign project as he forges a fresh approach to seminary education.

As president of the Johnson C. Smith Theological Seminary in Atlanta, the only historically black seminary of the Presbyterian Church, Roberts is making the training of ministers more accessible and practical. These days, people are less inclined to uproot their lives to

commit to a residential, three-year seminary program, Roberts says. He's also making the program affordable. "You shouldn't have to pay up the wazoo to serve the church and the community," he says. The seminary has had no formal campus since 2014. Courses are offered online and at satellite locations for less than \$400 each.

Roberts never planned to work in the church. After Princeton, he moved to New York City and landed a position in advertising, eventually working at several firms in the field

for the next decade. But he began to feel a void.

He read stacks of career manuals and started attending church. It was among the pews that he found a home. He and his then-fiancée moved to Atlanta, where Roberts earned a master's of divinity degree at the seminary he now is reshaping. Both thought his turn to religion as a career "would be a phase, that it would pass," he says. But for 13 years he has served as minister of a small congregation in Atlanta, and in 2010 he began running the seminary, which currently offers 20 courses and two certificate programs.

One of Roberts' biggest challenges is addressing the concerns of those who are wary of a non-traditional model for a seminary. But he is undaunted: "I love this time of radical change." ♦

By Jessica Lander '10

FOLLOWING: SUSTAINABLEROME.NET

Blogger:
TOM RANKIN '83
Rome Through an Ecological Lens



Rankin looks at the city of Rome — past, present, and future — as a laboratory for cultural and environmental

sustainability. "When you think of green cities, you probably don't think of Rome ... a city where the automobile is ubiquitous and

growing ever more so, occupying every possible horizontal surface, regardless of regulations, with apparent impunity."

From top: Robin Nelson/Black Star; Giulia Carpignoli

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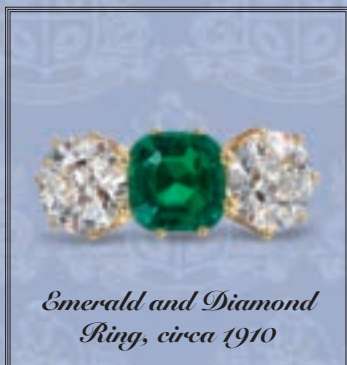
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Frist Campus Center,
Class of 1952 Room.



PRINCETONIANS

READING ROOM: JOHN SEABROOK '81

HOW THOSE INFECTIOUS HIT SONGS ARE MADE



There's a bedrock belief in the world of popular music: People's tastes are established in their late teens and early 20s, and don't change thereafter. There's even some good social-science data to back this up. So John Seabrook '81 is very much the exception when he reacts to his son's interest in rhythmic pop — from Flo Rida's "Right Round" to Katy Perry's "Dark Horse" — by diving headlong into new sounds.

The spawn of that exploration is *The Song Machine: Inside the Hit Factory*, a portrait of the largely unknown producers who manufacture today's digitally manipulated, multi-layered hit songs. Seabrook is a *New Yorker* writer who also plays guitar in the Sequoias, a Rolling Stones- and Neil Young-heavy cover band

of writers that includes Seabrook's boss, David Remnick '81.

In the Internet age, when we're empowered to wander into the infinite niches of the digital culture, hugely popular hit songs by Perry, Taylor Swift, and Britney Spears play an important role in building community, Seabrook says: "When I hear one of these songs on the radio of a passing car, it creates a feeling, a bond. It connects you to other people in a way that other art forms don't."

Seabrook goes to great lengths to reveal how a tiny band of producers builds hit tunes out of beats and hooks (the fleeting musical phrases that worm their way into the listener's memory), rather than the melodies and lyrics that were the main ingredients of earlier eras' hits. The songweavers —

many of them Swedes — use

digital tools to combine seductive chords from European dance music with American R&B grooves and a big choral sound from '80s arena rock. They break the singer's performances down to individual syllables — reconstructing each word in a song with bits from several different takes, each heavily computer-enhanced. The result, when it works, is songs that are deeply infectious.

The music business, as ever, is full of hustlers and con artists, and Seabrook profiles them with gusto, but he's also keenly aware of how tech innovators have injected different values into the industry. The result is a tension that remains unresolved. Old-school musical passions bang up against new media realities, crumbling business models, and popular tastes that seem to shift at unprecedented speed. ♦ By Marc Fisher '80

CLASS NOTES

Online Class Notes are password protected. To access, alumni must use their TigerNet ID and password. [Click here to log in: http://paw.princeton.edu/issues/2016/03/02/sections/class-notes/](http://paw.princeton.edu/issues/2016/03/02/sections/class-notes/)



MEMORIALS

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 1943



John A. Howard '43

John died Aug. 6, 2015.

He prepared for Princeton at North Shore (Ill.) Country Day School, where he was president of the student government. At Princeton, John was manager of Triangle Club and the choir. His major was English.

John left Princeton at the end of junior year to join the Army, where he had an outstanding career with the 745th Tank Battalion and was awarded a battlefield commission, two Purple Hearts, and two Silver Stars. He finished his college education at Northwestern, earning bachelor's and master's degrees as well as a Ph.D. At our 10th reunion, John was awarded our annual Achievement Award.

John was president of Palos Verdes College from 1951 to 1954. Later, he served on President Eisenhower's committee on government contracts and became president of Rockford College, holding that position for 17 years. In 1976, John founded the Rockford Institute, a nonprofit study center that focuses on the functions, purposes, and independence of all major institutions of society. He served as its first president from 1976 to 1986 and served as senior fellow of the Howard Center for Family, Religion, and Society.

John's survivors include his wife, Janette; daughters Marie Schroeder, Martha Manning, and Katie Drerup; and son Steve. Nine grandchildren and five great-grandchildren also survive him.

THE CLASS OF 1944



Scott Ewing '44

Scott died Aug. 28, 2015, in Syracuse, N.Y., at home and surrounded by family. He was 93.

The son of Frank Ewing 1910, he went to Phillips Exeter and majored in chemistry at Princeton. Scott was a member of Cannon Club and roomed with Tom Simpson and Bill McRoberts.

He left in 1943 to serve four years in the Army Air Corps, 18 months of which were spent in the Pacific theater, where he was a staff sergeant.

Scott married Edith Pratt in 1949 and worked at Sherman Textile Co. in Worcester, Mass., where he climbed the ladder to become CEO. Scott then became proprietor of a company with 30 Hallmark outlets.

He served the community as president of the Worcester County Horticultural Society and as a member of the Worcester Club. He also worked at the Red Cross and his church.

Scott is survived by Vivian Dygert, his wife of 19 years; sister Nancy Nye; children Katherine, Sally '84, and Andrew; three stepchildren; 12 grandchildren; and three great-grandchildren.



Stephen B. Lamb '44

Steve died July 28, 2015.

He prepared at Western Reserve Academy and majored in economics at

Princeton, where he sang in the choir and participated in the Madison Debating Society and ROTC. Steve roomed with John Miller and John Larkin and left in 1943 to serve three years in the Field Artillery. He married Carol Hill in 1944, with whom he had children Sandra, Stephen II, and David.

Post war, he was first a salesman for McBee Inc. and then formed a company with classmate Addison Taylor that was involved in special magnetic recording. Next, Steve started Stephen Lamb Associates while living in Oyster Bay, N.Y. After 40 years, he retired to live in Hana, Hawaii.

A loyal Tiger, he attended many reunions, including 10 consecutive majors ending with the big 65th. He had two hobbies — playing gin rummy and bench pressing. At age 85, Steve lifted an age-group world record of 325 pounds.

Steve was preceded in death by Carol. He is survived by his three children and six grandchildren.

THE CLASS OF 1947

James H. Hudner '47

Jim died peacefully Aug. 5, 2015, in Westport, Mass., where he had lived since 1984 with his wife, Florence, who had died recently.

After graduating from Phillips Andover Academy, he served in the Army and then

went on to graduate from Princeton in 1950. Jim spent much of his career as an investment adviser and had a keen interest in the stock market. He enjoyed spending time within his communities, including the YMCA, Holy Name Church, the American Red Cross, and the Westport Council of Aging.

Respected by many for his integrity, Jim was genuinely interested in the well-being of others. Passionate about history and current affairs, he also enjoyed golf, tennis, and reading.

Jim was a devoted family man and leaves behind children James H. Hudner Jr., Edward Hatch Hudner, and Katherine Hudner Howd; their spouses; and eight grandsons. The class extends its deepest sympathies to his loving family.

Hyman Lans '47

Hy died June 12, 2013, at home in Sanibel, Fla.

He spent three years in the Navy after high school and earned a biology degree from Princeton in 1947. After graduation, Hy attended the University of Illinois College of Medicine, earning a degree in 1948 with highest honors.

Hy interned at Cook County Hospital and did a surgical residency there from 1950 to 1953. During the Korean conflict, he was chief general surgeon in the 6208th Contingency Aeromedical Staging Facility Hospital and a surgical consultant with the Far East Air Force.

Before starting private practice in surgery in Highland Park, Ill., Hy was involved in many positions in the medical arena around Chicago. He wrote 14 scientific articles between 1949 and 1955. And despite a very active career, he and his wife managed to get to Florida each February.

Hy is survived by his wife, Barbara; children Kenneth Lans, Deborah Lans, William Liedholm, Christie Peterson, and Eric Liedholm; nine grandchildren; a great-grandchild; and his sister, Barbara Weinstock.

THE CLASS OF 1948



Richard S. Morgan '48

Dick was born July 5, 1926, in New York City and died Aug. 23, 2015, at age 89 in State College, Pa., where he had been a longtime professor of molecular

biology at Penn State University.

Dick went to Andover and then apparently started college in the V-12 program (he wore a Navy seaman's uniform for his picture in the 1944 *Freshman Herald*). He graduated from Princeton in 1948, earned a medical degree at Columbia, and served in the Air Force until 1953.

His avocational interests involved sculpture and the outdoors. He founded the Rhoneymeade Arboretum and Sculpture Garden in Potter Township, Pa., near his home in Centre Hall, Pa.

He is survived by his sons, Nicholas '75 and Caleb; sister Diana Olcott; five grandchildren; and four great-grandchildren.

THE CLASS OF 1949

William Q. Harty '49

Bill died Feb. 1, 2015.

A lifelong resident of New Jersey, Bill spent his career in banking, first with Guaranty Trust Co. (now JP Morgan Chase), and later with Nippon Credit Bank. He retired in 1989 and spent his post-retirement years as a deacon in the Roman Catholic Diocese of Paterson, N.J.

Bill came to Princeton after almost two years in the Army Air Force. He majored in economics and was a member of Campus Club, the Catholic Club, and the Flying Club. In 1950, he married Claire Thompson and then joined Guaranty Trust, where he eventually headed the public-utilities and energy department. In 1982 he joined Nippon Credit Bank and helped to launch the bank's U.S. operations.

Bill's devotion to the church was a mainstay of his life, and in his first years of retirement he began training for the diaconate. In 1986 he was ordained as one of the first deacons for the Diocese of Paterson and served the Morristown Assumption parish until 2008.

We offer our sympathy to Claire, their seven children, 21 grandchildren, three great-grandchildren, and Bill's extended family.

Harold H. Seikel '49

Harold died Feb. 19, 2015, at the age of 86. At that time, he had been a resident of Seaford, N.Y., for more than 40 years and had been practicing law for at least as long as that.

Harold came to Princeton from Jamaica High School, where he was on the swim team and sang in the Glee Club. He left Princeton without graduating, and later described himself (in our 10th yearbook) as follows: "I was a MBDNG — one who Matriculated But Did Not Graduate. After this, I conducted my own business (catering), then re-entered college, taking my bachelor's at Hofstra and my law degree at New York Law School." He went on to write, "My activities have and always will, I guess, include everything athletic at Princeton."

After this, we heard nothing more directly from Harold over the years. We did learn that he and his wife had three children, Jeffrey, Lisa, and Karen, and we believe they survive him.

We regret the loss of this member of the Class of 1949, and we extend our deep condolences to Harold's family.

THE CLASS OF 1950

J. Bennett Wren '50

Ben died June 4, 2015, in Cloverdale, Calif. The cause was cancer.

He came to Princeton from Shattuck Military Academy in Minnesota, though he grew up in Oklahoma City. Ben majored in psychology, rowed on the

150-pound crew his freshman year, and was a member of Colonial.

He served on an aircraft carrier during the Korean War. After leaving the Navy, Ben took over his father's office-supply and equipment company in Oklahoma City and expanded it to designing and decorating residential and commercial interiors.

In 1961 he accepted an offer from a business colleague, Kirk Bassett, to come to Tiburon, Calif., a bayside community in Marin County. There they opened a clothing store, appropriately named "The Bird and Hound." The store, which first featured recreational clothing and then women's East Coast-style sportswear, thrived for more than 35 years. As a businessman, Ben, though known locally as John, was active in civic affairs.

Ben is survived by his second wife, Constance, to whom he was married for 27 years; children John, Tally, and Charles from his first marriage to Suzanne Talbot; three grandchildren; and one great-grandchild. Our condolences go to his family.

THE CLASS OF 1951

Robert J. Poor '51

The son of Grace McMahon and Arthur G. Poor, Bob was born March 5, 1926, in Passaic, N.J.

He graduated from the Lawrenceville School in 1944 and served as a merchant mariner for two years. At Princeton, Bob majored in geology and belonged to Cap and Gown. He roomed with Rufus Finch, Eb Gaines, Francis Gowen, George Nimick, Tom Remington, Peter Stroh, and Joe Werner. In 1951 Bob married Eugenia Mayer, a union that later ended in divorce.

Following graduation, he was in the Army for two years, where he served as a forward observer in Korea. Bob spent much of his business career in Rio de Janeiro and São Paulo, Brazil. From 1970 to his retirement in 1992, he was general manager of Fritzsche, Dodge, & Olcott, manufacturers of flavors and fragrances in São Paulo. The family then moved to Annapolis, Md., where Bob was active in community affairs.

Bob suffered from vascular dementia and died Aug. 21, 2014, in Holiday, Fla., at age 88. He is survived by his wife, Mary Clifford Poor; children Elizabeth, Robert, Michael, and Alexander; and two grandchildren. His brothers, Arthur and David '50, predeceased him.


William M. Tate '51

Bill was born April 22, 1929, in Frankfort, Ky., to Maria McElroy Tate and William P. Tate. He prepared at Choate and majored in chemical engineering at Princeton. Bill belonged to Elm

and roomed with Bob Bohner, Charles Hardy, and Roger Williams.

Bill then worked successively for Union Carbide, DuPont Co., and Chemetron, with time out for two years in the Army Chemical Corps. He received a fellowship and earned a master's degree in chemical engineering from the University of Louisville in 1955. He married Ellen Spalding that same year.

In 1958 he took a job with Spalding Laundry Co. in Louisville, a large family-retail and industrial-laundry business, eventually serving as its president. Twenty years later he left Spalding and started Universal Uniforms Inc. and later, Universal Denim Services. Bill's recreational passions were sailing, croquet, and backgammon.

Bill suffered from Alzheimer's disease and died Aug. 25, 2014, in Louisville. He is survived by his son, Peter '78; Peter's children, John Augustus '08, Mary Grace, and June; daughter Lisa Austin, her husband, Tom; and their children, Alex and Tate; and by his brother, Tom. Ellen predeceased him in 1998.

THE CLASS OF 1952

Robert L. Stott Jr. '52

Bob graduated *cum laude* from the Taft School. At Princeton he joined Tiger Inn, played several club sports, and was on the freshman basketball team.

Bob majored in English and roomed with Pete Homans.

He lived in New York City for many years and was senior managing partner of Wagner Stott & Co., specialist firm of the New York Stock Exchange. Bob was on the boards of the Browning School, Taft, and the New York Stock Exchange. He also was a vestryman at St. Bartholomew's Church.

Bob later moved to Vero Beach, Fla., and died there Nov. 10, 2014. He leaves his wife, Heidi; sons David and Lawrence; and brother Donald. To them, we offer our sympathies.

THE CLASS OF 1954

James M. Crawford Jr. '54

Jay died Aug. 13, 2015, of natural causes.

Born in the Philippines, he spent most of World War II interned with his family at Santo Thomas University in Manila. He matriculated from the Thatcher School, majored in English, and was a member of Tower Club.

After graduation, he earned a master's degree and Ph.D. in history at the University of California, Berkeley. He then attended Naval Postgraduate School to study Russian and later joined the Intelligence Service.

Jay was a devoted father and grandfather. He had a wealth of knowledge and was an

avid sports fan. During his career, he worked as a journalist, photojournalist, and author, interviewing people such as Ronald Reagan and Walt Disney.

He is survived by his wife, Carolyn; daughter Audrey; stepchildren Lynne, Dawne, Chris, and Jim; and four granddaughters. The class is honored by his service to our country.

Norman W. Usher '54

Norman died May 6, 2015, in his Manhattan home.

Born in Omaha, Neb., with the last name Osheroff, he graduated from Omaha Central High School. At Princeton, Norman majored in economics and was a member of Key and Seal Club. He played trumpet in the Tigertown Five Dixieland Band and was in Triangle. After graduation, he spent two years in the Army and was stationed in Korea. He continued to play the trumpet while in the service.

Norman earned an MBA at New York University. He worked in the data-processing division of IBM in Philadelphia. He had married Deanna Sorenson in 1962 but was divorced at the time of his death. There are no known survivors.

THE CLASS OF 1955



Edwin McIntosh Cover '55

Mac died July 15, 2015.

Born May 13, 1933, in Baltimore, he prepared at Woodberry Forest School.

Mac majored in history, joined Cottage Club, and lived at 11 Alexander St. with his wife, Anne Lowell Thorndike. Mac wrote his thesis on "Woodrow Wilson and the 1919 Election for Governor of New Jersey." His father, Thomas, was a member of the Class of 1928.

After graduating from Harvard Law School, Mac served as counsel for several corporations for 33 years, retiring in 1993 as vice-president and general counsel of Olin Corp.

After living in Darien, Conn., for a number of years, Mac and his wife, Annie, split their time between Skidaway Island, Ga., and their second home in Park City, Utah, with frequent trips to visit their daughters in Massachusetts and Connecticut. Annie and Mac enjoyed golfing, skiing, singing in the church choir, and spoiling their grandchildren. Their retirement was cut short by Mac's premature demise on a cruise ship taking him and Annie to vacation in Norway.

He is survived by Annie, daughters Carolyn Moore and Anne Rawlins, and five grandchildren. Mac's brother Thomas predeceased him. The class sends condolences.

THE CLASS OF 1957

Robert S. Dinsmore '57

Bob died July 13, 2015, in San Antonio. While at Princeton, he joined Prospect Club and majored in mathematics.



After graduation, Bob enrolled at Stanford, where he earned a Ph.D. in mathematics. While there he worked under Gábor Szego, and during the summers he had jobs in technical operations.

Bob then worked for IBM as a systems analyst in San Jose, Sacramento, and Honolulu. He changed careers and opened three retail bookstores over a 10-year period. Later, he returned to mathematics when he formed Minicomputer Associates to market systems with in-house software packages for businesses.

Bob had a formidable intellect and wide-ranging interests in investments, mathematics, politics, genealogy, and collecting rare chess sets. He was active in the Presbyterian church.

Bob is survived by his dear daughter, Betsy, with whom he lived, and three grandchildren.



Robert W. Irving '57

Bob died Aug. 17, 2015, in Marietta, Ga.

He attended Phillips Exeter Academy before matriculating at Princeton. Bob majored in history, joined Charter, and roomed with Dick Geyer. He was one of the Chapel deacons, president of Charter Club, and was a member of Orange Key.

Bob was a first lieutenant in the Marine Corps. His career centered around banking and insurance at Maryland National Bank and Equitable Trust Co. in Baltimore. He retired from Barnett Bank as an executive vice president and senior credit policy officer in Florida. Additionally, he was president of several banking organizations.

Upon retiring, he worked with nonprofit organizations in Florida and Georgia, including helping to found a branch of the Executive Service Corps in West Palm Beach, which he came out of retirement to direct. Then he and his wife, Mary, moved to Marietta and continued their charitable volunteer efforts.

The class sends condolences to Mary; his children, Susan and Robert; and five grandchildren.



Stuart Pertz '57 *60

Stu combined the activities of an artist, architect, planner, public servant, teacher, mentor, and friend in an incredibly full life of working for others.

He came to Princeton from Brooklyn Technical High School and majored in architecture. His senior-year roommates were Zenro Qsawa, Harry Roegner, and Peter Blue. After earning a bachelor's degree, he continued at Princeton and received a master's degree in

architecture in 1960.

As a principal at Pokorny & Pertz, he worked on the restoration of Manhattan's South Street Seaport and on development plans in Charleston, Taiwan, Armenia, and Kuwait City. He was a fellow of the American Institute of Architects, a New York City planning commissioner, and chairman of the New York University Settlement, a venerable immigrant settlement house. He was chairman of Pratt Institute's graduate program in urban design, where he was beloved by his students and taught for more than 30 years.

Thousands of sketches and paintings followed Stu's travels around the world with Jeanette, his wife of 50 years. His late-in-life collaboration with clay produced fantastical figures and animals. Stu served the class with Byron Bell in thematic designs for our later reunions and with Al Tucker in creating our 50th reunion book.

He died July 8, 2015. The class extends its condolences and love to Jeanette and their daughters, Joanna and Eliza.

THE CLASS OF 1959



Laurin A. Wollan Jr. '59

Larry died July 4, 2015, in Richmond, Va.

Growing up outside of Chicago, he attended Springfield High School, where he was active in sports and served as prom chairman.

At Princeton, Larry lettered in baseball, ate at Cannon Club, and majored in politics in preparation for law school. After graduation, he earned a law degree from the University of Chicago and a master's degree in public administration from the University of Illinois.

He briefly taught political science at Millikin University before embarking on a distinguished legal career, which drew to its close at the Department of Justice during the Watergate years.

Larry then returned to the lectern, spending three decades as a professor of criminal justice at Florida State University. At FSU, he met Elisabeth Showalter Muhlenfeld, an English professor who became his second wife in 1981. Betsy went on to assume the presidency of Sweet Briar College in 1996 and the family moved to Virginia, where Larry assumed the self-appointed role of master of Sweet Briar House.

With both awe and annoyance, Larry's classmates still recall his elephantine memory, which ranged from the trivial to the arcane, all arranged in encyclopedic categories. In just reward, he will not be forgotten.

The class extends sympathy to Betsy; his children, Ann and Larry; and to his stepchildren, Allison and David Muhlenfeld.

THE CLASS OF 1961

John H. Marino Sr. '61

John died May 19, 2015, after a sudden diagnosis of pancreatic cancer.



John was born in Middletown, N.Y., and graduated from Goshen Central High School. While at Princeton, John studied to become a civil engineer and served as president of Court Club. He was a member of the Aquinas Association, the Army ROTC, and the Flying Club. His senior-year roommates were Ed Diener, Frank Mignogna, Pete Nettrour, Frank Novak, Joe Witherspoon, and Dick Wollmershauser.

After Princeton, John earned a master's degree in transportation engineering at Purdue University and served as an officer in the Army Corps of Engineers. He enjoyed a fulfilling career as a professional engineer in service to the rail industry and was considered one of the nation's experts in the field.

John was an active member of professional rail and engineering organizations and served many nonprofits in the Washington, D.C. area. John was a loyal and active Princeton alumnus — he frequently attended reunions and was proudly positioned in the middle of his cherished classmates at his 50th-reunion photo in 2011.

John is survived by his wife, Patricia; son John Jr. and daughter Ann Southerlyn Marino; stepdaughters Sarah Melinda Cassidy and Katherine Dolores Klingemann; and their families.

THE CLASS OF 1968



Kim L. Farr '68

Kim died Sept. 13, 2013, in Roswell, Ga.

He attended McArthur High School in Hollywood, Fla. At Princeton, Kim was the student manager of the Chancellor Green Student Center and ate independently. He majored in architecture and his thesis was titled "Urban Renewal in Trenton."

Kim worked for a software company called Cyborg Systems Inc., and later started two companies of his own, The Wellness Way and Anti-Aging & Wellness Atlanta.

To Kim's family, the class extends its deepest sympathy.

GRADUATE ALUMNI

John F. Nash Jr. '50

John Nash, whose front-page *New York Times* obituary reported that he "was widely regarded as one of the great mathematicians of the 20th century," was killed with his wife, Alicia, May 23, 2015, in a taxi crash on the New Jersey Turnpike. He was 86. They were returning to their home in Princeton Junction from Norway, where he was a co-recipient of the Abel Prize, a top award for mathematicians.

In 1948, Nash came to Princeton after graduating with bachelor's and master's

degrees in mathematics from what is now Carnegie Mellon University. He received a Ph.D. in mathematics in 1950 with a dissertation on game theory (which in 1994 won him the Nobel Memorial Prize in Economic Sciences). After Princeton, he became an instructor at MIT in 1951, earning a tenured position in 1958.

In 1957, Nash married Alicia de Lardé. He resigned from MIT in 1959, as an incapacitating mental illness led to hospitalization. Illness took its toll and divorce followed in 1963, with various hospitalizations until 1970. Paranoid delusions continued for two decades, but Alicia stood by him, taking him into her home in 1970, and they remarried in 2001. Nash's life and recovery were described in book and film, both titled *A Beautiful Mind*.

Nash is survived by two sons and a sister.

James H. Noren '60

James Noren, who retired from the Central Intelligence Agency after a long career there, died July 28, 2015. He was 86.

Noren graduated from Hamline University in 1951, and in 1953 and 1960 earned an master's degree and Ph.D. in economics, respectively, from Princeton. After serving in the Army, he had a distinguished 32-year career with the CIA as an economic analyst, specializing in the Soviet Union.

During his retirement, he worked as a consultant and published a book. He was a founding member of St. Stephen's United Methodist Church in Burke, Va.

Noren is survived by his wife of 61 years, Alice Mary; two daughters; and two grandchildren.

William C. Gibbons '61

William Gibbons, the author of a highly acclaimed four-volume history of the Vietnam War for the Library of Congress, died July 4, 2015, at 88.

Gibbons graduated from what is now Randolph College in 1949. Then he earned a master's degree in 1952 and a Ph.D. in 1961 in politics from Princeton. In the late 1950s, he worked in the House and Senate, and in 1960 became an assistant to Senate Majority Leader Lyndon Johnson.

Gibbons worked for the Agency for International Development on its legislative staff from 1962 to 1968. In 1969, he joined Texas A&M University, and in 1972 became a senior analyst in the Foreign Affairs Division of the Library of Congress' Congressional Research Service.

In 1978, at the request of the Senate Foreign Relations Committee, Gibbons began to write a complete history of the war in Vietnam. Starting in 1984, his work was published in four volumes. He retired in 1989, but continued his work as a visiting professor at George Mason

University. A fifth volume was in progress.

Gibbons was married five times and is survived by Patricia, his wife of 29 years; and six children. His brother, John (President Bill Clinton's science adviser from 1993 to 1998), died July 17.

Morgan R. Broadhead '65

Morgan Broadhead, professor of history at Jefferson Community College in Louisville, died Aug. 2, 2015, at the age of 75.

Born in 1939, Broadhead graduated from the University of Connecticut and then completed his graduate studies at Princeton, where he earned a master's degree in history in 1965.

He taught history at Vassar College, Southern Methodist University, the University of Texas, and the University of Louisville before he began his very long career teaching at Jefferson Community College.

Broadhead is survived by his wife, Ann; three sons (including Alex '90); two stepchildren; seven grandchildren; and four step-grandchildren.

Richard C. Leone '69

Richard Leone, a longtime president of the Century Foundation (formerly the Twentieth Century Fund), and a prominent figure in Democratic administrations in Trenton, N.J., died July 16, 2015. He was 75.

Leone graduated from the University of Rochester in 1962, and in 1969 earned the first Ph.D. awarded by Princeton's Woodrow Wilson School. In 1973 and 1977, he managed the successful gubernatorial campaigns of Brendan T. Byrne '49, and at 33 was New Jersey's youngest treasurer.

Leone became president of the New York Mercantile Exchange in 1980, and in 1985 he became a managing director at Dillon Read & Co. Republican Gov. Thomas H. Kean '57 appointed Leone to the board of the Port Authority of New York and New Jersey. From 1990 to 1994 Leone was chairman under Kean's Democratic successor, Jim Florio.

Later, Leone often criticized the governors of New York and New Jersey for turning the Port Authority into a political bartering agency where professionals were replaced by patronage.

From 1989 to 2011, Leone was president of the Century Foundation, a nonpartisan public-policy research organization focusing on inequality, voting rights, civil liberties, and opposing privatization of Social Security. From 1993 to 1996, he was an APGA board member.

Leone is survived by his wife, Meg Cox; two children; a granddaughter; and his first wife, Anita Osper.

This issue contains an undergraduate memorial for Stuart Pertz '57 '60.

Graduate memorials are prepared by the APGA.

Classifieds

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Rome: Elegant 2-4BR historic apartment, modern conveniences! tkim@stollberne.com

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Italy/Todi: Luxurious 8BR, 7.5BA villa, amazing views, infinity pool, olives, lavender, grapes, vegetable garden, daily cleaner, Wi-Fi. Photos/prices/availability: VRBO.com, #398660. Discount —Princetonians. 914-320-2865. MarilynGasparini@aol.com, p'11.

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United States Northeast

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Stone Harbor, NJ: On beach, upscale. 570-287-7191. E-mail: radams150@aol.com

Martha's Vineyard: Your Tiger specialist for all-island rentals/purchases! eliser@mylandmarks.com, @MVislandliving, Elise Ryan '76.

Maine: Acadia National Park; Bar Harbor/Ellsworth area. Lakefront cottage, kayaks, canoe, rowboat. \$750/wk. 207-671-2726. Sandraquine@yahoo.com, www.freewebs.com/Quinecottage



Classifieds

United States Northeast

Lake Champlain, VT: Lakeside 3BR, 2BA, beautifully appointed, views! Vermontproperty.com, #1591. douglas_grover@ml.com, '73.

Cape Cod: Waterfront estate (sleeps 16-20) in charming Osterville near many public golf courses. Boathouse, dock, hot tub, kayaks, sunsets. Perfect for family reunions. pesimons@aol.com, s'70.

Nantucket: Dionis. 3BR, 2BA, decks, views, walk to beach. 530-574-7731. doctorpaula@comcast.net, '66, p'86.

Southold, Long Island: Renovated North Fork wine/ beach home, 2BR, 2BA, sleeps 5. cmorgenroth@gmail.com, '02.

Nantucket Shimmo: 5 bedrooms, 3 baths. Harbor view. www.weneedavacation.com/Nantucket/Shimmo-Vacation-Rental-12324 for pictures, rates, availability. TedBent@earthlink.net, '66.

United States Southeast



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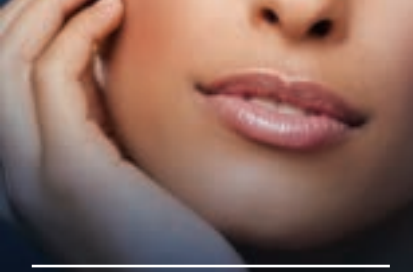
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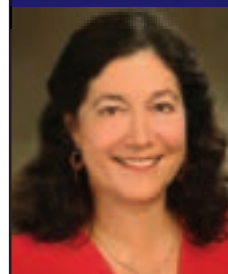
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Martin Luther King Jr. dines with students following his 1960 sermon at the University Chapel.

A Southern Protest Arrives in the North

John S. Weeren

The movement to desegregate the South arrived in Princeton on a winter weekend in 1960. On March 12, some 50 undergraduates picketed the Woolworth store on Nassau Street to protest the racial segregation of the five-and-ten chain's Southern lunch counters. For Malcolm L. Diamond, an assistant professor of religion who joined the picketers, this was "an expression of sympathy and concern for those young Negro men and women in the South who are displaying extraordinary courage and discipline in asserting their human rights." But others, including the editors of *The Daily Princetonian*, felt that "there just must be a better way for sincerity to be expressed than in the way it was done Saturday."

Though not as provocative as the sit-ins that began the previous month, when four black students famously refused to leave Woolworth's lunch counter in Greensboro, N.C., the protest on Nassau Street sparked unexpected violence. According to *The New York Times*, a number of undergraduates and high school students "began jostling and punching the picketers and pulling down their placards," which bore slogans such as "End Apartheid in the South" and

"Jim Crow Must Go." Police and proctors soon ended the fracas, allowing the protest to continue.

Racial inequality was challenged in a different way the next day, when Martin Luther King Jr., president of the Southern Christian Leadership Conference, addressed an overflowing crowd in Princeton's Chapel as part of a conference sponsored by the Student Christian Association. PAW reported that "most of the audience was impressed with his unemotional appeal," which called on blacks and whites — the "oppressed and the oppressor" — to embrace a "concern for the welfare of others," rather than succumbing to self-interest.

The invitation that brought him to campus was criticized by some Southern alumni, prompting Dean of the Chapel Ernest Gordon to assert that far from being a revolutionary, King "has prevented a revolution from taking place" through his commitment to nonviolence. As on Nassau Street, freedom of expression prevailed. ♦

John S. Weeren is founding director of *Princeton Writes* and a former assistant University archivist.



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