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PRINCETON ALUMNI WEEKLY

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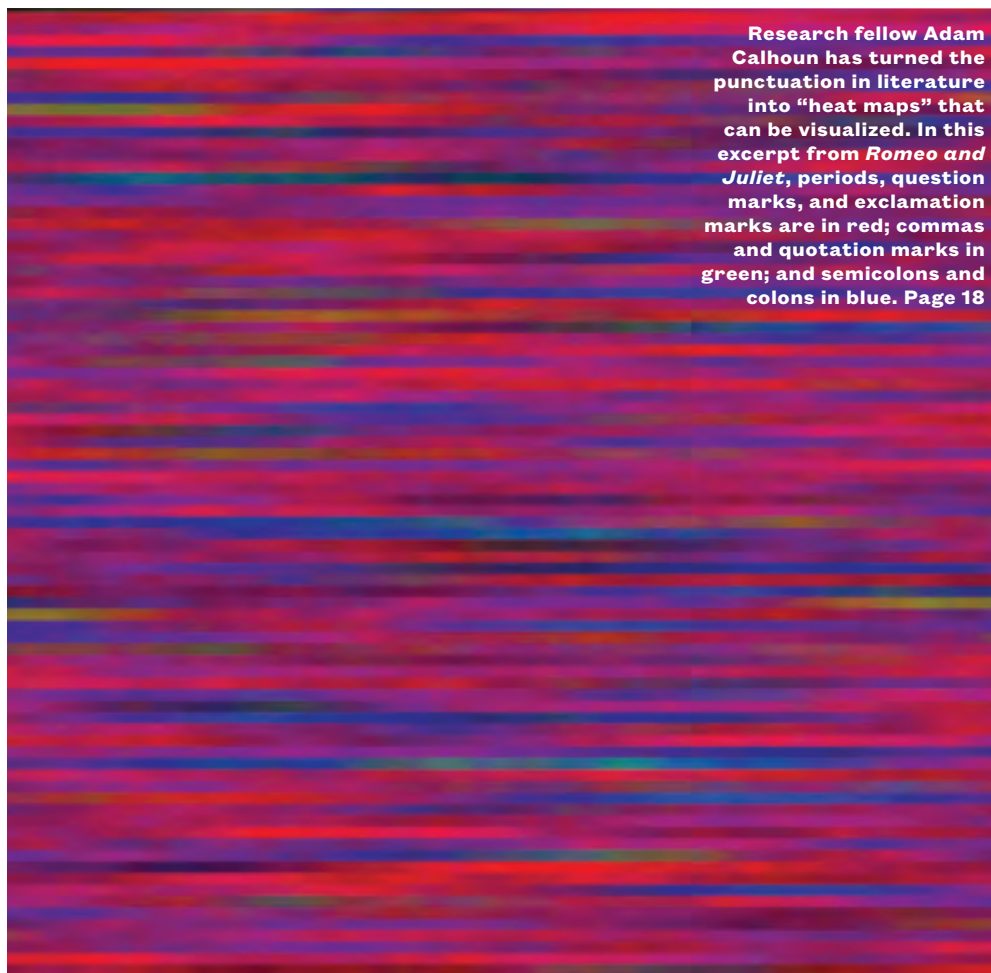
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Research fellow Adam Calhoun has turned the punctuation in literature into "heat maps" that can be visualized. In this excerpt from *Romeo and Juliet*, periods, question marks, and exclamation marks are in red; commas and quotation marks in green; and semicolons and colons in blue. Page 18

Three Years In

President Christopher Eisgruber '83 discusses some of the most pressing issues at Princeton, from free speech to campus protests to admissions.

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Home Cooking

For students who crave fresh meals and a tight-knit community, Princeton's cooperatives are the prime culinary alternative. Mary Hui '17 goes inside their kitchens and dining rooms in a PAW Online slide show.



Jewish Life

Gregg Lange '70's two-part history column continues with a look at admissions, the eating clubs, and more.

Alumni Blogs

Browse links to more than 200 blogs written by Princetonians.

Podcasts

Listen to the new episode of PAW Tracks, featuring professor emeritus John V. Fleming *63.

Renewing Princeton's Ties to India

When I traveled to India last month with a delegation of Princetonians, we were proud to see a portrait of Princeton's 16th president, Robert Goheen '40 *48, hanging on the wall of the American embassy in New Delhi. After retiring from the University presidency in 1972, President Goheen went on to serve as the United States ambassador to India from 1977 to 1980. He knew the country well, having grown up there as the child of Presbyterian medical missionaries, and he visited several times during his tenure as Princeton's president.



U.S. EMBASSY, NEW DELHI

On March 16, the Princeton delegation met with Michael Pelletier (left of center), the deputy chief of mission at the U.S. embassy in New Delhi, and other embassy officials. A photo of former Princeton President Robert Goheen '40 *48, who served as the U.S. ambassador to India from 1977 to 1980, hangs on the wall behind them.

This was my first trip to the subcontinent, and I was honored and grateful for the opportunity to renew the ties and traditions that President Goheen represented. In Mumbai and Delhi, Dean of the Woodrow Wilson School of Public and International Affairs Cecilia Rouse and I spoke to gatherings of enthusiastic alumni. Throughout the course of our visit, we met with leaders in higher education, business, and government to learn more about India and how to facilitate connections with it. On a walking tour of the magnificently restored Humayun's Tomb (often cited as the inspiration for its slightly younger cousin, the Taj Mahal) and the Nizamuddin *Basti* surrounding it, we witnessed firsthand the breathtaking beauty and the distressing poverty that co-exist in close proximity across the country.

The India we visited was much changed from the country where President Goheen served as ambassador nearly 40 years ago. According to data from the World Bank, between 1980 and 2014 the population of India grew from around 700 million to nearly 1.3 billion. In this same period of time, India's gross domestic product, measured in current U.S. dollars, grew from around \$190 billion to just over \$2 trillion. Infants born in India today have a life expectancy of nearly 68 years, up 14 years from what Indian babies born less than four decades ago could expect.

During our visit, many people told us that India is now at a pivotal moment in its history. The Indian economy grew by more than seven percent last year, making it a bright spot in a dismal world economy. India is poised to reap the benefit of a "demographic dividend" — a period of heightened economic productivity that can occur when a nation's

population structure shifts, resulting in an increase in the size of the workforce relative to the overall population.

To seize the opportunities before it, however, India will need to overcome challenges related to (among other things) health care, water quality, education, roads and other infrastructure, and regulatory reform.

The work of several Princeton faculty members and students focuses on these challenges. Angus Deaton, the Dwight D. Eisenhower Professor of International Affairs and professor of economics and international affairs in the

Woodrow Wilson School, received the 2015 Nobel Prize in economics for his pathbreaking work on "consumption, poverty, and welfare," including his contributions to the measurement of poverty in India.

As part of Princeton's Health Grand Challenges program, Professor of Civil and Environmental Engineering Peter Jaffe led an effort to develop simple and sustainable systems to remove fluoride from groundwater (excess fluoride from drinking water can cause fluorosis, a condition that deforms bones and teeth) — his hope is that such systems might one day be scaled up, tested, and ultimately deployed in rural villages in India, where fluorosis is a devastating public health problem.

Physics professor Shivaji Sondhi and the Woodrow Wilson School's Center for International Security Studies host an annual program on international relations

and strategic affairs for Indian parliament members, which is co-sponsored by the Delhi-based Centre for Policy Research.

A number of departments across campus offer courses that are relevant to understanding India and its place in the world, from "The Making of Modern India and Pakistan" and "Democracy in India" to a Princeton Institute for International and Regional Studies Global Seminar on Indian youth held in Mysore, India, to language courses in Hindi, Urdu, and Sanskrit. As part of the strategic planning process, a task force on regional studies recently identified India as an important area of emphasis for the University.

Of course, the most important contributions to India's future will come not from America's universities but from India's own. In the conversations my colleagues and I had with India's academic leaders, our counterparts mentioned funding, but spoke even more passionately about their struggles to ensure the kind of autonomy that most American universities take for granted: the freedom to make hiring decisions and budget choices; to set disciplinary rules; to manage their campuses; and, most importantly of all, to maintain the academic freedom and freedoms of speech that are the lifeblood of great scholarly communities.

I hope that India's schools, colleges, and universities will succeed in their efforts. India is indeed at a special moment in its history, and a strong system of higher education is vital to its future. We will do what we can to contribute as Princeton builds its connections with this extraordinary country.

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April 20, 2016 Volume 116, Number 11

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YOUR VIEWS ♦ COPING WITH DROUGHT ♦ IVY BASKETBALL TOURNEY

Inbox

THE DEMAND FOR WATER

Thanks for "In a Dry Country" (cover story, March 16) — exactly the kind of interesting, informative, and helpful story I most appreciate.

Steve Gottlieb '62

Albany, N.Y.

In Northern California we have a huge watershed that supplies huge underground aquifers. These have remained essentially full during the drought years. Ground settling has been small and very limited in area. It is not clear that a warmer ocean surface will not produce more precipitation here. We know it will globally. The climate models have failed miserably! Measured warming is 0.11 degrees C per decade; the model predictions average 0.25 C per decade. These predictions are fed to the media by the climate establishment that continues to assert we are having a global-warming climate crisis. However, the data show that crisis is 100 years away, if at all.

F. Paul Brady *60

Davis, Calif.

I'm writing this from the Australian bush, and we are *very* dry here. The article was great and scary. I'm sending it to all my children in the United States. I sat on our veranda here many years ago and said we can do without oil, but we can't survive without water. The United States should take a page from Australia's playbook on methods of water conservation, e.g. water tanks

FROM PAW'S PAGES: 1/24/58

"Frosh"

Dear Sir:

PERHAPS I am somewhat old fashioned in taking exception to the use of the word "frosh" in the ALUMNI WEEKLY. Times change and vocabularies change and perhaps this is simply a matter of semantics. But I must confess that I dislike the use of a word that I associate not with Princeton, but with a very different type of institution. I hope that the next step will not be to follow the example of the sports-writers who speak of the Yale-Princeton football game as a "ball game" between two Ivy League "schools." Here's a vote for purism in English.

EDWARD M. CRANE '18
Princeton, N.J.

If the expression is in current usage on the campus, there isn't much PAW can do about it. Terrible word.—Ed.

to capture roof runoff.

Stokes Carrigan III '52

Beach Haven, N.J.

THE FITZGERALD MUSEUM

Thank you, *Princeton Alumni Weekly*, and thank you, W. Barksdale Maynard '88, for introducing the Scott and Zelda Fitzgerald Museum to thousands of alumni and friends (feature, March 16). Maynard's story is artfully and intriguingly well written. Yet, leading Fitzgerald scholar Jackson R. Bryer has written to me that, contrary to Maynard's statement that Fitzgerald had an affair with a Hollywood actress, *continues on page 8*

PAW TRACKS



A LITERARY LIFE: John V. Fleming '63 describes his time as a Ph.D. student as "a blur," but his four decades on the faculty left a clearer impression. "For me, Princeton was the perfect place," he said. "I became a Princetonian by adoption, in a sense, rather than by rite." Listen to his story at paw.princeton.edu.



**John V.
Fleming '63**

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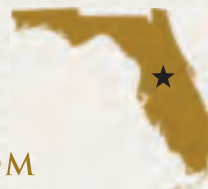
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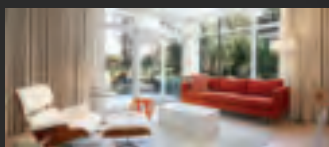


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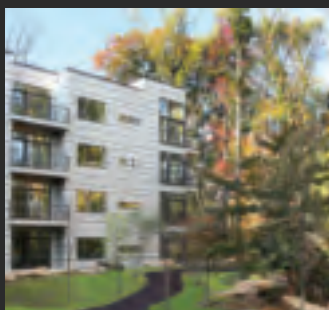
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Bernard Eckstein studied chemistry at Princeton as an undergrad, then spent his career in research and development with Union Carbide.



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Inbox

continued from page 3

there is no evidence that he had an affair with actress Lois Moran. In fact, Bryer says, there is considerable evidence — including from Moran herself — that it was an innocent flirtation. Bryer also tells me that there is no evidence that Zelda ever had a lesbian relationship, as Maynard contends.

The museum has never held up either Fitzgerald as a role model. Instead, we celebrate their great literary and artistic accomplishments and their international impact on literature and history. Zelda's artwork, influenced by Picasso, is heralded today, commanding high prices. She is seen as a great heroine by both the mental-health movement and the early feminist movement, with as many as a dozen books written about her. Well over 50 books have been written about F. Scott Fitzgerald, and his novels have been translated into languages from Bengali to Swahili.

The three surviving Fitzgerald grandchildren strongly support the museum, as does the international F. Scott Fitzgerald Society, which meets every other year on alternate sides of the Atlantic and which met at the museum in 2013.

I invite Princetonians of all philosophical stripes to come to Montgomery and see for yourself. The museum's website is www.thefitzgeraldmuseum.org/.

Julian L. McPhillips '68
Montgomery, Ala.

Editor's note: A longer version of this letter can be found at PAW Online.

Given Zelda Fitzgerald's history of remissions and exacerbation, a diagnosis of schizophrenia is highly unlikely. Bipolar illness is more likely. Until the introduction of lithium in the late 1960s, there was no effective treatment for bipolar illness.

Richard C. Conroy '55, M.D.
West Palm Beach, Fla.

HIGHER ED CHALLENGES

The March 16 President's Page, summarizing a recent talk by President Eisgruber '83, highlights several issues that loom large, in this part of the country at any rate:

- ♦ the proportion of incoming college freshmen taking one or more remedial courses;
- ♦ the completion rate of bachelor's-

ALUMNI QUESTION BASKETBALL TOURNAMENT PLAN

The Conversation Online



News of the Ivy League's plans for a postseason tournament next year for men's and women's basketball ("Don't Fear the Ivy League Tournament," posted March 11 at PAW Online) drew spirited comments from alumni.

"One hears a lot about the regular Ivy season as a 14-game tournament and then, boom, the league shows its true colors," wrote **Martin Lapidus '62**. "The Ivy League is after the money, just like the NCAA itself."

"The idea of playing in a four-team tournament after a full season is not appropriate. Two games should not replace the work of 14 games," **Sandy Murdock '69** wrote on Facebook. "Other leagues should copy the Ivy's regular-season-takes-all."

Added **Paul Hauge '80**: "What could be fairer than a home-and-home round-robin competition that involves every team? Our thirst for dramatic playoffs too often wins out."

Robert Hill '73 commented that a playoff "will give much more weight to the quality/experience of the coach. I much prefer giving the award for the whole season."

Larry Greenfield '64 said the selection of the Palestra at Penn to host the inaugural tournament raised another question: "What about the potential advantage for Penn to be playing on its home court?" ♦

degree programs within six years — or “ever”;

- ♦ the continuous rise in the cost of attending college, in large part driven by mushrooming “fees”;

- ♦ the drive to “grow” certain public universities by offering very large financial inducements to select out-of-state students while keeping staff levels constant;

- ♦ the growing, perhaps inevitable, interest of public research universities in the business and financial-gain possibilities of scientific and engineering developments and discoveries.

Alexander M. Williamson '61 *62
Alpharetta, Ga.

THE IMPACT OF PROTESTS

I beg to differ with Mack Rossoff '74's conclusions (Inbox, March 2). As I recall, by 1972, effective student protests had happened (not at Princeton), and the politicians were slowly extracting us from Vietnam. Princeton was late to this party. He is correct in that ROTC was shut down, not necessarily to the service of the nation. It is rare now for a Princeton student to serve, or to know people who do. That is especially important when these students become political leaders, as we are now seeing. Long gone are the concepts of citizen soldier, of pay as you go for military adventures, of having responsibilities as well as rights.

Ben Fuller '67
Cushing, Maine

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FROM THE EDITOR

A Presidential Chat

The voice of Princeton's president is found in every issue of PAW, on the President's Page. It's on that page that President Eisgruber '83 speaks directly to alumni, describing his goals and initiatives, explaining the job, and staking out his position on the subject of the day.

Every so often, PAW seeks to engage with the president in a different way. Beginning on page 20, you can read the results: a Q&A in which Eisgruber addressed topics ranging from recent protests by the Black Justice League student group, to the role of the Graduate School, to why he favors a return to the admission of transfer students. He addressed the questions candidly, even when it seemed impossible to answer in a way that would please everyone.

Eisgruber has had an exceptionally busy tenure so far. He has spoken to Princeton audiences around the world, recently returning from India, where he was questioned about free speech. (In that exchange, which took place after an Indian student leader was arrested, a reporter asserted that no American university would allow students to meet to commemorate Osama bin Laden — and Eisgruber answered that Princeton would allow such a meeting to take place.) He has been caught up in a wave of student activism, much of it related to the Black Lives Matter movement, that has challenged the University to reconsider the legacy of Woodrow Wilson 1879 and the kind of home Princeton is for African American and other minority students.

After the interview with PAW, Eisgruber suggested that our conversation likely would prompt alumni to write in with their own views. We hope you prove him correct: Post a comment online at paw.princeton.edu, send an email to paw@princeton.edu, or write to us the old-fashioned way: 194 Nassau St., Suite 38, Princeton, NJ 08542. — Marilyn H. Marks *86

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On the Campus



The Tigerlilies — Princeton's first all-female a cappella group — serenade an audience in 1879 Arch on a chilly Thursday night in early March. Photograph by Ricardo Barros

On the Rise

Computer science becomes top major, expanding faculty as it transforms fields

Five years ago, the most popular majors for members of the Class of 2011 were economics, politics, history, the Woodrow Wilson School, and operations research and financial engineering. Computer science, which awarded 36 degrees in 2011, wasn't even close to cracking the top five.

But it has become the University's most popular undergraduate major, with 130 students in the Class of 2017 pursuing degrees in computer science. That compares to 111 among this year's seniors.

The increase in student interest is one reason behind President Eisgruber '83's recent announcement of 10 new faculty positions in computer science, as well as an emphasis in Princeton's new strategic-planning framework on strengthening computer science offerings.

Department chair Jennifer Rexford '91 attributes the expansion to the fact that computer science is transforming fields across every discipline. "Computational thinking is becoming universal as a mode of thought," Rexford said. "Everything is being transformed by computing."

Computer science has radically changed the ability of people in other fields to process and analyze large data sets — so that biologists studying variation among species, for example, can compare gene sequences, not just the shapes of birds' beaks; and financial entrepreneurs can design algorithms to execute high-speed transactions automatically, rather than relying on their personal assessments of individual businesses or trades.

"Computational thinking is becoming universal as a mode of thought. Everything is being transformed by computing."

— Jennifer Rexford '91, department chair



10

NEW COMPUTER SCIENCE FACULTY SLOTS HAVE BEEN APPROVED



#1

COMPUTER SCIENCE IS THE MOST POPULAR MAJOR AMONG JUNIORS, WITH 130 MAJORS



60%

APPROXIMATE NUMBER OF UNDERGRADUATES WHO TAKE AT LEAST ONE COMPUTER SCIENCE COURSE



35%

OF JUNIORS MAJORING IN COMPUTER SCIENCE ARE WOMEN

The computer science faculty has strong ties with many other departments, including the Woodrow Wilson School, mathematics, electrical engineering, and biology. "It's hard to find a field today in science or engineering — or maybe even social science and the humanities — where there isn't some way that computer science can have an impact," said H. Vincent Poor '77, dean of the engineering school.

"This is a fundamental intellectual shift," Rexford said. "It goes beyond just [that] students really want to major in CS so they can get a good job."

Graduates with computer science degrees are finding jobs in more diverse fields than they used to, Rexford said. "A few years ago, you predominantly saw our students going to Facebook, Google, and Microsoft," she said. In recent years, "you see a lot more students doing startups and more entrepreneurial activities, and going to smaller, newer companies doing things where technology is a piece of the mission but not the whole focus. We've even had people go to work for the current election, doing data analytics for Hillary Clinton."

Both Poor and Rexford noted the challenges of recruiting and retaining faculty members in the current competitive climate of other universities and companies hiring aggressively in the field; Rexford referred to the recruiting process as "a bit of a feeding frenzy." Junior-faculty offers in the department have a yield of roughly 25 percent.

Forty-six of the 130 declared majors in the Class of 2017 are women, but there were fewer than 10 when Kay Ousterhout '11 and Jennifer Kilpatrick '11 founded Princeton Women in Computer Science (PWICS) six years ago to bring together women who were interested in the major. Ousterhout is now a Ph.D. candidate at Berkeley, while Kilpatrick is pursuing an MBA and a master's in computer science at Stanford.

Kilpatrick arrived at Princeton intending to major in classics until she took COS126, "General Computer Science," in the spring of her freshman year. The course — which convinced her to switch into the engineering school, and eventually declare her major in computer science — features fun, applied projects that were remembered fondly by many alums.

“It’s hard to find a field today in science or engineering — or maybe even social science and the humanities — where there isn’t some way that computer science can have an impact.”

— H. Vincent Poor ’77, dean of the engineering school

Elizabeth Bradley ’17, who planned to major in politics when she started at Princeton, also switched to computer science after taking COS126 in her freshman year. Taking part in the department’s summer program for students with no programming background prior to college “gave me the confidence that I could survive in my major alongside students who’d programmed for many years,” Bradley said. She plans to attend graduate school in computer science and then work in industry research.

“General Computer Science” is an accessible course even for non-majors, said Michael Pinsky ’15, who majored in psychology but took two computer science classes at Princeton and co-founded social startup Friendly with classmate Vaidhy Murti ’15. “They were very receptive to non-majors, and the resources that were provided were pretty unbelievable,” Pinsky said of his experience taking COS126. “There are a lot of people who are interested in seeing if they want to be a CS major and a lot of people who just want to learn how to do a little coding, so it’s a nice mix.”

Patrick Wendell ’11, who did major in computer science, is co-founder and head of engineering of Databricks, which provides tools to help organizations process and analyze large data sets relevant to their business. “There’s so much you can appreciate just by understanding the basics of how computing works and what types of problems computer scientists can solve every day,” Wendell said. “It’s great to see that people are seeing computer science as a skill set that is broadly relevant, no matter which major someone’s pursuing.” ♦ *By Josephine Wolff ’10*



Students at an exhibition on Woodrow Wilson 1879 that opened this month in Robertson Hall.

Keeping Wilson’s Name

Broader legacy perspective to be offered; University to step up inclusivity efforts

The University’s board of trustees has rejected a call by a student activist group to remove the name of Woodrow Wilson 1879 from the School of Public and International Affairs and one of Princeton’s residential colleges because of his views and actions on race. But the board said the University must be “honest and forthcoming” about its history and recognize Wilson’s “failings and shortcomings” as well as his achievements.

At the same time, the board said the controversy over Wilson’s legacy was “emblematic of larger concerns” about the University’s commitment to diversity and inclusivity. Efforts should be “redoubled” to ensure that Princeton “embraces, respects, and values all members of its on-campus and alumni communities,” the trustees said, and a new board committee will monitor the progress.

The renaming issue was raised by the Black Justice League — citing Wilson’s record on racial issues as both University president and U.S. president — during a 33-hour sit-in in November at President Eisgruber ’83’s office in Nassau Hall.

A special committee of the trustees was created to consider Wilson’s legacy and whether Princeton should change

how it recognizes that legacy. The full board endorsed the committee’s 13-page report (<http://bit.ly/wilson-report>), and it was released April 4.

The board approved these actions:

- ♦ Creating a “pipeline program” to encourage more students from underrepresented groups to pursue doctoral degrees and careers in academia, supporting efforts to increase diversity among graduate students and faculty.
- ♦ Developing initiatives that provide a broader understanding of Wilson and especially his racist attitudes, as well as of parts of the University’s history “that have been forgotten, overlooked, subordinated, or suppressed.”
- ♦ Adding campus art and iconography that reflects Princeton’s diversity.
- ♦ Changing the University’s informal motto, taken from Wilson’s 1896 address and modified a century later to the familiar “Princeton in the nation’s service and in the service of all nations.” In line with a suggestion by Supreme Court Justice Sonia Sotomayor ’76 as she received the Woodrow Wilson award in 2014, the motto will now read: “Princeton in the nation’s service and the service of humanity.”

The board also called on the administration to “bring a more diverse



Brent Henry '69, chair of the Wilson Legacy Review Committee

presence to the campus” by inviting suggestions from the University community to name buildings or other spaces not currently named. The atrium of Robertson Hall, a primary entryway to the Wilson School, was cited as an example.

Eisgruber said in a statement that he agreed fully with the committee’s recommendations and that implementation of the new initiatives will begin immediately. “While I continue to admire Wilson’s many genuine accomplishments, I recognize the need to describe him in a way that is more balanced, and more faithful to history, than this University and I have previously done,” he said.

The committee said that it had heard from more than 700 people through online comments and in meetings on campus. Supporters of changing the name of the Wilson School and/or Wilson College were in the minority, the board said.

Not all members of the special trustee committee agreed that Wilson’s name should remain on the school and the college, the report said, “but in the end our collective judgment was that the names should not be changed.” Brent Henry ’69, chair of the committee, said there were no dissents from the report by members of the committee or of the full board.

The Black Justice League said in a statement that it was disappointed but not surprised by the trustees’ actions. “Princeton’s decision today demonstrates unambiguously its commitment to symbols and legacies of anti-Blackness in the name of ‘history’ and ‘tradition’ at the expense of the needs of and in direct contravention with the daily experiences of Black students at Princeton,” the statement said. ♦ *By W.R.O.*

Task Force: Expand ‘Big Data’ Efforts



PRINCETON'S FUTURE: RECOMMENDATIONS

As part of PAW’s continuing coverage of the work of strategic-planning task forces created by President Eisgruber ’83, this issue describes the task force report on statistics and machine learning.

The “big data” movement has changed the way that researchers across disciplines analyze data, as advances have allowed researchers to work with larger data sets in different ways. The University created the Center for Statistics and Machine Learning in 2014. This task force called for expanding both faculty and course offerings. Among its recommendations:

- ♦ Six faculty members work primarily in statistics and machine learning but are based in other departments. The task force proposed that these six be offered joint positions in the Center for Statistics and Machine Learning, along with the hiring of eight new faculty, mostly joint appointments, and two full-time lecturers. The report said the center should have its own space for classes and offices.
- ♦ Establish a Ph.D. program in statistics and machine learning for 40 to 50 students (a number that would include some Princeton graduate students already doing research in the field), and offer a graduate certificate in data science.
- ♦ Develop new undergraduate courses in areas such as data science, nonparametric statistics, applied machine learning, and statistical computing.
- ♦ Provide more high-performance computers. ♦ *By Megan Laubach '18*

IN SHORT



EMILY A. CARTER, the director of the University’s Andlinger Center for Energy and the Environment, will become dean of the engineering school July 1. Carter,

a professor of mechanical and aerospace engineering and applied and computational mathematics, has been a member of the faculty since 2004.

At the Andlinger Center, Carter has overseen the start of an undergraduate certificate program, creation of a corporate-affiliates program, and initiatives in research-innovation funding. Her current research is focused on discovery and design of molecules and materials for sustainable energy, including converting sunlight to electricity and fuels.

Carter will succeed H. Vincent Poor *77, who has served as dean since 2006 and will return to full-time teaching and research. Carter said she looks forward to encouraging new fields of research, educating “students of all backgrounds as to the wonderful creativity and societal impact associated with being an engineer,” and expanding the school’s partnerships.

The University extended **OFFERS OF ADMISSION** to 1,894 students for the Class of 2020, 6.5 percent of the record 29,303 who applied. The acceptance rate is the lowest in Princeton’s history. Of the total, 785 were admitted from the early-action pool. Among those offered admission, 49.5 percent are women, 50.6 percent self-identified as racial or ethnic minorities, 63 percent attend public schools, and 17.5 percent will be the first in their families to attend college — all record numbers for a Princeton class. Of those admitted, 11.2 percent are legacies. Another 1,237 candidates are on the waitlist. The target size for the class is 1,308 students. Stanford had the lowest acceptance rate — 4.7 percent — among peer schools.

Princeton was one of several universities targeted by a white supremacist hacker who sent an **ANTI-SEMITIC AND RACIST FLIER** to networked printers in late March. The flier, which depicted two swastikas, urged the “white man” to join “in the struggle for global white supremacy.” Princeton officials said steps have been taken to prevent off-campus computers from having access to University printers and that the incident is under investigation by the FBI. ♦

Anya Gersoff '16 ranks third in goals for the women's lacrosse team.



WOMEN'S LACROSSE

An Ambition to Serve

After playing for two Tiger teams, Gersoff '16 pursues a new uniform

Anya Gersoff '16 is a rare two-sport standout at Princeton, and her career ambitions set her further apart. The senior attack on the women's lacrosse team hopes to begin Officer Candidate School in the Army after graduation. She will find out in July if she has been accepted.

"She sees the military as a way to make a difference in the world and do good and give to something that has a higher purpose," said longtime head coach Chris Sailer. "I haven't had a kid go into the military. She'll be my first."

After serving as backup goalie for the first Princeton field hockey team to win an NCAA championship in 2012, Gersoff joined the lacrosse team for a conditioning test. She finished near the back of the pack, an eye-opener for the then-freshman. "The next year, she

crushes it her first time back," Sailer said. "She's a kid that clearly learned."

Gersoff, a Woodrow Wilson School major, started the last three years for the field hockey team. During the fall, her routine included waking up every day at 6:45 a.m. for an individual lacrosse workout, going to classes, and then heading back for field hockey practice. Sometimes, she even made time for "wall ball," the lacrosse team's informal skills sessions.

As a multi-sport athlete, Gersoff said that she's learned to balance commitments. In the Army, she said, "I'll still be part of a team and doing similar stuff. So maybe I won't end up missing it that much."

In lacrosse, Gersoff started all 20 games for last year's Ivy League champions. Eight games into her final season, she

had 11 goals, third-best for the Tigers, who have ranked as high as No. 7 in the nation and started the Ivy season 2-0.

"Her work rate is always extremely high," Sailer said. "In that way, she always sets an amazing example."

Gersoff began to consider the military after coaching lacrosse in Uganda with a nonprofit group before her sophomore year. "I actually became pretty disenchanted with the whole NGO prospect," Gersoff said. "I felt like things weren't really getting done, even though there was an opportunity to make a huge difference in people's lives. That's something that stayed with me."

Gersoff sees her goal of being an intelligence officer as a way to fulfill the unofficial Princeton motto, "In the nation's service and in the service of all nations."

"I think that kids with our backgrounds really need to think hard about trying to serve in some capacity," she said. "Not join the military necessarily, but trying to make a difference in the community, trying to do something good. If I've inspired anyone, it's through that. I want them to try to think about committing to service somehow." ♦ *By Justin Feil*



Glenn Ochal '08, right, with his Olympic teammates in 2012.

THE ROAD TO RIO

Ochal '08, a Bronze Medalist in 2012, Trains for More in the Men's Four

When Glenn Ochal '08 was recruited from high school for the Princeton rowing team, he was already “doing things on a rowing machine that were never seen out of a high school athlete,” said Greg Hughes '96, head coach of the heavyweight men.

The 6-foot-4-inch, 205-pound Ochal soon would learn that to succeed at the next level, he would need more than just brute strength.

In the summer after his freshman year at Princeton, Ochal joined teammate Pier DeRoo '06 for the 2005 Under 23 World Rowing Championships in Amsterdam. Their quadruple scull finished last in the final.

Confronted with the challenge of better competition, Ochal did not

become discouraged. “A bad day didn’t bring him down,” said Hughes. “That was his value to the group. Princeton students are so results-driven, but for Glenn it was OK to fail every once in a while.”

“He’s like Skynet,” said teammate Bill Mongan '06, referencing the indefatigable artificial-intelligence system of the *Terminator* movies. “He learns. He watches. He pays attention.”

The watching and learning quickly paid off. In October, a few months after the Under 23 World Championships, Ochal rowed what he still considers his favorite race, the 2005 Head of the Charles Regatta. Princeton became the first collegiate crew to win the Championship Eights in 20 years.

DeRoo noticed a change in Ochal that fall. He was more determined and calmer under pressure. His workout scores made a dramatic jump.

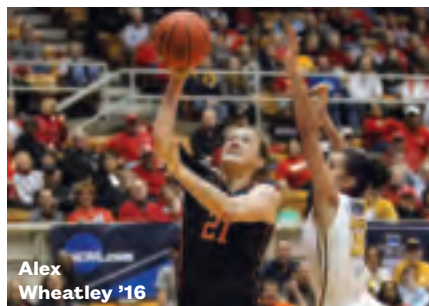
“What impresses me most about him is that most people get 10 to 15 seconds faster after freshman year and maybe 10 to 15 seconds faster by senior year — but Glenn keeps getting better and faster,” said DeRoo.

Ochal won a bronze medal with the U.S. men’s four without coxswain at the 2012 Olympics in London. Then, Great Britain, the winner of the men’s four in 2012, jumped out to an early lead in the first 400 meters, seizing a significant strategic advantage.

If Ochal makes the Olympic team again this year, he’ll aim to do things differently.

“We’re not risk takers, but we’re going to put our necks out there a little more on the line and dictate the race,” Ochal said. ♦ *By Alfred Miller '11*

SPORTS SHORTS



Alex Wheatley '16

WOMEN'S BASKETBALL co-captains Alex Wheatley '16 and Annie Tarakchian '16 capped their careers with memorable performances in Princeton's NCAA Tournament loss to West Virginia March 18. Wheatley shot 9-for-10 from the field, scoring 18 points, while Tarakchian added 20 points and 10 rebounds. The Tigers' five seniors combined for 54 of the team's 65 points.

Princeton led for most of the first two quarters, but West Virginia edged ahead by a point just before halftime. After a back-and-forth third quarter, the Mountaineers took control with a 9-0 run to start the fourth and held on to win, 74-65.

Princeton, the first team in Ivy League history to receive an at-large bid to the NCAA Tournament, finished the season 23-6. ♦ *By B.T.*

Life of the Mind

BIOLOGY

Love Bites

Learning how some mosquitoes came to prefer us above all

Mosquitoes are a nuisance. They also can be a threat. A few types of mosquitoes carry diseases that can be spread to humans through their bites — such as the *Aedes aegypti* species, which can transmit the Zika virus and viruses causing dengue and yellow fever. But for assistant professor Lindy McBride, mosquitoes also are a window into understanding how genes dictate behaviors. The mosquitoes that are best at transmitting human diseases are those that prefer to bite humans over other mammals, and live in close proximity to humans. *A. aegypti*, for example, breeds in our flower pots, in other manmade water containers, and even inside our homes. “We want to know how mosquitoes became so good at not just biting us, but also living with us,” says McBride, who holds appointments in the Department of Ecology and Evolutionary Biology and the Princeton Neuroscience Institute.

Of the more than 3,000 species of mosquitoes around the world, only a handful specialize in sucking humans’ blood, which the females use for nourishing their eggs, not for their own nutrition. *A. aegypti* evolved from an ancestral species that once preferred sucking the blood of other mammals, McBride says. She is working to understand which mosquito genes changed over time and led the insects to prefer biting humans.

Because a direct comparison of modern-day, human-loving mosquitoes and their ancestors is not possible, McBride found the next best thing: two subspecies of mosquitoes in Kenya that

live near each other but behave very differently. One prefers to bite animals and lays eggs in holes in trees. The other, a “domestic” subspecies that can spread viruses, prefers to fly into homes, bite people, and lay eggs inside human-built structures such as water jugs. McBride brought larvae of both subspecies back from Africa to study as a postdoc at Rockefeller University.

She discovered that, like their adult counterparts, the larvae of the domestic mosquito were easy to catch. The insects likely evolved to have little fear because they encountered few predators in people’s homes, says McBride.

Searching for genetic differences between the two subspecies, she found a disparity in a gene for an odor receptor in the insect’s antennae that functions

like the human nose. The levels of the receptor were higher in the antennae of the domestic mosquito compared to the antennae of their forest-dwelling counterparts. This receptor binds to a compound emitted by human skin, which has an odor that can be detected by mosquitoes, called sulcatone.

McBride’s lab is conducting experiments to understand exactly how this and other changes influence the mosquitoes’ attraction to the smell of humans. More receptors may make the mosquitoes more sensitive to human odor, without altering antennae-to-brain wiring. Or evolution may have also rewired the way the mosquito brain perceives the smell, changing their behavior and making them fly toward humans rather than other mammals.

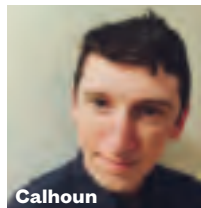
Ultimately, McBride hopes her work will help scientists devise effective ways for humans to repel mosquitoes: “The more we know about how mosquitoes recognize us, the better we will be able to design effective mosquito repellents for disease prevention.” ♦ By Anna Azvolinsky *09

Mosquitoes best at spreading deadly diseases such as the Zika virus prefer human blood. By understanding why, assistant professor Lindy McBride hopes to combat transmission.



ELEMENTS OF STYLE

Punctuation Patterns — and Cool Art, Too



Calhoun

Like traffic signs on the interstate, punctuation marks rarely are appreciated in their own right.

Adam Calhoun, a postdoctoral researcher in neuroscience, has discovered that punctuation marks offer intriguing insights into literature —

and make for cool art, too.

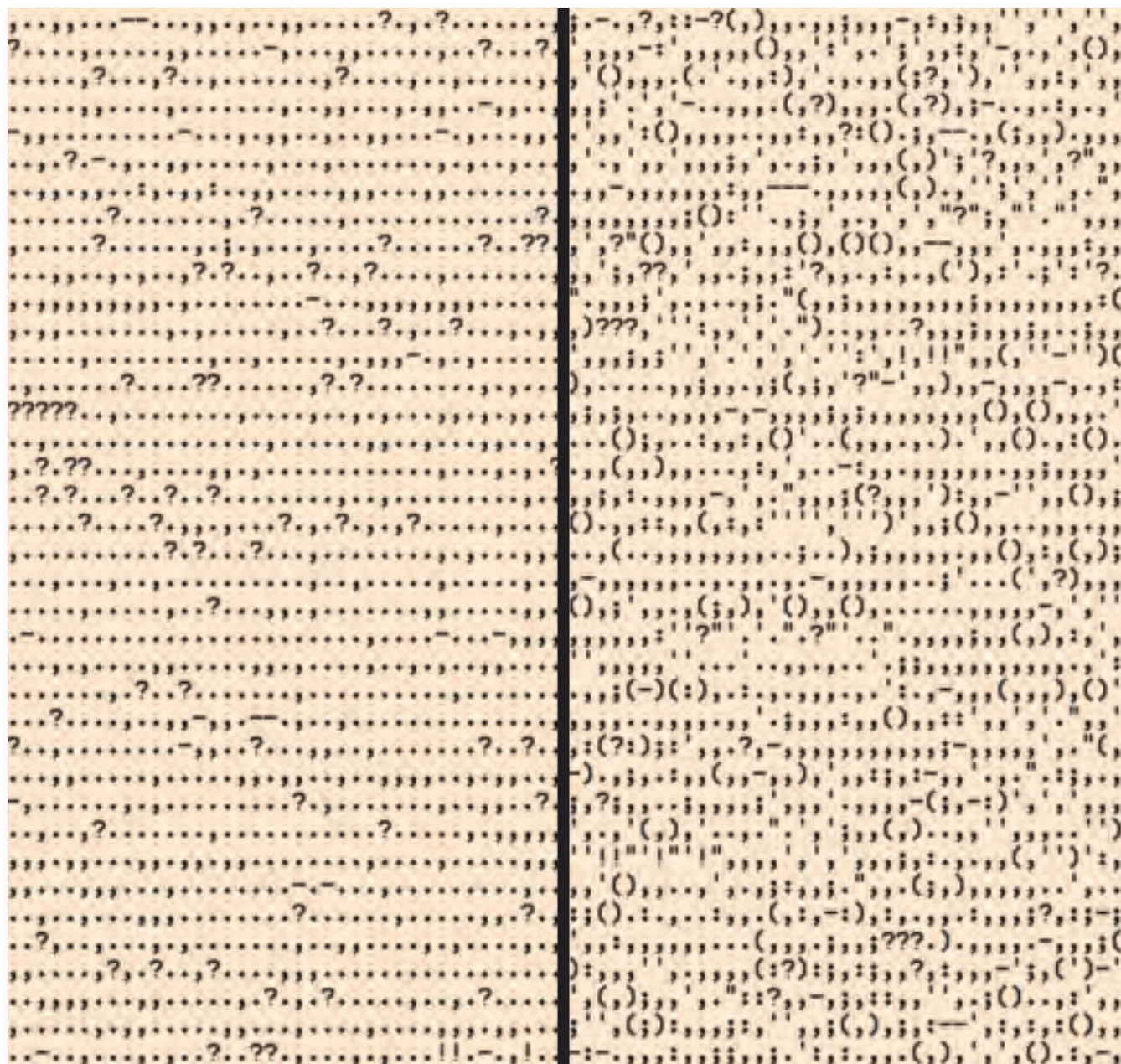
Calhoun, who studies fruit-fly mating practices by day, has written a few lines of computer code to strip the words from any block of text, leaving behind only the punctuation. He has applied his code to more than a dozen works of literature, ranging from William Faulkner's *Absalom, Absalom!* to Cormac McCarthy's *Blood Meridian*. The project began as an effort to find something visually interesting to hang on his wall.

"I wondered what did my favorite books look like without words," Calhoun wrote in a February blog post for Medium.com. "Can you tell them apart,

or are they all a mush? In fact, they can be quite distinct." Ernest Hemingway's *A Farewell to Arms*, for example, contains almost no commas, just periods and quotation marks.

What does any of this mean? Calhoun admits that he isn't sure, though he hopes to examine how punctuation usage varies between authors, genres, and eras. For now, it's still a hobby. And he says he is still looking for just the right poster for his wall. ♦ By M.F.B.

Below: contrasting punctuation patterns from Cormac McCarthy's *Blood Meridian*, left, and William Faulkner's *Absalom, Absalom!*



From top: Priya Velu; courtesy Adam Calhoun



Q&A: WENDY BELCHER

An Influential Woman

Biography of Ethiopian saint sheds light on distant era

Professor Wendy Belcher has opened a window into African history with *The Life and Struggles of Our Mother Walatta Petros*, an English translation of the earliest known biography of an African woman. The text, which she translated and edited with historian and translator Michael Kleiner, provides rare insight into the experiences of African women before the modern era.

Walatta Petros, an Ethiopian Christian born in 1592, risked her life to lead a nonviolent rebellion against an invasion of European Jesuits. The colonists failed to convert Ethiopians to Roman Catholicism from their ancient form of Christianity, primarily because of the fierce opposition of women like Walatta Petros. Belcher, an associate professor of African literature and comparative literature, spoke to PAW about Walatta Petros' extraordinary life, her struggle with European colonists, and the status of women in early modern Ethiopia.



Who wrote the book, and why is it important?

The book was written by Walatta Petros' disciples about 30 years after her death as a way of praising and documenting her accomplishments. It brings us into the extraordinary life of an African woman, written by an African author in an African language. That's a perspective that will be new for most Americans. Of course, it takes place in the context of European colonialism, but that's really just background. Most of the book is about the challenges of daily life in Ethiopia at that time: dealing with wild animals, sickness, the weather, the food. That's a story we almost never get to read.

How did Walatta Petros become such an influential figure?

She was a noblewoman whose husband converted to Roman Catholicism because of the Jesuits. She didn't want to convert, and her three children died in infancy, so she decided to leave her husband and become a nun in the Ethiopian Orthodox Church. She became this radical traveling preacher

“Walatta Petros does not fit Western ideas of a sweet and feminine saint. She kills people.”

— Professor Wendy Belcher

with very dedicated followers, publicly denouncing the people who had converted, including the king. This led to persecution, and at one point she was exiled to the wilderness. She led her communities alone, despite resistance from male religious leaders, and didn't settle down until very late in her life, when she founded a monastery in highland Ethiopia that still exists today. After her death she became a saint.

After she left her husband, Walatta Petros had a long and close relationship with another woman.

Was it a romantic relationship?

My interpretation is very controversial in Ethiopia. When Walatta Petros meets this other woman, the text says that they loved each other immediately, and they never parted until death. Both women were nuns, which meant that they were celibate. But whether she had a romantic or sexual desire for this woman — we can never know; the text never states that directly. They were definitely work and life partners with very strong feelings for each other. For instance, every time they were parted, Walatta Petros' partner wept for days. And the saint's last words were expressing concern for her partner without her.

What does the book tell us about women's roles in 17th-century Ethiopia?

Walatta Petros does not fit Western ideas of a sweet and feminine saint. She kills people. People tell her they are struggling and she tells them, basically, “suck it up.” There's even one episode in the story where she debates Christ. Many women railed against the “filthy faith” of Roman Catholic Europeans and converted Ethiopians. They fought to maintain their religious beliefs and they prevailed, even though people tend not to associate strength with women during this period, or with Africa in general.

♦ Interview conducted and condensed by Amelia Thomson-DeVeaux '11

Three Years In

A CONVERSATION WITH
PRESIDENT EISGRUBER

Christopher Eisgruber '83 will mark his third anniversary as Princeton's president July 1. His tenure has been anything but quiet, with a sit-in at his office by members of the Black Justice League, a debate about how Princeton should recognize Woodrow Wilson 1879, and planning for Princeton's long-term future.

PAW editors Marilyn Marks '86 and W. Raymond Ollwerther '71 spoke with President Eisgruber in February, shortly after the release of a strategic-planning framework that set the stage for a larger student body and the admission of transfer students.

What has given you the most satisfaction since you've started here, and what have you found most challenging?

It's a highly varied job. As for satisfaction, one thing has to do with my contact with the [Princeton] community, broadly speaking. Being president means you're a part of every reunion and you're welcome at every student-group event, and people are happy to see you at them. It was amazing to me to go to a volleyball game my first year as president and have some of the players waving at me. At first I thought they were waving to friends behind me in the stands. It's an opportunity to connect with people and hear what they are thinking about the institution.

The most challenging: We are in a period now of heightened student activism. It is a different kind of a set of circumstances than we've seen. At least on that front, the years that I spent as provost were more tranquil. I believe that simultaneously there are important social issues at stake and that some of the demands made by the activists are inappropriate demands. I think we are being pushed forward on issues where we should welcome being pushed forward, but some of the pushing is going in directions that we shouldn't go. That combination of two things is challenging.

Can you say more about the directions we shouldn't go?

Let me give one. One of the things that students ask for, for example, is mandatory cultural-competency training for faculty members. They ask for that because they see examples of insensitivity in the classroom and elsewhere, and I think they're right to worry about instances of unjustified insensitivity. It would be better if we all had deeper cultural understandings of one another. There are some times when arguments are going to offend people, but all of us want to avoid insensitivity that comes out of ignorance.

So there's a cause there that matters and a real problem worth addressing, but mandatory training is the wrong way to address that. I think that on a purely pragmatic basis, it's ineffective. I also think it's inconsistent with academic freedom, because figuring out how to deal with cultural differences is a complicated question. People have different views about it — it's not like training to comply with a particular law on, say, sexual harassment or something else where you can tell people: This is what the law is, and in order to be compliant you do the following things and you don't do this thing. Intercultural understanding is a complicated ethical question that certainly requires deeper knowledge than I think most of us feel we have right now, but it doesn't lend itself to that kind of instructional primer.

How do you see the balance between protecting free speech and being concerned with inclusivity? You want to have a welcoming environment, but at the same time, how do you deal with something like a microaggression? I think free speech and academic freedom are bedrock values of any academic community. In order to be worth our salt



as a university, we have to be willing to engage vigorously on fundamental questions. Indeed, we have to welcome challenges to our fundamental convictions and beliefs. That's what it means to be part of a university dedicated to free inquiry and to getting at the truth. I should say here that I fully support the set of principles the faculty adopted last year [endorsing free speech and academic freedom], but I don't think there is any inconsistency between a vigorous affirmation of free speech and a desire for real inclusivity within a community. On the contrary, I think one reason we care about inclusivity is that we want all people to feel sufficiently comfortable and sufficiently full in their belonging here that they feel empowered to raise their voices to ask provocative questions and to have provocative questions asked of them.

I don't particularly like the term "microaggression." I think it implies a kind of willfulness that is usually absent from the kind of conduct being described. But in the wake of the protests that we had here, I had one alum write to me very thoughtfully that what is often called a microaggression today may also be understood as just a kind of insensitivity or even impoliteness. Being ignorant of somebody else's background in a way that causes you to say something that causes needless offense is what most of us would consider to be impolite or impolitic, and we would recognize it as a behavior we want to change. We should hope that all of us are committed enough to do the work to understand other people's backgrounds so that we don't give needless or unintended offense.

One can believe that you're going to have arguments, that people are going to disagree, and that sometimes people are going to be offended by arguments — and simultaneously believe that all of us should struggle to the greatest extent we can to avoid giving unintended offense. I may disagree with you, maybe so much that I intentionally give offense, and I'll go to the mat to defend anybody's right to do that. But I don't think that we should be going out of our way to offend one another, and I don't think we should be giving unintentional offense. We should want everybody to find places here where they not only can confront views that are challenging to them, but also where they feel welcomed and can relax.

How close do you think Princeton is to that ideal now?

A good environment at a university is an environment where uncomfortable arguments are taking place. So sometimes when people think about or talk to me about what they seem to believe is the ideal environment, it's one where people aren't getting offended or upset. But an environment can be tranquil and peaceful because critical questions are not being raised and because some people are just putting up with things that they don't want to put up with. So part of the reason I think the climate feels so fraught today is because there are questions being surfaced and discussed that ought to be discussed, and we are the better for that. Any kind of environment at a university that is healthy is going to feel yeasty and contested.

I also think there is a feeling of tension in the country around the issue of race right now, and college campuses are always places where this plays out. In this regard, ours is like others. One would hope that you could have that kind of feistiness you want on a college campus without the level of tension we feel now. But I think that it's a step in a positive

direction to have some of these questions surfaced. And there are times when students think that they should be insulated from disconcerting arguments. I think that's a mistake, but I don't think it's nearly as prevalent as some press accounts would make you think. I actually think this is a pretty good time for free speech on college campuses, because there's a lot of argument going on — which is what you want.

Let's move to the strategic-planning framework.

The document talks about Princeton participating vigorously in the future of higher education. Do you see yourself speaking out more frequently on these issues? Which ones are most important to you?

One that I've spoken about frequently to alumni is the importance of continued support for America's great public universities. There are a lot of issues you can worry about in higher education today, but the one that worries me most is the tendency of our governments to ask public universities to do more and more, with less or the same resources that they have now. There is no way that we can be healthy as a country or that Princeton can be healthy as a university without continued investment in these great public universities that we count on to educate so many of our students.

Why is it in Princeton's interest to advocate for public universities?

At the most basic levels, we depend on the other universities in the country and the world to generate the faculty members that we hire. We depend on them for hiring the graduate students that we bring through the system. We depend on them as collaborative partners in the research that we do. We depend on them as part of the kind of overall system in which what we do makes sense: We know that we're going to turn down a large number of applicants every year, and part of what we do is rely on the fact that there are other institutions that are capable of educating the students who are not coming here. All of that is, I think, critical to our mission.

The plan proposes a new residential college and bringing in 500 more undergraduates. Will the campus expand across Lake Carnegie?

No. We do not have to move across the lake, nor do we have to think about the golf course. We are able to work on what we think of as our traditional campus while also preserving a lot of green spaces that exist within that campus. You can have some athletic functions there. But one of the things emerging from the campus-planning project is that Princeton remains blessed not only in having land that will be very important to its future, but also in having a lot of land that remains within our traditional campus perimeters.

We are getting to the point where we're having interesting questions about what happens across the lake eventually. Is it back-of-the-house space? Is it about parking and athletics, which has for a long time been the assumption? Is it a place where we expand long into the future? One of the interesting questions is: Is it possible that things that might go on over there would be mixed-use in character and contribute in some ways to the innovation ecosystem that is important to our teaching and research mission? So could you imagine — and

“Part of the reason I think the climate feels so fraught today is because there are questions being surfaced and discussed that ought to be discussed, and we are the better for that. Any kind of environment at a university that is healthy is going to feel yeasty and contested.”

I’m speaking speculatively — a combination of graduate and postdoc housing with incubator space and some other kind of development over there? That would be very different in character from what it is we do on our historical campus.

How we make some of the decisions now will affect what it is that we can do in the future. When you decide to build something somewhere, it can affect your destiny for a very long time to come. Things have to evolve around it. So I think [the campus-planning document] will lay out options rather than make a decision.

The framework provides for admitting transfer students. Can you talk about this, including its possible effect on athletics?

The reason to have a transfer program is because it enables us to add to the diversity of the undergraduate student body in important ways that we could not otherwise achieve. The two most important ways, I think, are enabling us to take community-college students and enabling us to take military veterans. Community-college students by definition already have some college credits. Military veterans almost always have college credits. Under our definitions now, the fact that you have college credits makes you a transfer even if you are willing to start over as a freshman. So that has made it virtually impossible for us to take such students. One question we have to ask going forward is under what circumstances might we permit or require a transfer student to start as a freshman.

You know, we have had a transfer program at many points in our history and have had relatively recent distinguished graduates who were transfers. One of those is Jason Garrett [’89], who is head coach of the [Dallas] Cowboys. That does bring up the question of athletics. I see no reason to rule out the possibility that within a small transfer program there might be a tiny number of athletic transfers. I would emphasize “tiny.” You can sometimes see alumni comment that would suggest there are large numbers of students coming in, or even perhaps read a column in the *Alumni Weekly* that would suggest something of that character. The numbers at Harvard and Yale are one or two per year, or less than that, in terms of athletic transfers.

I am very proud of what Princeton does in intercollegiate athletics. What Princeton and the Ivy League do in intercollegiate athletics is different from what the rest of the country is doing right now. We are supplying real educational value through the programs that we have, and that is a tribute to the coaches and their values and the caliber of the students they bring in. We do that in a way where we want to compete at the highest level. And I see no reason to ask our coaches to compete with one hand tied behind their back as long as we are maintaining fundamental consistency to the values that define Princeton athletics.

Would students transferring from community colleges have the background they need to do well here?

Yes. And one reason I’m optimistic is because there are examples. The University of California system is particularly successful at doing this, but our peer institutions are also able to take transfer students. As I said, there’s a real question about whether or not you would ask a student who had done two years at a community college to come in and start, perhaps, as

a freshman or a sophomore. But we know that there are some tremendously talented students who for one reason or another start their careers in community colleges. What we want to be able to do is go out and find that spectacular talent coming from very nontraditional backgrounds, and that's what this would enable us to do.

I think that most of the people who look at what it takes to achieve genuine social mobility in the United States in higher education are enthusiastic about the idea that there need to be paths from community colleges to institutions like this one. So that student who — for whatever reason — doesn't see that path open at the beginning still has that chance later on.

The mission statement in the planning framework seems to give more attention than previous statements did to the Graduate School. Is that the correct understanding?

It's true that the Graduate School does figure more prominently in the mission statement, and I think that's important. We used to have a habit of saying that Princeton aims to be one of the world's great universities and its best liberal-arts college — as though undergraduate education was what we aim to do *best of all* — and we're also *one* of the great research universities. Our Graduate School is every bit as good as what we do at the undergraduate level, and we compete with extraordinary success against all institutions within that framework.

I would say the Graduate School figures prominently in the framework. One of the things that is at least more clear is that we recognize the need to continue growth in graduate programs. It's less mechanical than with the undergraduate classes, where you expand them in big blocks with dormitories. There's a recognition in the report that we will adjust the size of graduate programs selectively and strategically, an expectation that the Graduate School will continue to grow in the future and there will be attention to the need to provide appropriate support for our graduate students. Perhaps the major theme is the need for funding for graduate students. I would expect that as we go forward and start configuring policies in response to these priorities, we are going to be very sensitive to that theme.

The other thing is that there's a pretty direct connection between investment in the quality of the academic enterprise and the research enterprise, and the quality of the Graduate School. Graduate students are dependent on being trained at the cutting edge.

One of the things that Shirley [former president Tilghman] began that I give her and [former] dean Bill Russel a lot of credit for is to embrace graduate alumni more warmly. All forms of engagement of graduate alumni are rising, and I think that's something that we need to continue to invest in.

The framework also puts an emphasis on international studies.

I think there are three things here. One of them is study abroad — we think it's close to essential for undergraduates to get some international experience. I think it's better to be an aspiration than a requirement, but it's becoming a more and more important part of education. We've gotten that number up dramatically, but we need to boost it to a new level. The second is Princeton being places — for example, our role in the Mpala

“We have had a transfer program at many points in our history and have had relatively recent distinguished graduates who were transfers. ... I see no reason to rule out the possibility that within a small transfer program there might be a tiny number of athletic transfers. I would emphasize ‘tiny.’”

preserve [a wildlife research center] in Africa and the office that we've opened at Tsinghua [University, in China]. And I think there's an important signaling function that comes as I travel. I have made the commitment that I'll be in Asia every year of my presidency. Given the importance of that region to us in many different ways, it's important for me to signal that.

Ultimately in this area, the most critical thing is the faculty whom we have full time in Princeton caring about these issues in the right way, and that's what the regional-studies initiative is about. So we hired Yu Xie from the University of Michigan and told him that we want him to make us the best place to study contemporary China from a social-science perspective in the United States — we want him to create a center for the study of contemporary China, and we want to do more hiring around that. His presence in Princeton, New Jersey, will do more than all of my trips to Asia to make us more international. Ultimately, what determines the quality of any initiative at any university and especially at Princeton is the quality of the faculty who are doing work in that area — people like Yu Xie, Bernie Haykel, and Qasim Zaman in Near Eastern studies, and Dan Kurtzer in the Woodrow Wilson School.

We'd like to ask you about any changes in the admission process, including the weight Princeton gives to legacy status.

Certainly I have given thought to our admission process, and we have discussed it with our trustees as one aspect of the strategic-planning process. Princeton continues to look for students who combine academic excellence with a variety of extracurricular strengths. The principal change over time has been the growing number of applicants. We're up — and some people celebrate this, but I think in some ways it's quite distressing — up to 30,000 applicants, roughly speaking, this year. Alumni say to me, "Well, you're not taking students like me anymore." We are taking students who are very much like the ones we took before — the problem is that for every one of those students who was applying before, there are now five or more of them, and we're still only able to take the one. So it's quite true that your odds of getting in are less good than they were before, and that creates a great deal of frenzy around the process.

I think legacies add an important ingredient to what is a diverse student body. It's very important to appreciate that our legacy applicants and our legacy matriculants are as well qualified as the other students whom we admit and who matriculate here, and perform as well as those students do. It literally is a tiebreaker, and of course it does matter in a set of circumstances where there are a lot of ties. We think that remains important — one of the reasons that we think it's important to expand the undergraduate student body is because it enables us to continue admitting the extraordinary students we have here now, who represent a wide variety of backgrounds that I think are important to this university, while also adding some other students and giving [Dean of Admission] Janet Rapelye at least more degrees of freedom as she makes those choices. People sometimes treat these things as "either/or." I think they're really "both/ands." The reason that Princeton and other institutions have succeeded as institutions is because of the way — I'll talk just about Princeton — the Princeton family comes together to make possible things

like our financial-aid program, so that students who couldn't otherwise attend are able to attend. We should recognize that continuing to honor the bonds that keep our family together is also a way to continue to move forward on diversity.

What are your signature priorities?

There's always something curious about being a university president; you're always asked about your signature priority and your legacy. I'm far less concerned about that than I am about what's the right thing to do for Princeton University. There are a number of initiatives that are called out in the strategic framework. Environmental studies is one that I think is indispensable for the future of the University. I also think we need to invest aggressively in engineering — I believe that engineering is critical to the liberal-arts university of the 21st century. You cannot be educated in the liberal arts unless you have at least access to engineering education, and conversely, we need engineers who are working in interdisciplinary ways, across the humanities and the arts and the natural sciences and the social sciences. So I think engineering will be a very important area of investment. We have a great school in buildings that will not enable them to do their best engineering.

The report also speaks for examples of regional studies, which we've talked about, and about the importance of visible leadership in the arts and the humanities.

When you talk about areas that I am personally passionate about, one of them is undergraduate expansion; that is something that I think is indispensable to our execution of our mission going forward. Another has to do with service and civic engagement. If you're looking for things that have glittering buildings or giant campaign price tags attached to them, it's not in the same category. But on the other hand, this commitment to service and civic engagement is indispensable to the understanding of everything that we do as a university. We have to ask — since we're operating under circumstances where higher education is under pressure and where we are investing aggressively in the human talent on this campus — what justifies that investment? What justifies it is the difference we make in the world by virtue of the teaching and the research that we do. Every aspect of that is public-service oriented, but I think we need to be self-conscious about it, and that self-consciousness depends on having a manifest and visible commitment to service and civic engagement.

How do you view some of the more difficult things that took place this year, specifically the sit-in at your office?

I think there are questions that all of us need to ask about not just what happened in my office, or what happened on the Princeton campus, or what's happening on college campuses — but what's happening with race in America. We have seen video evidence of the use of force by police officers — and I should say I have great respect for the professionals who go into police forces across the country — but we also know that there are some wrongdoers in that mix, and it puts on the national agenda and on the agenda of colleges and universities issues about what we need to do to take further steps toward inclusivity within our country. I think the defining challenge in this country since the moment of its founding has been

“One thing that has changed the character of protest on college campuses is the role of social media and viral videos. People see a 90-second clip of a Yale student screaming at a professor or of a couple of students arguing with me in my office, and they think they know these people and what’s happening on the campus. They respond in very visceral ways, and information takes off in ways that we haven’t seen before.”

to figure out how a people — who even at our inception were so heterogeneous that European political theorists thought we could not succeed as a republic — can come together as a nation. One thing I would take away from this is the importance and difficulty of understanding the context of particular events in terms of the larger values and aspirations that we have as a university and as a republic.

One thing that has changed the character of protest on college campuses is the role of social media and viral videos. People see a 90-second clip of a Yale student screaming at a professor or of a couple of students arguing with me in my office, and they think they know these people and what’s happening on the campus. They respond in very visceral ways, and information takes off in ways that we haven’t seen before. What might in the past have played out over days, with the opportunity for reflection and dialogue, now plays out over the course of minutes with disputes escalating while people are in the grip of emotional intensity. You get a different kind of dialogue. So I think one of our challenges is to think about how we create the kind of productive discussion that needs to take place across boundary lines and across intensely felt feelings in a time when the forms of communication often push in very different directions.

I don’t think we yet appreciate how much social media are changing the way that we interact with one other. It’s obvious that we email and text one other a lot. What we don’t know is how the change from the serendipitous human interaction of the face-to-face to the selective and focused — and, I would say, emaciated — interaction on social media changes the set of feelings that we have, which then affects the way we interact within our communities. I think the form of communication is changing our psychology in ways that sometimes build on anger rather than on trust.

Were you involved in a student protest when you were an undergraduate?

Yes. I marched outside Nassau Hall. We were protesting draft registration. *The New York Times* ran a story about the protest because the student at the front had been carrying a sign saying “Nothing is worth dying for.” The *Times* ran a very critical editorial on these pampered Princeton students because that week in New York a police officer had died in the line of duty, I think heroically. The *Times* basically said, how can all these Princeton students march behind this sign? And I have to say that I felt ashamed. I didn’t realize that that was the sign I was marching behind, and it wasn’t what I believed. But it led me to believe that protest wasn’t the way that I wanted to express myself. I felt like I ended up being associated with someone else’s expression in a way that I wasn’t comfortable with. This has stayed with me. As a faculty member, I took the view that I shouldn’t sign petitions — I should say what my reasons are. In the academy, what should matter is the quality of your reasons, which you should sincerely express — not the force of numbers. We should argue with one another. So this was a very affecting experience for me. I continue to respect the importance of protest, but this taught me something about its limits — and about my level of comfort with it. ♦

This interview has been edited and condensed.

PRINCETONIANS



THE CIDER HOUSE RULES: As dorm-mates in Scully Hall, Dan Potter '07, left, and Tim Edmond '07 bonded over a batch of nut brown ale Dan concocted. In 2010, they made their hobby their profession, leaving finance and environmental engineering to launch Potter's Craft Cider. "The thrill of experimentation and discovery is at the heart of what we're doing today," Edmond says. ♦

Shay Munroe



The most recent movie of Ethan Coen '79, right, and Joel Coen is *Hail, Caesar!*

ETHAN COEN '79

O ETHAN, WHERE ART THOU?

The student life of a famous filmmaker

Filmmaker Ethan Coen '79 never dons tiger stripes. There are no gaudy orange-and-black jackets or old Reunions costumes hanging in his closet. You'll never find him leading a locomotive cheer at Princeton Stadium or Jadwin Gym.

Yes, there are many alumni who believe that life would not be complete without regular appearances in the P-rade. This is not one of those stories. In fact, to steal a line from Coen's latest movie, *Hail, Caesar!*: Would that it were so simple.

During a January press junket for *Hail, Caesar!* at the Four Seasons Hotel in Beverly Hills, Coen takes a break from discussing his new film to talk about his old dorm room, to the extent that he can remember it. ("Do you remember all the dorms you lived in?" he asks incredulously.) Dressed in a brown work shirt and black pants, he sinks into a

deep couch, removes his glasses, rubs his eyes, and tries to conjure memories from the dead past.

He has never been a joiner, Coen says. He made no lasting friendships during his three years at Princeton and left few footprints. Asked what extracurriculars occupied him back then, he answers: "Basically nothing — no theatrics, no arch sings."

Where then, to find some traces of the institution on the man — or the man on the institution? O Ethan, where art thou?

Coen was raised in the Minneapolis suburb of St. Louis Park, the youngest child of college professors. (He and his partner/brother, Joel, have an older sister, as well.) Precocious and restless, he left high school after his sophomore year to attend Simon's Rock, a four-year experimental college in Great Barrington, Mass., that is now affiliated with Bard College. The school was

designed for students as young as 16 who, as its brochure says, "don't want more of the same." After a year, however, Coen grew bored at the tiny liberal-arts school and transferred to Princeton, attracted by its strong philosophy department.

Already young for his class, Coen did not find Princeton congenial, at least socially. The eating clubs, he says, "struck me as kind of odd — fraternities by another name." On many weekends, he visited Joel, who also had attended Simon's Rock before transferring to New York University.

Although Coen did not study film as an undergraduate, Allan Nairn '79, his sophomore-year roommate, says he still can picture Coen ("very smart, very funny") sitting for hours at a time in their dorm window, chain-smoking and talking on the phone with Joel or a high school friend back in Minnesota, casting movies they were imagining in their heads. Several years later, when Nairn read that the Coen brothers' first movie, *Blood Simple*, had been released, he thought, "Wow, he made it real!"

After two years at Princeton, Coen

took a year off and returned to western Massachusetts to work. “I had had enough of school for a while,” he explains. “It’s weird. I had been in school, obviously, for as long as I could remember, which doesn’t trouble most people before they graduate college, but I just thought, man, I’ve gotta take a year off.”

Getting back in to Princeton, however, proved more complicated than he had anticipated. According to Josh Levine’s book *The Coen Brothers: The Story of Two American Filmmakers*, Coen neglected to inform the registrar that he intended to return to finish his degree. He cooked up an excuse, claiming that he had missed the registration deadline because he had lost an arm in a hunting accident at his brother-in-law’s apartment, and even forged a doctor’s note to “prove” it. The University readmitted him, but suggested that he see a psychiatrist. (Coen did not respond to a question about this story.)

Back in the classroom, things finally seemed to click. Coen embraced the philosophy department and still praises its faculty members for their dedication to undergraduates, particularly professor emeritus Paul Benacerraf and the late Walter Kaufmann. His thesis adviser, Raymond Geuss, recently retired from Cambridge University, remembers Coen as a driven student and a bit of a social “misfit.” “He seemed to be much more like a Continental student than most of the Americans,” Geuss recalls. “He had wider cultural references than most of his peers. He was not aloof, but self-sufficient and not completely at his ease.”

Coen wrote his thesis on philosopher Ludwig Wittgenstein, who appealed to him, he explains, “because he didn’t seem full of [expletive]. He seemed ‘right,’ which is a virtue in a philosopher.” Geuss hears the story and chuckles. “Yes, I can hear him saying

something like that.”

“I definitely got a good education,” Coen says with enthusiasm. “How it prepared me for what I’m doing, I have no idea. But that’s the liberal-arts thing! I felt well served by the institution. It prepared me for ... something.”

What that “something” was, even Coen did not know at the time. After submitting his thesis, he left Princeton without bothering to attend Commencement. While many of his classmates were going off to graduate school or business, Coen worked temp jobs in New York. Joel, who had gone briefly to graduate school in Texas, soon joined him and they began writing scripts in their free time. *Blood Simple*, released in 1984, was a critical success, and the brothers have been at it ever since. Over the last three decades, they have written, produced, or directed nearly two dozen films and been nominated for 13 Academy Awards, winning four.

Though he has returned to campus a few times to look around, Coen volunteers that he has never marched in the P-rade. “I just can’t — the reunion thing,” he says with a nervous laugh. “Some people can do it. It’s just not one of my gifts.” Two years ago, he appeared at the University’s James M. Stewart ’32 Theater to discuss his film *Inside Llewyn Davis* with poet and professor Paul Muldoon, a longtime friend. “I was struck by how very connected [Coen] was with our students, who crowded around him as if he were a pop star or a prophet,” Muldoon writes in an email. “He’s a bit of both, of course.”

Pore through the Coen brothers’ lengthy body of work, and Princeton appears only once. In their 2008 comedic thriller, *Burn After Reading*, John Malkovich’s character, Osborne Cox ’73, a has-been CIA agent, attends a class dinner where he and a bunch of tuxedo-clad Princetonians sing a rousing rendition of “Old Nassau.” Watch closely, though, and you will see that the details are not quite right: The phrasing of the chorus is off, and no one does the arm-waving gesture, either. Coen hasn’t sung the song very often, but he gave a nod to tradition nonetheless:

“There was just something that tickled me about that.” ♦ By M.F.B.

“I definitely got a good education. How it prepared me for what I’m doing I have no idea. But that’s the liberal-arts thing!”

— Ethan Coen ’79

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Bridging Alabama's Racial Divide

Despite its history as the “cradle of the civil-rights movement,” Alabama still struggles with deeply ingrained racial divisions. A group of Princeton alumni has worked to confront this legacy by establishing the Princeton Prize in Race Relations in Alabama. It honors high school students who are trying to promote racial understanding.

Many students in Alabama attend public schools that are racially homogenous. The state's most impoverished counties, in a region known as the Black Belt, are overwhelmingly African American and rural. Barbara McElroy '81, president of the Princeton Alumni Association of Alabama, says it's critical to encourage students who are working to bridge this divide. “For these students, many of whom may never have left the state, it can be absolutely transformative to travel to a place like Princeton and talk about race relations with other people who care,” she says.

The prize's launch was timed to coincide with the 50th anniversary celebrations of civil-rights milestones. Last summer, alumni met in Selma to work with the nonprofit Black Belt Community Foundation, which is aiming to bring new life to the Black Belt area. Foundation officials have said they hope the prize marks the beginning of a partnership with the alumni.

The Princeton Prize is awarded annually in about 25 locations; this year it culminates April 29–30 with a symposium on race on Princeton's campus. Alabama's winner is Katie Klasing, who started a student-exchange program between her predominantly white high school and a predominantly black one.

McElroy hopes that the awarding of the prize will, over time, encourage more Alabama high school students to dedicate their time and energy to improving race relations in their local communities. “Our goal is to tell students in Alabama that racial healing matters,” she says. “We want to recognize and celebrate their work, and encourage them to do even more.” ♦ By Amelia Thomson-DeVeaux '11



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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 1946



Otto Emil Lohrke Jr. '46

In 1968, when a job change took Zeke from New Jersey to San Francisco, he and his family all became (in his words) "ardent Californians." By then

he had become vice president of marketing at a major company that manufactured paper. Then, he said, "I took a hard look at what I wanted to do for the rest of my life."

The result was that Zeke graduated in 1974 from Santa Barbara's Brooks Institute of Photography, and within a few years started his own accounting and tax practice that continued until his retirement.

Zeke's death Aug. 2, 2014, in Santa Barbara, left his wife, Jacqueline Kirk Lohrke; children Katherine, Pamela, and Tyler; and three grandchildren. The class wishes them well as we salute this classmate who wrote in our 50th yearbook, "I've become totally convinced that the secret to health and happiness is to make life choices that give you the most satisfaction, regardless of their economic considerations."

THE CLASS OF 1949



Charles J. Hahn '49

Jack died Feb. 24, 2014, at his home in Buffalo, N.Y.

He came to Princeton from the Lawrenceville School and majored in basic engineering.

Jack acted in Theatre Intime productions, played in the Tigers Orchestra, and joined Dial Lodge. After Princeton there were stints in the Coast Guard and then the family department-store business. Harvard Law School followed, leading to a successful and satisfying career as a tax and estate lawyer.

Jack was full of wit, energy, and enthusiasm — all of which he freely shared. His philanthropic and voluntary contributions encompassed a range of health, environmental, and social concerns. He loved tennis, skiing, sailing, and golf. Theater, music, and reading also were passions. Jack was an active Presbyterian layman.

Jack was married to Anne Holland Davey,

who died in 1998. He is survived by his sons, Charles D. Hahn and Erik S. Hahn; daughter Anne Hahn-Baker '81; sister Jill Russo; two grandchildren; and loving friend Joy Rogers. The class extends condolences to them all in their loss of their loved one and our very good friend.



W. Barklie Henry '49

Barklie died Oct. 29, 2014.

He was born Nov. 18, 1927, in New York City and was raised on Long Island. Barklie came to Princeton from Phillips

Exeter Academy. Barklie earned honors in philosophy, joined Charter and Triangle clubs, and played with the Tigers Orchestra.

His multi-dimensional activities and interests after college can scarcely be summarized here. At various times he was a jazz musician, a professional race car driver, a CIA intelligence analyst, an influential board member of the Whitney Museum of American Art, a filmmaker, and an entrepreneur. The last four decades of his life were focused on Big Sur, Calif.; there he found the Esalen Institute, the healing arts, and more music, with six CDs to his credit.

Barklie leaves behind a daughter, Linda Barnwell; sons Eric, Bill, Jason, Laurence, and Jules Henry; and seven grandchildren. We send our best wishes to them all, along with our regret that we did not keep up with him and get to know him better.



Jim Lebenthal '49

Jim died Nov. 14, 2014, after 86 frantically busy years.

You could not be near Jim without feeling his energy and enthusiasm, and somehow, no matter what the situation, you felt better.

Born June 22, 1928, in New York City (and he would have had it no other way), Jim prepared at Phillips Andover Academy. At Princeton, he majored in politics, brought the Princeton Photo Service back to postwar life, and enlivened Campus Club.

Jim went out into the world and worked for Time Inc., Disney, NBC, and Ogilvy & Mather

before joining the family bond business. Drab and boring it once may have been, but Jim made sure that everyone with a television knew that municipal bonds are very fun and that they are good for you.

He served as our class agent, secretary, and president. Jim is survived by his wife, Betty Wright Landreth; children Claudia, Alexandra '86, and James B. '90; and grandchildren Ben Diamond '16, Charlotte Diamond '18, Eleanor Diamond, Avalon Lebenthal, and James Lebenthal. His first wife, Jackie Beymer, predeceased him. Our profound sympathy goes to all of his loved ones. There has been no other like him.



Huntly G. Mayo '49

Huntly died June 5, 2014, in Bronxville, N.Y. He had suffered a massive stroke in Cambridge, N.Y., his home since 1989, and was 87 years old.

Hunt came to Princeton in the summer of 1945 from Choate, where he was president of his senior class. He majored in the SPIA program, graduated with honors, and took his meals at Charter. Hunt was a member of the 600 Club and served as sports editor of *The Daily Princetonian*.

He then went to work for the Canadian subsidiary of Alcoa, initially in Zurich, and continued with that company in various countries over the years, retiring in the late 1980s. We have very little information directly from him, but we do know that he moved to Cambridge from England in 1989.

Huntly married Anne Aylesworth in 1950 and they had five children, Margaret, Paul, Mary, Rebecca, and Adam. His second wife, Mavis, predeceased him, but Hunt was survived by Sue Bastian, his "life partner," according to the *Berkshire Eagle*; five children; and seven grandchildren. The class sends its sympathy to them all.



John D. Velte '49

John died June 6, 2015. He was the son of F.M. Velte 1915 and had many Princeton relatives.

His parents were

Presbyterian missionaries, and John was born in Lahore, India (now Pakistan). The family returned to the United States when John was 10, and he attended Sidwell Friends School and Lexington (Va.) High School. John enlisted in the Navy in 1944, was discharged in June 1946, then transferred to Princeton after one term at Virginia Military Institute, where he joined the Class of 1949 and graduated in January 1950. His major was mechanical engineering, and he was a member of Court Club.

John married Evangeline "Van" Feiler in 1950 and they had four children, two of whom

predeceased John. Van died of cancer in 1991 and John later married Mary Louise Bell, a widow with one daughter. They built a new home next to John's longtime summer home on Lake George, N.Y. After his retirement they spent half the year there, and the other half in Osprey, Fla.

The bulk of John's career was with Ford Motor Co., ending as chief chassis engineer. His hobbies were photography and boating. Our condolences go to Mary Louise and surviving children Carolyn Berthelsen, John Velte, and Lynda Mette.

THE CLASS OF 1951



John W. Harris '51

John was born Sept. 21, 1930, to Jean Ferris Harris and Irving Drought Harris.

He prepared at St. Bernard's and St. George's schools. John majored in history, and belonged to Charter. He was manager of the swimming team and the 150-pound crew and roomed with Paul Bator.

John served in the Marine Corps during the Korean War and was badly wounded and awarded the Purple Heart. In 1954, he and Betsey Brooks were married. He earned a law degree at Harvard and was associated with Dewey Ballantine, practicing law in New York for 10 years. His family bought Stonewall Farm in Dublin, N.H., in 1961, and moved there shortly after.

For years, he and Betsey explored Atlantic waters in their sailboat *Perelandra*. A member of the Cruising Club of America, he was a recipient of the Transoceanic Pennant and the John Parkinson Trophy. John served on the boards of the Dublin, Cheshire County, and New Hampshire historical societies.

He died Oct. 20, 2014, at home and is survived by Betsey; their children Paul Andrew Harris and Emily Harris Jones; grandchildren Alice, Katherine, and Andrew; sister Elizabeth Harris; and his half-sister, Chantal Morancon.



Edwin R. Huddy III '51

Ed was born March 25, 1929, in Trenton, N.J., to Edwin R. Huddy Jr. and Anna Dearden Huddy.

A graduate of Trenton High School, Ed majored in mechanical engineering and was on the swimming team. He belonged to Cannon Club and was president of the Student Branch of the American Society of Mechanical Engineers. Ed roomed with Bob Bodine, John Emerson, and Robert Zabel.

Ed served in the Air Force during the Korean War with the New Jersey Air National Guard, 141st Bomber Squadron. He worked for his father's roofing business upon his release from active duty and married Joanna Pierce in 1955. He moved on in 1964 to work for the

Educational Testing Service as clerk of the works and assistant superintendent of buildings and grounds. When Ed retired from ETS in 1994, he was overall director of facilities services.

He died Oct. 6, 2014, and is survived by Joanna; their children, Robert, William, Ruth Jacobs-Maziarz, and David; eight grandchildren; brother Albert; and sister Anne. Services were held at St. Matthew's Episcopal Church in Pennington, N.J. Memorial contributions may be made to Ed's church or the Wounded Warrior Project.

Carol Lyttle Jr. '51

Chick was born Aug. 13, 1929, in Bronxville, N.Y., to Carol J. Lyttle and Gertrude Fearing Lyttle.

He prepared at Phillips Exeter, majored in history, and was active in Glee Club. Chick rowed on the freshman crew, participated in Theatre Intime, and ate at Cloister Inn. He roomed with Greg Sheridan and Bob Thornton and spent his summers working at Camp Dudley on Lake Champlain.

Chick earned a law degree at Columbia and served a three-year tour with the Army Counter-Intelligence Corps, mostly in Bremerhaven, Germany. He and Esther-Lynn Stilley were married in 1967. Chick spent his entire career with the New York law firm of Whitman & Ransom, starting there in 1958 and retiring in 1997 as a senior partner.

He and his family lived in New Canaan, Conn., for years. Chick loved to sing and was active at various times in the Greenwich Choral Society, New Canaan Congregational Church choir, the Berkshire Choral Festival, the Westchester Mid-Hudson Opera Co., and the Roswell Primetime Singers. He also loved playing the piano and would often play for the residents at nursing homes.

Chick died Sept. 20, 2014, at home in Roswell, Ga. He is survived by Esther-Lynn; their daughters Stephanie Tonra and Lea Vickery; and their families.

THE CLASS OF 1953



Agnar Pytte '53

Ag died Nov. 6, 2015, in Hanover, N.H., of complications from Parkinson's disease.

Born in Norway, Agnar attended Phillips Exeter Academy before coming to Princeton, where he majored in physics, played soccer, and was a member of Cottage Club. He earned a Ph.D. at Harvard and then spent 27 years at Dartmouth as professor of physics, dean of undergraduate studies, and provost.

He became president of Case Western Reserve University in 1987, and by the end of his final year there, the university's overall enrollment had climbed by 21 percent, the number of full-time faculty had increased by 30 percent, and the endowment had more than

tripled. In his inauguration address at Case Western, Agnar said, "To me, the university will always be a special place, an ideal place, a shining city on a hill, devoted to the life of the mind, the search for truth, guided by reason, protective of free speech, tolerant of differences, a place where ideas are the coin of the realm, a community of research, scholarship, teaching, learning and service."

Agnar and his wife, Anah, loved to ski and returned to New Hampshire in retirement. She survives him, as do children Anders '78, Anthony '80, and Alyson.



Royce H. Vaughn '53

One of three African American students accepted in the Class of 1953, Royce came from Cleveland, where he had been elected lieutenant governor of

Ohio Buckeye Boys' State in 1948. Royce, who was also accepted to Columbia, Harvard, and Yale, joined Quadrangle Club and majored in Renaissance art history and religion. He eventually grew impatient with — among other incidents — the professor who called him a racial slur and refused to accept an African American student in his class and the professor who gave him a failing grade in spite of 1+ papers.

Told he would have to leave because of the failing grade, Royce joined the Army and then settled into an award-winning career as an artist in San Francisco. His work is listed in *Afro-American Artists*, *New Perspectives in Black Art*, and *Black Dimensions in Contemporary Art*, among other books. Always involved in the larger community, Royce created programs to provide motivational job training for youth and to build up local businesses. In spite of what he encountered, Royce wrote that he would "always be grateful" for the education he acquired at Princeton.

Royce died June 17, 2015, after several years of increasing disability. He is survived by his wife, Judy; two sons; two daughters; and four grandchildren.

THE CLASS OF 1954



Bruce A. Eberhardt '54

Bruce died Nov. 8, 2014.

Born in New York City, he prepared at the Peddie School and at Princeton majored in chemical engineering. Bruce left during his junior year and joined the Army, spending two years at Clark Air Force Base in the Philippines.

After his discharge in 1956, Bruce completed his chemical engineering degree at Newark College of Engineering. He worked as a polyolefin research engineer for DuPont, but switched careers and became an Episcopal priest in 1964. Bruce was rector at two parishes

in Texas before serving the Church of the Nativity in Camp Springs, Md., where he spent 20 years as rector. Both he and his wife were passionate in their pursuit of social justice, advocating for racial equality, housing for low-income families, and immigration reform.

The class is honored by his service to our country and extends condolences to Janet, his wife of 61 years; their children, Karen, David, and Mark; and grandchildren.



John B. Healy '54

John died peacefully Nov. 15, 2015, after a long illness.

Born in Philadelphia, he graduated from St. Joseph's Prep School and earned a post-high-school degree from Episcopal Academy. At Princeton he majored in politics, was a member of Charter Club, and sang in the Chapel Choir.

John enlisted in the Army and rose to the rank of captain in the Field Artillery unit at Fort Sill, Okla. Upon completion of his tour, he received a doctor of laws degree from the University of Pennsylvania.

John's career was first in marketing and advertising in New York City for Colgate Palmolive and Doyle Dane Bernbach. Subsequently, he worked for 28 years in the University's Alumni Giving office before retiring. For many years, John organized a monthly class luncheon at the Nassau Club, which many classmates regularly attended.

He is survived by Trudy, his wife of 54 years; children Ann and John; granddaughters Alissa, Maria, Caitlin, Susanna, and Margaret; and sister Elizabeth. John was predeceased by his younger twin brothers, Roger and Edward Jr. The class is honored by his service to the University and to his country.



Fred L. Holzweiss '54 '57

Fred died Feb. 25, 2015. He survived heart surgery and a massive stroke but died after non-alcoholic liver failure.

Born in Mineola, N.Y., he graduated from Chaminade High School. At Princeton, Fred majored in architecture, participated in five sports and numerous committees, and was a member of Elm Club. Upon graduation, he joined the Marines and was assigned to Camp Pendleton, Calif., where he was a platoon leader and company commander. While in California, he met and married Win Tiebout in 1956, and they spent 46 wonderful years together.

Fred continued his academic career at Princeton's Graduate School in architecture and later earned an MBA at the University of Connecticut. He spent 33 years working for IBM in seven states and was appointed product

manager for printers in Europe and Asia.

Fred designed two homes for his family — one at Lake Winnepesaukee and the other in Florida — both of which won architectural awards.

Fred's wife predeceased him in 2002. His son Bill died in 1987 after being struck by a drunk driver in front of their home. Fred was survived by his children Joan, Paul, Mark, Kurt, and Dave; and five grandchildren.



John H. Jackson '54

John died peacefully Nov. 7, 2015, at Glacier Hills Senior Living Center in Ann Arbor, Mich., surrounded by his family.

Born in Kansas City, Mo., he attended Hickman High School. John majored in the Woodrow Wilson School at Princeton and earned a law degree from the University of Michigan. He served a tour of duty in the Army in Japan.

John was a scholar, mentor, and expert in international economic law. During his career at the University of Michigan's Law Center, he trained hundreds of students and maintained lifelong relationships with them. In 1969, John published a book, *World Trade and the Law of GATT*. He remained a faculty member at Michigan for 31 years. After accepting emeritus retirement status, he had a "post-retirement" new career as a professor at Georgetown.

He was especially fond of spending time with his family. The class is honored by his service to our country and extends condolences to Joan, his wife of 53 years; daughters Jeannette, Lee Ann '88, and Michelle; and four grandchildren.



Carter B. Lewis '54

Carter died March 22, 2014.

He prepared at St. Louis Country Day School and at Princeton majored in engineering and joined Cap and Gown. He left the University at the end of his third year and graduated from Washington University in St. Louis. Carter went on to work in investment banking and property development.

The class sends condolences to his wife, Anita; children Jeff and Mike; and his grandchild.

THE CLASS OF 1962



William S. Kearns '62

Bill died Sept. 11, 2015, in Staunton, Va.

He was a brilliant architect who was born Jan. 1, 1941, in Chicago, home of the original skyscraper. A graduate of Lawrenceville, Bill studied history at Princeton and was a member of Triangle Club. He ate at Key and Seal and roomed with Anthony "Tony" King.

After graduation, Bill studied architecture at the University of Virginia and Columbia. He worked for luminaries such as John Carl Warnecke, Philip Johnson, Richard Meier, Gordon Bunshaft, and Peter Marino. Bill's proudest achievement was working for Mitchell Wolfson '63 and designing the Wolfsonian-Florida International University Museum in Miami's South Beach neighborhood.

After an illustrious career and travel around the world, Bill retired to the historic Shenandoah Valley town of Staunton. He remained active in architecture by taking on small-scale jobs for friends and family, as well as guest lecturing at the UVA School of Architecture.

The class extends its sympathy to Bill's twin brother Robert L. Kearns '63, nephew John N. Kearns '97, and the rest of his family.

THE CLASS OF 1963



Douglas S. Phillips '63

Doug died May 15, 2015, while visiting his stepdaughter in Carmel, Ind., following emergency surgery for a complication from cancer.

He came to Princeton from Oakland, Calif., where his father was superintendent of schools. Genial and even-tempered, Doug was a freshman tennis player who was also a whiz at billiards. Doug majored in architecture and joined Army ROTC and Key & Seal. After graduation, he completed his education at MIT, then was stationed at Fort Lewis, Wash., and rose to the rank of captain in the Army.

His company, SunCrest Construction in Lakewood, Wash., created unique and efficient houses and small commercial buildings. During his years in the Northwest, Doug was an eager traveler to Mexico and other countries, an avid cook, and a twice-a-week golfer.

The class extends its sympathy to Mary, Doug's wife of 24 years; daughter Jennifer Cheung; grandchildren Matthew, Kennedy, Zander, and Taylor; stepdaughter Jane Bready and her children Gemma and Ian; brother Kent; and cousins Gail and Steve DePolo.

THE CLASS OF 1965



Henry E. Seibert IV '65

Ned died peacefully July 5, 2015, from cancer at his home in Florida. He was saddened that his health prevented him from attending our 50th

reunion and reconnecting with classmates.

Ned graduated from Upper Arlington (Ohio) High School in 1960 and the Lawrenceville School in 1961. He earned a history degree at Princeton before receiving a law degree at Duke in 1968. At Princeton he was an epee fencer, weapon leader, Johnston Award winner,

and member of Dial Lodge. His first day at Dillon Gym included shooting baskets with Bill Bradley.

He earned a law degree in 1968 and met his future wife, Dorothy, who was an undergraduate. While studying there, Ned was chief justice of the student court, editor-in-chief of the legal-research program, and assistant coach of the Duke fencing team.

Ned practiced law in Cleveland for 44 years, residing in the suburb of Solon. His practice centered on family-owned businesses, mergers and acquisitions, corporate real estate, and dispute resolution. Ned retired in 2012 and moved to Lauderdale-by-the-Sea, Fla., where he was able to enjoy the beach, a new church, and the vibrancy of Fort Lauderdale and Miami.

Ned is survived by Dorothy, his wife of 46 years; sons Edward and William; daughter-in-law Jody; and four granddaughters. The class sends its condolences to his family and friends.

THE CLASS OF 1989



Joseph P. Nastasi '89

Joe died May 19, 2014.

He loved his family and Princeton. That love for Princeton began before our first semester on an Outdoor Action trip, where he made friends whom he would remain close and loyal to for the remainder of his life. That love continued through the time of his death, when he was serving as co-chair of our 25th-reunion entertainment committee.

Joe attended Sunday services at the University Chapel throughout his four years at Princeton, and for at least all of his healthy years to follow, smiled and saw the good in the world. Joe stood out for his intellect, graduating Phi Beta Kappa and first among a large economics department. A plaque that hangs in Nassau Hall bears Joe's name.

Joe went on to make valuable contributions at McKinsey & Co. and IBM, among other places. He distinguished himself by his honesty and integrity, his thoughtful and quiet manner, his genuineness, and his kindness. Joe's life and potential were cut short by serious health problems that began in 2008, including complications from a sinus operation and a belated diagnosis of Lyme disease. In his *Nassau Herald* entry, Joe said nothing of his own accomplishments or affiliations, but simply invoked St. Francis, calling upon himself and others to do good while we have time.

THE CLASS OF 2005



Robert Huber '05

Robert died Nov. 18, 2015, in Redwood City, Calif.

He graduated from Reynolds (N.C.) High School, where he was president of his senior class

and captain of the varsity soccer, tennis, and swim teams. After graduating from Princeton with a degree in economics and politics, Robert worked for Morgan Stanley before taking a year to travel throughout Asia, sharing countless stories and photos of his adventures with family and friends upon his return.

He then became a Foreign Service officer for the Department of State, living in London; Monterrey, Mexico; and Washington, D.C. Robert eventually settled in Redwood City, where he worked for OpenGov Inc.

He loved his family deeply and was always a source of tremendous support. Robert was adventurous, inquisitive, generous, and kind, and he had a wonderful zest for life. He loved the outdoors, sports, music, and his dog. He traveled the world, valued learning about other cultures, and was fluent in several languages.

Robert will be missed by his family and friends across the country and around the world. He is survived by his parents, Nancy and Scott Huber; sisters Caroline '08 and Elizabeth; grandfather William Mehler; girlfriend Kristen Killian; and many other family members and dear friends.

GRADUATE ALUMNI

Robert S. McClusky *58

Robert McClusky, whose private and government work dealt with helping people and communities around the world, died Aug. 22, 2015, at the age of 81.

McClusky graduated from Oberlin College in 1956 and earned an MPA from Princeton's Woodrow Wilson School in 1958. A loyal alumnus, for many years he was the Wilson School's class agent for the classes of 1957 and 1958.

After Princeton, McClusky worked for CARE (Cooperative for American Relief Everywhere). Starting in 1961, he joined the newly formed Peace Corps, and served as deputy director of the staff in Afghanistan. He also worked on operations in Africa. In 1970, he began working for USAID (the U.S. Agency for International Development).

As an educational-development specialist, McClusky held various positions at USAID until he retired in 2003. Knowing how important community colleges were in the United States, he worked to impart their significance to other countries. He also worked to strengthen workforce development. From 2003 to 2009, he was an independent consultant in Washington, D.C.

McClusky is survived by his wife, Nancy Dixon, whom he married in 1968; daughters Maryanne O'Connor and Lauren Hudson; and four grandchildren.

Clement B. Malin *60

Clement Malin, who spent his career in the energy sector, died July 6, 2015, after battling

Parkinson's disease. He was 81.

Malin graduated from Dartmouth in 1956, and in 1960 earned an MPA from Princeton's Woodrow Wilson School. That year, he joined the Mobil Oil Co. After 13 years, he began working for the Federal Energy Administration after receiving a presidential appointment as assistant administrator for international energy affairs.

In 1978 Malin joined Texaco, where he spent the rest of his career. He traveled the world representing his company and his country, having become an industry expert on global warming. In 1998, he retired as vice president of international relations for Texaco.

During his retirement, Malin taught at the University of Bridgeport, was a founding member of the Weston (Conn.) Lacrosse Club, served in community organizations, and performed in church choirs and theatrical groups. He was a Wilson School class agent from 1994 to 1999.

Malin was predeceased in 2013 by Dorothy Ann Fleet, his wife of 56 years. He is survived by his sons, Henry and Thomas; and four grandchildren.

Burleigh T. Wilkins *65

Burleigh Wilkins, retired professor of philosophy at UC, Santa Barbara, died Oct. 15, 2015, at the age of 83.

Wilkins graduated *summa cum laude* from Duke in 1952 with a bachelor's degree in history and earned a master's degree in history from Harvard in 1954. He taught at MIT from 1957 to 1960. Then, in 1963, he earned another master's degree from Harvard, this time in philosophy.

In 1965, he was awarded a Ph.D. in philosophy from Princeton. Wilkins was an assistant, then associate professor of philosophy at Rice University from 1965 to 1967. In 1967, he went to UC, Santa Barbara, first as an associate professor, and then as a full professor of philosophy from 1968 to 2012. He wrote five books, including *Hegel's Philosophy of History* (1974) and *Terrorism and Collective Responsibility* (1992). He also wrote dozens of articles for scholarly journals.

Wilkins was regarded as a devoted mentor to his students, and even later to them in their professional lives. Two remember him as "a sharp philosopher with a keen wit, unpretentious, compassionate, and humble, always ready to assist when asked."

Wilkins is survived by daughters Brita Taylor Wilkins Lincoln and Carla Wilkins; son William Wilkins; and two grandsons.

*This issue contains an undergraduate memorial for Fred L. Holzweiss '54 *57.*

Graduate memorials are prepared by the APGA.

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Dean Francis R.B. Godolphin '24 tries the dinner offerings in Commons. The other diners are Charles Day '54, left, and Richard Calmes '54.



Princeton Palate: Howard Johnson's Viennese Roast

John S. Weeren


If an army marches on its stomach, so, too, do undergraduates — making food a perennial topic of campus conversation. In 2002, the Four-Year College Program Planning Committee flatly declared, “The quality of food needs to be improved,” but half a century before, similar sentiments were voiced about Commons, the dining complex serving all freshmen and sophomores in the days before residential colleges.

On April 22, 1952, Richard A. Calmes '54 and Charles P. Day Jr. '54 struck a blow for better fare by inviting Dean of the College Francis R.B. Godolphin '24 to dine with them. Invoking military custom, they wrote: “Being sophomores and having had, along with our classmates, the rather questionable pleasure of Commons’ food for the past two years, we cannot help but call to mind a rule which has been with the Naval Service for many years. We are referring to the policy that every Officer of the Day must eat at least one meal in the Enlisted Men’s Mess. We feel that application of this rule to the Princeton campus would be most advantageous to all underclassmen.”

Although he balked at sharing a week’s worth of meals with his hosts, the dean agreed to join them for dinner in Madison Hall on April 23. Opining that “if more students invited faculty members to dinner it would probably be better for the service and food in Commons,” Godolphin partook of “Howard Johnson’s Viennese roast” (otherwise known as meatloaf), mashed potatoes, creamed corn, and coffee, courtesy of the restaurant and motor-lodge chain that operated Princeton’s dining halls from 1943 to 1960.

According to *The Daily Princetonian*, Godolphin had little to say about his dinner other than “it was a meal” and “I ate it, didn’t I?” He did, however, affirm the value of faculty-student meals and spoke approvingly of adding soup to the menu and varying the Sunday-night staple of cold cuts. But almost two years would pass before he ate another meal in Commons. ♦

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

The book cover features a dark, textured background. On the left, a woman's face is shown in profile, looking down. She has dark hair, heavy black eye makeup, and a black mustache drawn on her upper lip. Her hand, with black nail polish and several rings, is near her mouth. In the foreground, there is a large bouquet of flowers, including red and orange roses and bright yellow ranunculus. The overall style is painterly and gothic.

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