

**INCOME DIVERSITY  
ON PRINCETON'S CAMPUS**

**PRINCETON BATTLEFIELD:  
STUDENTS DIG IT**

**APPROPRIATING  
CLASSICS**

# PRINCETON ALUMNI WEEKLY

## A SECOND CHANCE

**Meet José Pabón,  
Class of 1997 —  
and Class of 2019**

**JANUARY 9, 2019  
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# PRINCETON ALUMNI WEEKLY

An editorially independent  
magazine by alumni for alumni  
since 1900

# PAW

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## Going Back: '97/'19

José Pabón, originally in the Class of 1997, is back on campus as a member of 2019 — and finds Princeton is better the second time around.  
*By Lisa Belkin '82*

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As classics scholars aim to make their field more diverse, Donna Zuckerberg \*14 fights its appropriation by the alt-right.  
*By Mark F. Bernstein '83*

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### Hero's Welcome

PAW looks back at the 1966 visit of your friendly neighborhood comics legend, Stan Lee.

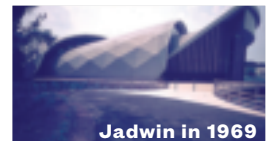
From left, Bob Keener '68, Tom Tulenko '67, Clayton Lewis '66, Tim Tulenko '67, and Stan Lee at Lee's office.

### Resolved

Alumni experts give advice on New Year's resolutions (and how to keep them).

### PAWcast

Economist Ashoka Mody discusses the euro and its inherent flaws.



Jadwin in 1969

### Jadwin at 50

Gregg Lange '70 traces the origins of Princeton's multipurpose gym and the success of its resident teams.

# Providing Pathways to Service

An ethos of service has always been fundamental to this University. A collection of new initiatives seeks to more fully integrate that commitment into the Princeton experience, both within the classroom and beyond. Here are three such programs.

Currently hosting its 10th cohort, the Bridge Year Program allows a select group of incoming students to immerse themselves in nine months of service before they begin their first year on campus. During their time in Bolivia, China, India, Indonesia, or Senegal, these students study the local language, live with host families, and engage in cultural enrichment activities.

Volunteer work with local community organizations forms a central part of each Bridge Year experience. These placements vary widely, grounded in the needs of each community. For example, during her Bridge Year in Indonesia, Jiwon Yun '22 worked with UCPRUK Wheels for Humanity, an NGO that builds wheelchairs for people with disabilities and works to reduce stigma on their behalf. For Noah Daniel '22, his Bridge Year in Bolivia enabled him to wear many hats as a sound engineer, producer, and music teacher with arts-based NGO Enseñarte.

Through sustained engagement with service, Bridge Year students develop the knowledge, skills, and understanding needed to make an impact on our world. These qualities have produced a remarkable group of leaders — since the program launched in the fall of 2009, Bridge Year alumni already include more than a dozen winners of prestigious fellowships. Thanks to the generosity of Mike '87 and Sukey '89 Novogratz, we will be able to increase each cohort from 35 to 42 students per year, providing wider access to this transformative experience.

Another program, known as Service Focus, connects service and learning across the first two years of the undergraduate experience. Through a collaboration among the Office of the Dean of the College, the Office of the Vice President for Campus Life, and the Pace Center for Civic Engagement, nearly 80 students in the inaugural year are participating in a funded summer service internship, service-related courses, and engagement with faculty and peers throughout.

Last spring, students received advice on how to find and select a service internship, and participated in trainings before they left campus. For example, this past summer through the Princeton Internships in Civic Service (PICS), Emily Cheng '21 designed a STEM curriculum for children at St. Stephen's Youth Program, which serves low-income families in Boston. And with support from the Office of Undergraduate Research, Dimitris Ntaras '21 studied water conservation and filtration through an internship at Emory University's Rollins School of Public Health.

Students brought these insights back to campus this fall as they continued their Service Focus experience through small group cohorts and classes. Cohorts are groups of 8–10 students who meet monthly with faculty mentors to reflect on their service experiences and participate in research projects. For example, Stuart Professor of Psychology Nicole Shelton's cohort is working to understand and ameliorate sources of bias within the campus community, and João Biehl, the Susan Dod Brown Professor of Anthropology,



Sameer A. Khan/Fotobuddy

Students in a class supported by ProCES meet with staff from Isles, Inc., a community development organization in Trenton, NJ.

is leading a cohort that explores how to make health care delivery more humane.

All Service Focus participants take a course during the fall or spring of their sophomore year, enabling them to build the skills and intellectual rigor needed to most effectively serve their communities. Professor of Sociology Jen Jennings '00 is teaching a course on Education Policy in the United States and leading a Service Focus cohort on the same topic. Both experiences help students to witness first-hand the connection between service and their intellectual pursuits.

A third example, the Program for Community-Engaged Scholarship (ProCES), enables interested students to integrate service with coursework. Formerly known as the Community-Based Learning Initiative, ProCES supports academic work — including courses, internships, and independent research — involving community-based research, direct service linked with coursework, historical and theoretical study of service, or academic responses to pressing social issues. In the last year alone, 582 students benefited from the program.

These students learned from courses such as SOC 207 Poverty in America taught by Matthew Desmond, the Maurice P. During Professor of Sociology. Professor Desmond invites policymakers and community members to serve as guest lecturers, speaking on topics such as incarceration and homelessness. His students also participate in fieldwork to learn about poverty in local communities. Other ProCES students pursued research internships and independent research that applied their academic skills to the needs of local communities and nonprofit organizations.

Taken together, these programs help students to identify pathways to embed service within their daily lives, whether through coursework or experiential learning. These opportunities to travel the globe or serve communities in our own backyard enable our students to examine the role of service within their academic experience, throughout their career trajectory, and as citizens of the world, preparing them to lead meaningful lives at Princeton and beyond.



# Inbox

## REVISITING THE HONOR CODE

The Honor Code explanatory booklet was to me the first imprimatur of what was special about Princeton. “I’m admitted.” “I’m trusted.” “I must be responsible.”

Nevertheless, the snitching on others always provoked the most controversy when I then described the Honor Code to non-Princetonians. Like good law professors, several posed hypotheticals honing in on the penalty phase of one remedy for all. My response was always defensive, deterrent-based, and frankly inadequate.

Fifty-plus years later, legal training and life have taught me that in a “just society,” all penalties are draconian if their application is not nuanced. Thus, I applaud this initiative (On the Campus, Nov. 7) to implement the thinking of John Rawls ’43 ’50, among many others.

However, the addition of faculty to the committee seems inconsistent with the Code’s underlying premise of student maturity/student self-responsibility. I suggest that if a faculty member were to be involved, it should be as an observer and or at most as a nonvoting facilitator/moderator. And consideration should be given to rules that the faculty member should not have any direct teaching relationship with any of the student members and must recuse herself or himself if there is any teaching relationship to the student subject to discipline.

**Robert Hills ’67**

**Doylstown, Pa.**

I find it regrettable in the report that copying from a peer resulted in a one-year

suspension. It would have meant not just expulsion in my day, but the record of the violator being expunged. Based on the reported results of incidences, the Honor Code appears to have been watered down, and I find that disappointing.

**Robert L. Poster ’62**

**New York, N.Y.**

When I retired in 2003, after 31 years as Princeton’s first in-house lawyer and then as vice president and secretary of the University, one of the principal matters of unfinished business I left behind — with substantial regrets, worries, and misgivings — was adjustment and “restatement” of the Honor Code, which is clearly a core element of Princeton.

During my tenure we had (in our own minds at least) barely withstood a lawsuit (including a trial lasting more than two months) on behalf of a student who challenged basic elements of the Code — which were of course devised in an entirely different era. Other challenges, within the University itself and legal, seemed inevitable.

The problems that needed to be addressed, as I saw them, were both deeply conceptual (most importantly the inevitable confusion and conflation in today’s hyper-litigious America between the Honor Code — decidedly non-legal in its goals, purposes, and procedures — and civil or criminal court trials); and also matters of technical adjustment (for example, “papers” greatly overtaking “exams,” and the enormous impacts of technology on research and instruction).

## FROM PAW’S PAGES: 1/13/1956

Dear Sir:

**E**ITHER I am getting too old to hear, or location on the 5-yard line prevented my hearing any locomotives at the Yale game.

Of course it is possible to make out the letters in the spell-down cheer, but if Johnny Harvard can’t read, and Eli can’t spell, and the Princeton team should have its eyes elsewhere, the effort is futile.

Regardless of static, the roar behind “Bull Dog” and “Yale” comes through. The Princeton locomotive also packs a real punch.

If we let it fall into disuse, I foresee an eventual result of scattered cries of “Well played, Sir,” as those present interrupt their crossword puzzles for a cup of tea at half-time.

“One locomotive for Princeton”—anybody?

C. E. WHITEHOUSE ’15

Roosevelt, L.I., N.Y.

While I do not know the specifics of the proposals now being considered on campus as the result of student, faculty, and administrative deliberations and recommendations, I am strongly encouraged that these important issues are being addressed in this way. Reform is an essential part of conserving the most important values.

**Thomas H. Wright ’62**

**Vice president and secretary emeritus**

**Vieques, Puerto Rico**

## FOOTBALL, PAST AND FUTURE

Around Christmastime 1964, I was in a group of 100 high school juniors who attended a Princeton open house at a St. Louis restaurant. We filed in, ready to hear about this legendary university far away and dreaming of an acceptance letter.

After brief introductory remarks, the alumnus in charge dimmed the lights and turned on the movie projector. The silent black-and-white film showed a series of highlights from Princeton’s most recent football season. And what a season it was! Undefeated Ivy League champs who manhandled Dartmouth (37-7), Penn (55-0), Yale (35-14), and anyone else who got in their way.

The highlights ended and the lights went on. Any questions? Why would there be? Who would want to go anywhere else? We filed out, left

## WE’D LIKE TO HEAR FROM YOU



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## Inbox

with an overwhelming feeling that we too wanted to be a part of this athletic juggernaut and to keep the party going.

Fifty-four years later, here we are again. A great feeling, once again happy to be a part of this magical place. Go Tigers!

**Mike Dieffenbach '70**

*Piedmont Pines, Calif.*

As we watched our football team complete an undefeated Ivy League season this fall, I could not help but wonder when Princeton University will phase out its football program. More and more data support the widespread problem of CTE [chronic traumatic encephalopathy] in football players, and modified practices and tackling rules only further underscore the fact that we are harming these students with lifelong injuries.

Princeton University prides itself on intellectual pursuit in every aspect of life. We pride ourselves on the pursuit of knowledge and the fundamental belief in science and research. Based on the startling results from several high-profile studies, it is with certainty that we can say that a reasonable percentage of the football team has CTE. CTE is a progressive, degenerative brain disease for which there is no treatment. Supporting a sport that is now scientifically proven to damage the brains of its participants fundamentally conflicts with the core values of the University.

I know this will not be an easy process for the University. There is a long tradition of pride around the team, and the Annual Giving that it generates, directly and indirectly, will be hard to dismiss as inconsequential. But the University cannot sit on the sidelines, knowing the facts that have come to light in the past couple of years, and allow our students to willingly and knowingly be damaging their brains.

Princeton can and should be a leader in this regard. There will be strong opposition by alumni and students, but holding our ideals above all else is the right thing to do. Walking out on football might even be best undertaken on the high note of an undefeated season.

**Kevin Dutt '93**

*Newton, Mass.*

## MILITARIZING POLICE

As a law-enforcement officer with more than 15 years of experience, I read with interest assistant professor Jonathan Mummolo's study on the militarization of police (*Life of the Mind*, Nov. 7). While I agree that the use of military-style tactics (i.e., SWAT) by police as a routine crime deterrent is detrimental, there are several instances when using a SWAT team is beneficial.

Professor Mummolo's study claims that 90 percent of SWAT deployments are for "non-emergency situations, such as serving a search warrant." What the professor fails to realize is that while these situations are often "non-emergency," they oftentimes have a high potential for violence. In October 2018, seven police officers were shot, including two fatally, while they were serving a warrant in Florence, S.C.

As part of its mission in protecting New York City from terrorist attacks, the New York Police Department routinely uses counter-terrorism officers with military-style weapons and training to secure high-target facilities. Deterrence is one of the key components in securing these facilities. After the November 2018 attack on a synagogue in Pittsburgh, the NYPD was able to rapidly dispatch these officers around the city to help assuage fears. The NYPD's tactics proved successful when, in 2003, Al-Qaida decided against a plot to attack the Brooklyn Bridge because the location was too well protected by these teams.

While military-style police tactics should never be used as a crime deterrent or as a routine matter, to wholeheartedly discount them as ineffective is drawing a false conclusion from the study.

**Ari L. Maas '17**

*Nanuet, N.Y.*

## GENDER ISSUES IN SCIENCE

"Women [in science and engineering] are doing really well," said Frances Arnold '79 in an episode of the University's *She Roars* podcast (*On the Campus*, Dec. 5). This is demonstrably untrue: A National Academies study released in June said more than half of women in academia experience sexual harassment (#ScienceToo). And while women in



some STEM fields are reaching parity in earning Ph.D.s, they remain greatly underrepresented among tenured faculty at only 15 to 30 percent and earn less than their male counterparts.

Also misleading were her next words: “Women are doing really well if they choose to do it.” These words gaslight working women and imply that we are to blame for existing disparities. Instead, it is more accurate to say that many women “choose” something else besides research because they do not see a way through to professional success, given the system in place. It was deeply disappointing to hear Nobel laureate Arnold make the choice to say so little to support other women in science.

By contrast, president emerita and biologist Shirley Tilghman spoke up clearly at the She Roars conference about the challenges we face. She talked about the impact of harassment on the careers of early-stage scholars. She pointed to institutional solutions to address the “mommy tax,” saying, “It’s about day care, stupid!” And she spoke powerfully about the lasting shadow of imposter syndrome, even for her. We need more scientists like her, who will speak accurately about the state of affairs so that we can finally achieve gender equity in science.

**Shin-Yi Lin \*11, molecular biology  
Princeton Junction, N.J.**

**(Also signing were nine other  
graduate alumni in the sciences/  
engineering.)**

#### HAPPER \*64 AND CLIMATE CHANGE

Re “A White House Role” (On the Campus, Oct. 24): I believe parts of this article were misleading — specifically, the paragraph that stated “most” climate scientists endorse the theory of anthropogenic climate change and mentioned William Happer \*64’s positive outlook on increased CO<sub>2</sub> levels.

“Most” could mean 51 percent, from which someone might conclude there is still an active debate in the scientific community. This is the very tactic used by people who want to spread doubt about climate change. In reality there is no debate; 97 percent of climate scientists are in consensus about its cause and catastrophic impacts.

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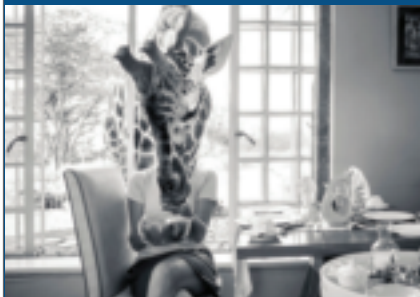
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## Inbox

Lending credence to the view that rising CO<sub>2</sub> levels will promote plant growth is akin to highlighting optimal swimming conditions after a monsoon. The negative consequences of climate change are in an entirely different stratosphere: sea level rise between 1 and 4 feet, increased severity of extreme weather events, and slashing the U.S. economy 10 percent by 2100. If those sound alarmist, good: The alarms should be going off.

Let's be clear: Happer is not a climate scientist. His authority on climate change is roughly equivalent to Michael Jordan's on hockey.

We can reverse global warming if we act fast, but that first requires a universal acceptance of the problem. Happer has sought to undermine that aim, and he now has our president's ear. He is a dangerous presence in the White House, a fact I had hoped the article would emphasize.

**Graham Turk '17**  
**Burlington, Vt.**

## LIFE IN THE TRENCHES

Your excellent survey of the thoughts of various Princetonians on World War I (feature, Nov. 7) had one glaring omission, the viewpoint of Ed Strauss '72. In 2014 Ed published with, alas, the Yale University Press a superb translation, the only one in English to date, of the seminal book on life in the trenches during the war. The title *en français* is *Les carnets de guerre de Louis Barthas, tonnelier, 1914-1918*. Ed's book is titled *Poilu: The World War I Notebooks of Corporal Louis Barthas, Barrelnmaker, 1914-1918*. I commend Ed's work to anyone interested in the war and the horrors endured by the men who fought it.

**Peter Carry '64**  
**New York, N.Y.**

## CHANGING TIMES

Re "She Roars, She Scores" (posted online Nov. 1): I was cut from the squash team after the second day of tryouts. Although not a student-athlete, I still took advantage of Princeton's sports facilities. One afternoon, I got bad blisters from playing squash. As I came out of the shower in the women's locker room in Dillon Gym, I noticed a sign "to the

## Yet again, Old Nassau had opened her doors to the women.

training room." I figured the trainers would have something for my foot, even if I wasn't on a team.

Wrapped in my towel, I followed the arrow on the sign to a door signed "Do Not Open." I paused, pondered, backtracked, and followed the training-sign arrows again. Once more, I came to the "Do Not Open" door. I opened the door ... and was deep into the men's locker room facing a toweled student.

"Mary, what are you doing here?"  
"Rich, get me out of here!"

Rich led me through the maze of the men's locker room to its exit. To get back into the women's locker room, I had to go through the gym lobby. The student at the desk was too stunned to ask the barefoot, towel-clothed student for her ID. Yet again, Old Nassau had opened her doors to the women. Three cheers!

**Mary Hurley Begley '75**  
**Manlius, N.Y.**

## NONACADEMIC CAREERS

Re "A Vision for Graduate Education" (President's Page, Nov. 7): As a Ph.D. in chemistry who pursued a successful nonacademic career, I was pleased to see that about half of us Princeton Ph.D.s take that route. After 10 years conducting organic synthesis, five of them in industry, I switched to chemical-information services and had a successful career, 23 years in a petrochemical company and 15-plus years as a consultant. The training and experience I received at Princeton, especially the mentorship of Professor E.C. Taylor, were an excellent foundation for the rest of my career.

For the last several decades, I've made presentations to and mentored science students from high school to grad school about the nonacademic opportunities available to science and especially chemistry students. I congratulate Princeton's Graduate School and the dean for acknowledging and promoting nonacademic careers.

**Robert Buntrock '67**  
**Orono, Maine**





# Alumni Day

February 23, 2019



## Woodrow Wilson Award

**Mellody Hobson '91**

*President, Ariel Investments*



## Madison Medal

**Carol Quillen \*91**

*President, Davidson College*

Join us in the morning for addresses by honorees, as well as **faculty lectures** and a special session highlighting the **50th anniversary of co-education** at Princeton.

The day continues in Jadwin Gymnasium with a reception, followed by the **Alumni Association Luncheon** and **Awards Ceremony**.

After the luncheon, join fellow Princetonians for the **Service of Remembrance** at 3 p.m. in the University Chapel.

Cap off the day with a festive **Closing Reception** for all alumni at 4 p.m. in Chancellor Green.

Activities are scheduled throughout the day, including a workshop on navigating the college admissions process, exhibits at the Art Museum and Firestone Library, performances, student projects, and much more.

For the full Alumni Day schedule and registration information, visit:  
**[alumni.princeton.edu/alumniday](http://alumni.princeton.edu/alumniday)**

*Schedule subject to change.*



## ALUMINARY

### Catherine Carsley \*93

*President of the Association of Princeton Graduate Alumni*

**A**PGA President Catherine Carsley \*93 came to Princeton at the encouragement of two of her undergraduate professors at Fordham, who urged her to apply to Princeton to pursue her Ph.D. “As a first-generation undergraduate student, I am sure that I would not have even imagined continuing on for my Ph.D. without their mentorship.”

Some of Carsley’s favorite Princeton memories as a Ph.D. student in English include organizing the “The Graduate Colloquium in Medieval Studies”; being involved in the Grad Student Union; and enjoying fascinating conversations over dinners at

Proctor Hall. “I also remember quite a bit of time spent in the D-bar or in the coffee room of the Old GC watching the philosophy students play unreasonably intense games of Hearts.”

After graduation, she found her calling to teach other first-generation and adult students when she became an assistant professor at the University of Maryland’s University College and later the head of the Liberal Studies program and Professor of English at Montgomery County Community College in Blue Bell, Pennsylvania, where she currently teaches. “I think that it is important for



## APGA News

“  
IF PRINCETON TEACHES  
US ANYTHING, IT IS  
THAT SERVICE IS AT  
THE HEART OF OUR  
EDUCATIONAL MISSION.  
”

today's graduate students and alumni to see themselves as potential leaders in all sectors of higher education and not only as faculty members at research universities. If Princeton teaches us anything, it is that service is at the heart of our educational mission.”

Carsley embodies that mission. For more than a decade she has been volunteering at Princeton, first as an interviewer with the Alumni Schools Committee, and later with the Association of Princeton Graduate Alumni, with which she became interested after attending the “Many Minds, Many Stripes” conference for graduate alumni in 2013. “I knew then that I wanted to return to this amazing community more often. Soon after the conference, I became very involved with the APGA.”

Since then, she has gone on to serve on the board of the APGA and is now its president after serving as vice president for two years. In this role, she works closely with the APGA board in its work to connect graduate alumni with Princeton and one another. She also encourages graduate alumni to become involved in the University as she did more than a decade ago.

“Volunteering has enriched my life,” she says. “Each time I get together with alumni, whether at a lecture, a Princeton Women’s Network event or a dinner, I take away interesting ideas while sharing my own experiences. I feel as if I gain much more than I give during any volunteer role.”

The James Madison Medal will be awarded to **Carol Quillen \*91**, president of Davidson College, during **Alumni Day**, which will be held on campus February 23, 2019. Quillen has served as the 18th president of Davidson College in Davidson, North Carolina, since 2011.

The Madison Medal, established by the **Association of Princeton Graduate Alumni (APGA)**, is named for James Madison ’1771, the fourth president of the United States, and considered to be Princeton’s first graduate student. The award is presented each year to celebrate an alumna or alumnus of the Graduate School who has had a distinguished career, advanced the cause of graduate education or achieved an outstanding record of public service.

In addition to the presentations of the Madison Medal and Woodrow Wilson Award, four graduate students will be recognized with the **Porter Ogden Jacobus Fellowship**, the University’s top honor for graduate students. The fellowships support their final year of study at Princeton and are awarded to one Ph.D. student in each of the four divisions (humanities, social sciences, natural sciences and engineering) whose work has exhibited the highest scholarly excellence.

**Save the date for Reunions, May 30 – June 2, 2019!**  
The APGA will highlight engineering alumni with the theme “Gearing Up for a Good Time!”  
Registration opens in March of 2019.



**There are many ways to stay connected to Princeton through volunteer work.**  
To learn more, contact the Office of Alumni Affairs at 609.258.1900 or [www.alumni.princeton.edu](http://www.alumni.princeton.edu).

# On the Campus





A bonfire drew thousands of Tigers to Cannon Green Nov. 18 to celebrate Princeton football's victories over not only Harvard and Yale, but all 10 opponents on the schedule — the first undefeated season in 54 years. See PAW's video of bonfire highlights at <http://bit.ly/2018bonfire>.  
*Photograph by Ricardo Barros*



From left, Melanie McCloy '22, Charlotte Tausche '21, and archaeologist Ian Burrow use a soil sifter near the Clarke House on the Princeton Battlefield.



## Digging for History

### Archaeologists join students in search for artifacts, insights on battlefield

**O**n a sunny Friday in mid-October, two archaeologists and two students gathered outside the Clarke House, a two-story house that is the only structure present during the Jan. 3, 1777, Battle of Princeton that still stands in the battlefield park today. As Revolutionary War-era fife and drum music played from a laptop, two of the four dug around the front of the house with shovels and trowels while the others parsed through the findings with a wooden soil sifter.

“Oh my gosh, it’s part of a teapot lid!” exclaimed archaeologist Ian Burrow, a native of England, as he held a half-dollar-sized piece of china, one of about 30 ceramic fragments dated from about 1750 to the early 1800s found around the house. “What’s great about this is that it tells us that good patriotic Americans though they were, they were still drinking tea.”

“Says the Brit,” joked Nathan Arrington ’02, an associate professor of art and archaeology.

The area near the house — which had been occupied by Thomas Clarke and his family, and became a field hospital where Gen. Hugh Mercer died several days after he was bayoneted during the conflict — was one of several locations examined as part of “Battle Lab: The Battle of Princeton,” a new course that combined analysis of art and literature with archaeological digging at Princeton Battlefield State Park, about a mile southwest of campus.

After facing British troops on the banks of Assunpink Creek in Trenton on Jan. 2, 1777, Gen. George Washington marched his army of about 5,000 men overnight toward Princeton, outflanking British Gen. Charles Cornwallis’ forces and hoping to capture the British

4th Brigade garrisoned in the town. Continental Army troops led by Mercer met up with British units heading toward Trenton and were overwhelmed. When militia sent to support Mercer’s troops also began to flee, Washington rallied his army and routed the British troops, who retreated to Princeton. Under cannon fire from the American troops, nearly 200 British soldiers who had taken refuge in Nassau Hall surrendered.

A team of 19 students, two professors, and several archaeologists, historians, and other experts collaborated to try to shed some light on some of the questions surrounding the Battle of Princeton — including who died and where their bones are buried. This was the first course offered at the University in which undergraduate students were able to perform excavation work locally, Arrington said.

Art and archaeology professor Rachael DeLue, who co-taught the course with Arrington, said that while archaeological work had been done at the battlefield before, Princeton’s course was the most comprehensive excavation at the site.

Beverly Schaefer



The group spent six afternoons excavating and used several different archaeological field methods, including ground-penetrating radar to help determine where the soil has been disturbed.

Wade Catts, the archaeologist who oversaw the course's field work, said metal detecting is the "best way to investigate a battlefield," and the group recovered 549 artifacts from metal detecting alone. Ten to 12 are believed to be battle-related: four musket balls; two shot, likely fired by artillery; part of a shoe buckle; and other items that were still being identified, including what may be buttons.

"The iron-case shot found shows that [that area of the field] was coming under fire from the Royal Artillery," Catts said. "And the recovered musket balls were all impacted, meaning they had hit something. They represent both British and American weapons."

Two of the four sites where metal-detection techniques were used proved to be much more fruitful than the others, indicating that those areas witnessed heavy fighting.

Leina Thurn '20, who is pursuing a certificate in art and archaeology and plans to become an archaeologist, said she learned excavation techniques during the course that will help with her career.

**"The recovered musket balls were all impacted, meaning they had hit something. They represent both British and American weapons."**

— Archaeologist Wade Catts

"Usually if people want to get engaged in this kind of field work, they have to do a summer dig or excavation somewhere around the world," Thurn said. "Doing the digging during the school year is a very different process."

Catts said it was unlikely that human remains would be discovered, pointing out that only about a dozen bodies have been found on Revolutionary War battlefields. Among the factors, he said, are the small number of burials that occurred on battlefields, the shallow graves that could be easily uncovered by animals, and the fact that bodies were often stripped of clothing, weapons, and other military items.

Over the course of the semester, about half of the meetings took place in the classroom, where students learned about the context of the Battle of Princeton. Students also studied the "second battle of Princeton," a recently resolved legal dispute between the Institute for Advanced Study and the

Princeton Battlefield Society over the construction of institute buildings on the battlefield site. They studied paintings at the Princeton University Art Museum that depict the battle, and visited the University Library's Department of Rare Books and Special Collections to learn how to put their excavated artifacts into a historical record.

"We're hoping that these different perspectives can help us understand the battle and its larger context in a much more complete and accurate way than has been done in the past," DeLue said.

Students also planned walking tours of the battlefield, the campus, and the town in the context of the Battle of Princeton.

Catts said he hopes the course is offered in future years and that the excavation work can continue.

"This is a nationally significant site, and I think it gets downplayed as if it's not that important," he said. "We tend to think of the American Revolution as a foregone conclusion, but that was certainly not the case in January 1777. This was a turning point in the war — Trenton and Princeton had a big effect on the way that [the Americans] processed the war after that. Things could have gone very differently if this battle had not turned out the way it did."

◆ By A.W.

#### FRESHMAN SEMINAR

## 'A Story Behind Every Bone'

Princeton freshmen don't usually play in the dirt.

But Chythanya Murali did just that on a brisk Saturday in November with her classmates in "Archaeology as History: Studying the Past by Digging in the Dirt," one of the fall term's freshman seminars.

Murali and her lab partners, Gabrielle Sudilovsky and Will Kusnierek, spent a few hours unearthing a pair of 3-D printed skeletons from a kiddie pool in the Blair-Joline courtyard. They noted signs of trauma in the skeletons, including broken bones, and wondered

*continues on page 14*



David Booth '22, left, and Anne Wen '22 unearth a model skeleton in the Blair-Joline courtyard during their class, "Archaeology as History."



*continued from page 13*

what could have killed the people.

"There's a story behind every bone," Murali said. Her specialty in the group was osteology, the study of the bones themselves. Sudilovsky and Kusnierek would tackle the other parts of the puzzle, including questions about the objects that were found next to the skeletons.

Although this was not a real excavation, it closely resembled the work that the course's instructor does for her own research. Janet Kay, a Cotsen postdoctoral fellow who lectures in the Humanities Council and the history department, studies the fourth through sixth centuries in Europe as an archaeologist and historian.

In fact, the "skeletons" that the students dug up were replicas of two skeletons from a pair of cemeteries in Oxford, England, that Kay is using for her own research.

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**Although this was not a real excavation, it closely resembled the work that course instructor Janet Kay does for her own research.**

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Kay received funding to travel last summer to Oxford and examine skeletons from the two cemeteries, which date to the fourth century, around the fall of the Roman Empire. The cemeteries were used just a generation apart, but there were huge cultural differences between them.

Bodies in the older cemetery are aligned in rows and were buried with Roman objects, while the newer cemetery has burials at random intervals, with Anglo-Saxon objects. Kay's job is to learn what the changes mean.

"Are they the original community, and they've changed their practices entirely within 20 years?" she asked. "Or are they new people? In which case, what happened to the old people?"

Kay noted that even though the Oxford cemeteries do not look like their modern analogues, the general idea has remained similar. People in this period still had designated locations where they

would bury their dead.

The course and archaeology go beyond digging for bones — archaeology holds lessons for how students should interpret history, Kay said, whether in their academic studies or their lives.

"History is not just text," she said. "The process by which we get that information is also part of the historical record."

During the excavation, students had to be careful to distinguish between objects, like seeds, that Kay placed in the kiddie pools, and whatever debris was already in the dirt from Princeton's campus.

Across a walking path from Murali's group, three other students were looking at their own skeleton. Amy Torres picked up a seed she found in the dirt, then recorded its location and placed it in a plastic bag to test later. It was the 11th seed her group had found.

Torres is considering a concentration in history or anthropology, but her partners, Thomas McBride and Kwan Sirisakunngam, are both engineers. They were here because the course sounded interesting. McBride used to pretend to be an archaeologist while playing in his backyard as a child: "When I dug up a root, I'd call it a dinosaur bone," he said.

The students spent the next few class sessions in a molecular biology lab to review what they had found.

Archaeology is a science, and the students had to methodically go through a series of questions about their findings. What did the seeds found next to a body indicate about someone's diet? Which side of a bone would be less deformed after so long underground?

Sudilovsky and Murali were debating the relationship between the two skeletons that they found in their pit. Could it just be a coincidence that two bodies were buried on top of each other? Sudilovsky thought it was intentional, and she had what she called a "crazy idea."

"I think it's a love story," Sudilovsky said. The bodies showed signs of trauma, and this could have been a tragic death of star-crossed lovers centuries before anyone spoke of Romeo and Juliet. "Maybe it's a fairy tale." ♦ *By Ethan Sterenfeld '20*

## BOX-BAN DEBATE

**Students are stepping up their call for the University to stop asking undergraduate admission applicants about their criminal histories, while President Eisgruber '83 expressed reservations about such a move.**

Members of Students for Prison Education and Reform (SPEAR), which has been pushing to **"BAN THE BOX"** from admission applications since 2012, presented their case to Eisgruber at a meeting of the Council of the Princeton University Community.

Eisgruber said he was "unlikely to eliminate the question entirely," citing campus safety and the consideration of "values and leadership characteristics" during admissions. He suggested that SPEAR consider reformulating the question in a way that "mitigates some of the determinants that [SPEAR] referred to."

In an op-ed in *The Daily Princetonian* later that week, SPEAR president Micah Herskind '19 argued that "by keeping the box — regardless of its form — we communicate our willingness to use racist and classist data in our admissions process."

SPEAR members said they plan to generate interest in the issue through a petition drive and campus events.

More than 50 colleges have removed the box from their applications. Beginning next summer, the question will not appear on the Common Application form.

In addition, Princeton's Graduate School does not ask applicants about their criminal history. ♦ *By A.W.*



Ellen Fullman, left, plays the Long String Instrument accompanied by cellist Theresa Wong.

## WALL-TO-WALL MUSIC

## Performing on a Grand Scale

Ellen Fullman introduced audiences in the Lewis Arts complex's CoLab Gallery to the Long String Instrument, an installation she created 30 years ago, during a November campus performance and workshop residency. The installation consists of dozens of metallic wires stretched across the performance space; the sound is created as Fullman walks along the wires pressing her fingers on the strings. Fullman, a Berkeley, Calif.-based artist, and cellist Theresa Wong premiered works by several Princeton graduate students.

Bora Yoon, a Ph.D. student in music composition, organized Fullman's visit "to illuminate the nexus of engineering, instrument design, music performance, architecture, physics of sound, and math." For a video, go to <https://vimeo.com/305594655>. ♦ By W.R.O.

## IN MEMORIAM



Former electrical engineering professor **JOHN B. THOMAS** died Sept. 13 in Hanover, N.H. He was 93. Thomas was a member of the

faculty from 1955 to 1990. A pioneer in the field of information theory, he worked on mathematical tools that helped to detect and evaluate information encoded in electrical or radio signals.

He advised many graduate students who went on to become groundbreaking researchers in fields including the internet, cellphone networks, and other systems.

**SAU-HAI "HARVEY" LAM** \*58, professor emeritus of mechanical and aerospace engineering, died Oct. 29 in Plainsboro, N.J. He was 87. Lam joined the faculty two years



after earning his Ph.D. in aeronautical engineering in 1958, and became a full professor in 1968. In 1980–81 he was associate dean of engineering, and from 1983 to 1989 he was chair of the mechanical and aerospace engineering department. He retired in 1999.

Lam was a skilled theoretician who applied mathematics and computation to advance understanding of fluid mechanics, aerospace propulsion, plasma physics, and other areas. He helped establish Princeton's Program in Applied and Computational Mathematics and served as co-chair from 1983 to 1986.

Politics professor emeritus **FRED I. GREENSTEIN**, an authority on the



U.S. presidency, died Dec. 3 at home in Princeton. He was 88. Greenstein joined the faculty in 1973 and served as director of the

Woodrow Wilson School's program in leadership studies. He transferred to emeritus status in 2001.

Greenstein was best known for his contributions to the systematic study of political psychology and for its application to presidential decision-making and leadership. He pioneered the use of archival documents to test hypotheses and illuminate issues that bear on the performance of the modern executive office. Greenstein published numerous books and was a fellow in the American Academy of Arts and Sciences. ♦

# Update on the Street

Report looks at changes at the clubs; new admission process to debut

**A** new report provides a picture of how the eating clubs have responded to a period of significant change at the University and outlines challenges that lie ahead. It was released in advance of changes designed to make this year's selection process more inclusive and less stressful.

"We have a real appreciation on both sides that while the clubs are wholly independent, we are incredibly interdependent," said Rochelle Calhoun, vice president for campus life, who chaired the group of alumni, students, and staff that prepared the report (online at <http://bit.ly/eating-clubs>).

The study revisited a number of issues raised by a similar task force in 2010, while taking into account the impact of demographic changes of the student body and Princeton's efforts to enhance socioeconomic diversity.

This year's admissions will use a single timeline for both selective and open clubs, said Lisa Schmucki '74, adviser to the Graduate Interclub Council (GICC). Sophomores will register online to request invitations to explore the clubs during Street Week, which begins Sunday, Feb. 3. Those interested in selective clubs can request

**"The purpose is to ensure that — for the first time — every student gets a 'yes' at the end of the process."**

— Lisa Schmucki '74, adviser to the Graduate Interclub Council

invitations for up to two clubs; all students can request invitations to any and all open clubs, and all will be asked to select at least one open club to visit.

After their visits, students will rank the clubs in order of preference and will rank all open clubs in addition to any bicker-club preferences. The selective clubs rank the students who bickered at their clubs Thursday night. On Friday at 9 a.m., students can go online to receive their club acceptance and details for being "picked up" by other club members — typically at 1879 Arch or at the eating club.

"The purpose is to ensure that — for the first time — every student gets a 'yes' at the end of the process," Schmucki said. Last year, 77 percent of all sophomores registered on the Interclub Council website, she said, and 68 percent joined a club by the end of the week.


Calhoun praised the "incredibly good work" by the clubs in focusing on safety, health, and well-being, particularly in addressing concerns about sexual misconduct and alcohol abuse.

The overall demographics of the clubs are "very close" to the student body as a whole, she said, though variations are evident among some clubs.

Thomas Fleming '69, chair of the GICC, noted the increase in Pell-eligible students — from 7 percent in the Class of 2008 to 22 percent of the Class of 2021 — and voiced concern that University policies may provide incentives for them to seek alternatives other than the eating clubs. "The clubs want to be able to appeal to the most needy students because it is the right thing to do," he said, and "clubs will not survive if they cannot appeal to the 60 percent of undergraduates who are on financial aid."

The task force said cost-saving measures could help cut club fees, suggesting joint purchasing and allowing members to regularly eat some meals (such as breakfast or Sunday dinner) at the residential colleges.

Both Calhoun and Fleming described a positive relationship between the University and the clubs, with representatives meeting monthly. That group will continue discussion of issues raised in the report. ♦ By W.R.O.

 **READ** the Graduate Interclub Council's response to the report and unaddressed issues at <http://bit.ly/gicc-response>

## IN SHORT



**ALEXANDRA DAY '02** will begin work Jan. 31 as deputy vice president for alumni engagement, leading initiatives of the Office of Alumni Affairs

and efforts to engage alumni. "The collective achievement — and service — of Princeton's vibrant alumni community is remarkable," Day said. "It's a privilege to return to campus in this role, and I look forward to continuing to deepen our relationship with alumni as they bring our mission to life around the world."

Day, the vice president for public affairs at The Juilliard School, previously worked at Lyric Opera of Chicago and with soprano Renée Fleming. She succeeds Margaret Miller '80, who recently was named deputy vice president for volunteer engagement.

The **TIGERTONES** a capella group received widespread media attention, including a mention on *Saturday Night Live*, after dropping "Kiss the Girl" from its song list. The action came after an op-ed in *The Daily Princetonian* called the song "more misogynistic and

dismissive of consent than cute."

The song, written for the Disney musical *The Little Mermaid*, is sung by Sebastian the crab to encourage Prince Eric to kiss Ariel, the mermaid. Noa Wollstein '21, author of the op-ed, also called out the group's practice of selecting a male and female in the audience to dance during the song and "press[ing] the man to kiss the female student."

Tigertones president Wesley Brown '19 issued an apology and said the group would not perform the song until it finds a way that is comfortable for all listeners. ♦



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# Resetting Title IX

## Federal proposal could require 'significant changes' for Princeton

**A**s they waited for clarification of Title IX guidelines proposed by Education Secretary Betsy DeVos — which would change the way many universities handle cases of sexual misconduct — Princeton officials expressed confidence that its existing system is working well.

Among other changes, the proposed guidelines would allow universities to raise the burden of proof required in Title IX investigations from “preponderance of the evidence” to a “clear and convincing standard.” Critics

**“There are many things in the proposed regulations that are confusing, contradictory, and well-intentioned, but it is difficult wto understand how they would be implemented.”**

— Vice Provost Michele Minter

of the proposal say it would undermine the rights of victims and make it harder

for them to come forward.

“We think our system is working really well,” said Vice Provost Michele Minter. “It uses preponderance [of evidence], and that has allowed us to both keep the campus as safe as possible and provide fairness. Depending on where the final regulations land, we might have to make significant changes, and we would aim to make the new policy as fair and responsive as we could.”

On Nov. 16, DeVos announced the release of a sexual-misconduct proposal that includes both suggestions and mandates for how universities investigate Title IX complaints. If enacted, the proposal could narrow the definition of sexual harassment for universities.

Minter said one of the biggest

### IN SHORT



**LOUISE SAMs '79** will succeed Kathryn Hall '80 as chair of Princeton's Board of Trustees July 1. Sams, who is executive vice

president and general counsel for global entertainment company Turner International, served her first term as a charter trustee from 2004 to 2014 and began her second term in 2015.

The University's **COMMITTEE ON NAMING** is soliciting suggestions for a roadway that enters the campus from Nassau Street between Firestone Library and the Andlinger Center for the Humanities. The road is adjacent to the Betsey Stockton Garden, named for a former slave in the home of Princeton president Ashbel Green 1783. To submit names, go to [namingcommittee.princeton.edu/suggestions](http://namingcommittee.princeton.edu/suggestions).



First-year graduate student **JOSÉ DE JESÚS MONTAÑO LÓPEZ** was awarded Mexico's 2018 National Youth Award, the highest honor given by the government to citizens under 30 years old. Montaña López, who is in the department of chemical and biological engineering, plans to research sustainable energy production through the use of biotechnology.

Eleven seniors and a recent alumnus will pursue graduate study abroad in the coming year as recipients of **MAJOR SCHOLARSHIPS**:

Three seniors are among 32 Americans who will study at Oxford as Rhodes scholars. **NICOLETTE D'ANGELO '19**, of



Hewitt, N.J. — a classics major with certificates in creative writing, humanistic studies, and gender and sexuality studies — will pursue a master's degree in classics. **JOHN HOFFMEYER '19**, of Florence, S.C., a comparative



literature major pursuing certificates in Chinese language and culture and music performance,



will work toward a master's degree in modern languages. **KATHERINE REED '19**, of Arnold, Md., a history major with certificates in Latin American studies and Spanish, will pursue a master's degree in development studies.



**SAMVIDA VENKATESH '19**, of Bangalore, is among five Rhodes scholars from India. She will pursue a master of science degree by research in biochemistry in Oxford.

An alumnus and two seniors were awarded Marshall scholarships.

**ARARAT GOCMEN '17**, of Bergen County, N.J., will pursue a master's degree in economics at University College London, followed by a master's degree in the history of political thought and intellectual history. Gocmen was a history major and has been working as a BlackRock analyst. **JONAH HERZOG-ARBEITMAN '19**, of Northampton,



potential changes for Princeton is a proposal to allow advisers of the accused — who could be lawyers — to cross-examine the accuser. Princeton's current system does not allow for cross-examination by people affiliated with either party.

Another proposed rule would give universities the ability to opt out of investigating reports of off-campus misconduct. Princeton currently regulates conduct by members of the University community on campus or in the local vicinity — including at the eating clubs — and has no plan to change its policy to exclude conduct that takes place off campus, Minter said.

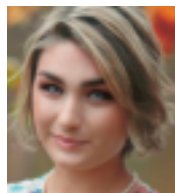
"There are many things in the proposed regulations that are confusing, contradictory, and well-intentioned, but it is difficult to understand how they

would be implemented," she said. "We will be collecting questions and working with the various consortiums and higher-ed associations to provide some useful feedback."

Individuals and institutions can provide feedback during a public comment period that runs through Jan. 28. As of mid-December, Princeton was still deciding whether it would submit comments.

While any concrete Title IX policy changes are months away, Minter said the campus community would have "a lot of opportunities to be involved" in that process. She said certain changes to University policy would require approval by the faculty and the Council of the Princeton University Community, which would provide for community input. ♦ *By A.W.*

Mass., is a physics major and is earning certificates in applied and computational mathematics and creative writing. He will seek a master's degree in theoretical and mathematical physics at Oxford, then a master of philosophy degree at the University of Nottingham.



**MYRIAL HOLBROOK '19**, of Lewis Center, Ohio, is a comparative literature major. She will pursue a master's degree

in education at Cambridge, followed by a master's degree in creative writing at the University of St. Andrews in Scotland.



**ANNABEL BARRY '19**, of Southport, Conn., was named a Mitchell scholar and will study philosophy and literature at University College

Dublin in Ireland. Barry, an English major, is pursuing certificates in European cultural studies, humanistic studies, and theater.

Four seniors were awarded Schwarzman scholarships to take part in a one-year master's program at Tsinghua University in Beijing. **PAUL GREENBAUM '19**, of Boiling Springs, Pa., is a Woodrow Wilson



School major earning certificates in African studies and the history and practice of diplomacy. He plans to pursue studies in post-conflict stabilization and reconstruction.



**ESHAM MACAULEY '19**, of Lawrence Township, N.J., is a politics major and

is pursuing certificates in African studies and East Asian studies. He will study the dynamic between



Chinese investors and African nations.

**AMANDA MORRISON '19**, of Helena, Mont., is a Woodrow Wilson School concentrator who plans to explore ways in which video can challenge and deepen social and political engagement.



**REBEKAH NINAN '19**, of Franklin, Tenn.,

is majoring in politics and pursuing a certificate in South Asian studies. She plans to study economic and diplomatic relations between China and South Asia. ♦

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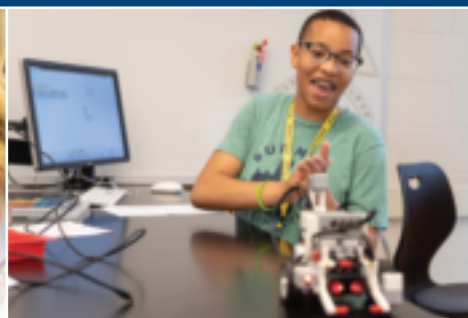
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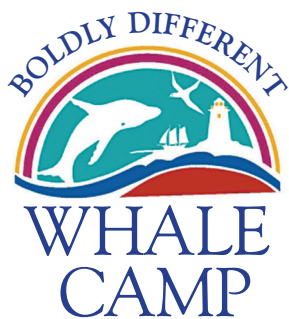
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John Lovett '19



Mimi Asom '19

## FALL SPORTS

# Season of Champions

## Unbeaten football, Final Four field hockey headline a fantastic finish

**O**n the field at Princeton Stadium, shortly after his team had completed its first undefeated season since 1964 with a 42–14 win over Penn, football coach Bob Surace '90 tried to summarize what he'd seen over the past 10 weeks.

"It's hard to digest. It's awesome," Surace said. "We've worked so hard to accomplish this. You wish you could keep playing because you wish you could continue to stay out there with the guys."

His words could apply to the entire fall for Princeton athletics: Of the eight Tiger teams in season, seven either won league championships or advanced to the NCAA playoffs — or both. And the eighth, women's volleyball, came tantalizingly close, winning its last five matches but finishing second, one match

behind Yale.

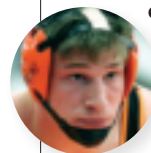
Football provided fireworks (and a bonfire), led by an offense that scored 470 points — a modern Princeton record. When the Ivy League selected its two Bushnell Cup finalists for offensive player of the year, both spots went to Tigers: quarterback John Lovett '19, who threw for 18 touchdowns and ran for 13 more; and receiver Jesper Horsted '19, who was on the opposite end of 13 touchdown passes and finished his career with a school-record 196 receptions.

Lovett won the award for a second time, and in his acceptance speech at a hotel ballroom in midtown Manhattan, he made a gesture that surely warmed the heart of his head coach, a former

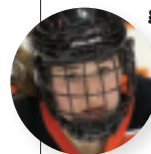
*continues on page 26*

## THE BIG THREE

**1 PATRICK BRUCKI '21**, wrestling in the 197-pound bout, defeated Lehigh's Jake Jakobsen 7–4 to complete Princeton's win over the eighth-ranked Mountain Hawks Nov. 30 — the Tigers' first win over a top-10 team in more than three decades. Brucki, an NCAA Championships qualifier as a freshman last year, won individual bouts in each of Princeton's first five dual meets, a challenging stretch in which the Tigers faced four of the country's top 15 teams.



**2 CARLY BULLOCK '20** netted her team-leading 12th goal as women's hockey shut out Union, 4–0, Dec. 8. With the win, Princeton extended its unbeaten streak to 12 games, matching a team record set in the 2015–16 season. The Tigers opened their schedule with a pair of losses at No. 2 Wisconsin but quickly rebounded and climbed to the top of the ECAC Hockey standings with an 8–0–2 conference record.



**3 Men's basketball's DEVIN CANNADY '19** scored 20 points or more in four of his first five games after returning from injury, including a 28-point performance in a win at Maine Nov. 28. Cannady ranks third on the program's all-time list for 3-pointers made, behind Brian Earl '99 and Douglas Davis '12. ♦



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*continued from page 25*

Tiger center: He pointed to his offensive linemen, standing at the back of the room, and thanked each one by name.

Players from two other fall champs claimed top Ivy honors: Mimi Asom '19 was the women's soccer offensive player of the year, and Kevin O'Toole '21 was the men's soccer offensive player of the year.

Field hockey had two honorees — offensive co-player of the year Clara Roth '21 and defensive player of the year Elise Wong '19 — but did not win the Ivy title, finishing 6-1 in league play after losing to Harvard. The Tigers would find redemption in the NCAA quarterfinals, defeating the Crimson to advance to the Final Four. In the national semifinals, Princeton outshot No. 2 Maryland but couldn't find the back of the goal, losing 1-0 in overtime.

Men's soccer had a similarly heart-wrenching finish to its season. After winning its first outright Ivy title since 2010, Princeton scored first and held Michigan to one goal in the opening



Elise Wong '19

round of the NCAA Tournament. The game went to overtime and — after two scoreless extra periods — a penalty shootout that was deadlocked until the 14th round, when the Wolverines

finally prevailed.

Asom, who tied her career best with 12 goals this year, led women's soccer to the NCAA Tournament for the third time in four years. But in the NCAA opener, Texas Tech's defense kept her in check and pushed past the Tigers for a 3-0 win.

Men's and women's cross country each earned NCAA bids at the Mid-Atlantic Regional meet, finishing first and second in their respective races. The Ivy-champion men placed 22nd at the national meet — six spots better than their finish in 2017 — while the women placed 21st, led by Allie Klimkiewicz '19 (74th in the individual standings).

Men's water polo avenged a pair of one-goal regular-season losses to Harvard, beating the Crimson 12-10 in the NWPC Tournament championship game and earning a spot in the NCAA Tournament. The Tigers would lose to George Washington, 14-13, in the play-in round — the last game in a memorable autumn. ♦ *By B.T., with reporting by Sophia Cai '21*

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# Life of the Mind



## ESSAY

# Class on Campus

By Viviana A. Zelizer and Lauren Gaydosh \*15



Viviana A. Zelizer, left, is the Lloyd Cotsen '50 Professor of Sociology at Princeton University. Lauren Gaydosh \*15, right, is an assistant professor of medicine, health, and society at Vanderbilt University.

In recent years, Princeton, along with other elite schools, has stepped up its efforts to recruit low-income applicants. As President Christopher Eisgruber '83

explained to the Class of 2018 in his Commencement address last year: "At Princeton we believe in socioeconomic diversity because we know that to achieve excellence as a University and as a nation we must draw talent from every sector of society." Twenty percent of students in Princeton's Class of 2022 were eligible for federal Pell grants, an indicator of low-income enrollment — almost triple the percentage of eligible students in the Class of 2008.

As the "Orange Bubble" diversifies, what happens when the new, still relatively small population of low-income students mingles with more affluent peers in classrooms, sports, jobs,

and other activities? How do students manage class disparities in their everyday interactions with friends, roommates, and teammates? That is what we have been investigating for the past seven years. We focus on students' economic transactions, including bartering, swapping, money loans, gift exchanges, and the sharing of expenses. What does it mean, for instance, for students to split the bill for dorm purchases, a spring-break vacation, or dinner at a restaurant when one student draws her money from her parents' monthly allowance while her roommate pays with money earned from a campus job?

Negotiating students' class differences poses special challenges at an institution that is expected to foster egalitarian ideals and practices, endorsing what we call a democratic pact. Within college gates class differences should not matter — everyone is equally expected to convert



into a Princeton student. But how can students maintain the egalitarian code in a context of steep economic inequality?

To be sure, the dilemmas created by cross-class relations are not a 21st-century Princeton phenomenon. Zoom back to 1915, when the University dining halls began hiring “needy” student waiters — worrying some people, according to *The Daily Princetonian*, “that Princeton democracy — or aristocracy, they are not sure which — would lead to friction between the servers and the served.” The *Princetonian*’s proposed solution reveals the tensions involved in mingling hierarchical worker/patron with student/peer relations. Waiters, the paper recommended, “must remember they are acting as professional servers for the time being and need expect no exceptional demonstration of gratitude or cordiality from the students at the table. But the relation is by no means too businesslike to exclude the ordinary courtesies of life elsewhere on the Campus.” Early 20th-century dilemmas persist, albeit in a transformed social landscape.

In our search for answers, in 2011 we began speaking with Princeton students, conducting in-depth interviews with 59 students and organizing several focus groups. We concentrated on interactions between highly affluent (zero financial aid or minimum aid) and low-income (full financial aid or close to full aid) students. While there is significant overlap between full financial aid and first-generation students, we focused most of our attention on low-income students. We also spoke to 16 University officials involved in student life to clarify institutional practices and policies.

When we started these conversations, issues of class were still largely hidden on campus. Repeatedly, students told us that this was the first time they had spoken so candidly about money or about class differences. Listening to their accounts, we noticed three different patterns in students’ readiness to reveal their economic status to peers, including friends. We call them “outing,” “silencing,” and “passing.”

Some students had no reservations about outing themselves by openly sharing the challenges of being poor at Princeton, sometimes finessing their

outing with humor. “I always make a joke about being poor,” volunteered Laura, a philosophy student on full financial aid and working two jobs. “I have no problems with that. I think it’s just like a kind of funny thing, I’m at this crazy school where there are castles everywhere, and it’s like, OK, yeah, I’m broke, but this is nice.” Other students comfortably shared with peers that they received aid but drew the line at identifying themselves as full-aid recipients. A full-aid student pointed out that since most Princeton students receive some form of financial support, she had no qualms in acknowledging her financial-aid status, because “that doesn’t really convey too much information, and I thought that’s fine to say, ‘Yeah, I’m on financial aid ... just like most of Princeton.’”

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### **Listening to their accounts, we noticed three different patterns in students’ readiness to reveal their economic status to peers, including friends. We call them “outing,” “silencing,” and “passing.”**

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The 2014 establishment of the Hidden Minority Council, a group set up to “advocate for the first-generation and low-income voices that aren’t being heard,” helped transform outing social class into a legitimate institutional practice by providing a safe site for students not only to discuss issues of class but to post their photos and share their biographies on the council’s website. Still, outing can turn out to be socially perilous. Jill, a science major who self-identified as “dirt poor,” experienced the social effects of disclosure when she “accidentally” confided her money problems to her friends. She recalled their startled expressions: a “look on their face ... that they don’t realize that they’re making, kind of like shocked.” She wondered how that revelation had changed her friends’ view of her.

Remaining silent about class, therefore, can seem the safer strategy. Repeatedly, low-income students

recounted how they kept their financial struggles private in order to spare their wealthier friends discomfort. Tim told us why he remained mostly silent about money issues when he was around his three wealthy roommates. Not, he insisted, because he was embarrassed by his poverty, but because “all of us are great friends ... I don’t talk about financial things with them because I don’t want them to feel uncomfortable.”

Yet other students picked a more radical strategy: Passing, they concluded, was the best option. Marion, a low-income senior, regretted having spoken too openly about her financial situation with her group of wealthy friends. “If you don’t have money,” she had concluded, “you should try to lie about it. ... It’s actually a very easy thing to feign. ... The sheer fact that you are at Princeton already makes people assume you are probably well off.” Even if she had to turn down a trip with her friends, they would not have recognized “the difference between me saying no because my parents say no, and me just being like, I can’t just spend that money.” But when you are truthful, she said, “these people do kick you out of their friend groups.”

While they certainly don’t face the same challenges as their less affluent peers, wealthier students nevertheless employed similar strategies when dealing with issues of class. Melanie, for example, told us that any financial discussion became an uncomfortable reminder of the contrast between her privileges and other students’ financial worries. She realized that while money did not have to factor in her choices, “it affects the decisions that others make.”

Considering such lopsided economic worlds, how do affluent and low-income students manage shared expenses in ways that preserve egalitarian relationships? We identified three approaches: first, avoidance, the dodging of potentially uncomfortable exchanges; second, “I’ll pay for you” offers; and third, “like family” analogies, labeling friendship relations as kin ties.

How does avoidance work? If they recognized a friend’s financial pressures, for instance, affluent students tried not to suggest expensive venues or purchases. In buying furniture for their dorm, Cora



after the girl finally confided that she did not want to spend \$10 for a dinner celebrating the completion of their group's senior theses. Before that, "she's always been like, 'Oh, you know, I'll just like meet you guys later, I'm tired'; or 'Oh, I have work to do anyway. I don't have time,' or something."

Emma then opted for a second approach, proposing to pay her friend's share of the dinner bill, since "we are all supposed to do this together, like we are supposed to be celebrating, like I'll pay for you ... ." But the friend did not accept her offer and joined the group only after the meal. We repeatedly heard similar "I'll pay for you" stories about when well-intentioned affluent students tried to cover expenses for a financially strapped friend. However grateful financial-aid students may feel, such kind offers can represent disturbing markers of inequality.

For the donor, a friend's reluctance to accept a treat may seem baffling. Yet the negotiation can become a lesson in cross-class relations. It took some time for Cora to realize that her lower-income friends "don't enjoy necessarily you being like, 'I'll pay for it, it's fine. Don't worry.'" At first, she could not quite understand their reluctance: "I realize in my head I never thought about that as being uncomfortable or offensive, because it was kind of like, it's money and ... I'm happy to spend it on you if you will come have dinner with me right now."

Confronted with the awkwardness of unequal sharing, some close friends found an alternative to avoidance and "pay for you" solutions. They reframed their friendship as a kin tie. Alisa, on full financial aid, and Bill, who did not receive any financial assistance, told us in separate conversations about sharing their expenses during a joint European research trip. While Alisa recognized that Bill "probably did let me get away with spending more" from their pooled money than he did, neither was concerned by the disparity since they saw themselves as quasi-siblings: "It's sort of like if you went on vacation with your brother and he was putting in a little more money. It'd be sort of like, well, it's like family members, money's kind of ours." Bill confirmed that Alisa

emphasized how she would avoid putting her low-income roommate "in a situation where we would purposely buy something really outrageously expensive." Low-income students were not blind to such avoidance maneuvers. Wesley knew that his wealthier friends realized that "I don't have a ton of money. And so they'll never like say we need to go to a really expensive restaurant. Or I need you to chip in \$100 for this gift. ... And so because those things haven't come up, it hasn't harmed our friendship."

Low-income students, meanwhile, turn down invitations to dinners or vacations that would require unaffordable expenditures. Or they make minor compromises to minimize costs — for example, by eating dinner beforehand and ordering only dessert. Rather than being upfront on why they cannot afford to share expenses, students may dodge the issue by offering excuses. Emma, an affluent senior, only recognized the reasons for one of her closest friend's recurrent evasions

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## Life of the Mind



**As students with stunningly different resources participate in a shared college economy, they engage in what we call relational work. They search for the right kind of arrangement for sharing expenses that maintains their implicit democratic pact.**

was “the sister that I never had.” Given such closeness, to him the financial imbalance hardly mattered: “It’s like you don’t keep track of ... how often you are there for your friend when they need a shoulder to cry on.” Their sharing of money thus turned into a symbolic hug, an expression of family-like affection that made their unequal contributions legitimate and even admirable.

What explains these various approaches to dividing money and expenses? As students with stunningly different resources participate in a shared college economy, they engage in what we call relational work. They search for the right kind of arrangement for sharing expenses that maintains their implicit democratic pact: an arrangement corresponding to their relationship as friends and peers. And that should not be mistaken for the unequal relations typical of philanthropic donors and charity recipients or commercial lenders and debtors. To be sure, the students’ approaches don’t always succeed, as deliberate actions or

unintentional blunders can bring class inequalities to the foreground. When that happens, students’ disagreements over sharing expenses usually have less to do with the amount of money involved than with what the money signals about their unequal relationship.

We found similar mechanisms in our study of students’ money loans and gift exchanges. Students struggle to give and receive money and in-kind gifts in ways that do not undermine their friendship. For example (as we heard during our interviews), if a wealthy student notices her low-income roommate does not own a winter coat, how can she give her a coat and how can her roommate accept the gift without defining the coat as a charitable donation? How is the gift reciprocated?

These glimpses into students’ class-based interactions are first steps into a largely unexplored world. We know very little about the frequency of students’ cross-class interactions at Princeton and elsewhere. Certainly, some students keep their relationships mostly within their own class and seldom experience some of the exchanges we report here.

And while we focus here on class, we need to specify how differences of gender, race, ethnicity, and national origin intersect in shaping students’ economic experiences. We are also tracking historical variations in Princeton students’ cross-class exchanges.

Why does our study of Ivy League students’ everyday economic transactions matter? After all, the small sums of money involved may seem trivial next to the trillion dollars in outstanding student debt or other instances of steep inequalities. But precisely in times of radical economic inequality, an Ivy League campus such as Princeton provides a unique microcosm of how inequality is negotiated face to face within a privileged setting. As recruitment of low-income applicants intensifies, scrutinizing students’ cross-class experiences may contribute to the program’s success. Local, on-the-ground knowledge of what goes on during students’ four years of close interactions can inform institutional policies aimed at better incorporating low-income students. ♦

James Steinberg



FACULTY BOOK: IMANI PERRY

# A Radical, Radiant Life



*A Raisin in the Sun* was the first play written by an African American woman to be produced on Broadway. When it opened in 1959, it made an instant celebrity of its author, 29-year-old Lorraine Hansberry. In the six decades since then, the play — a moving exploration of the struggles of an African American family — has become the most-produced play by a black woman. James Baldwin wrote, “Never in the history of the American theater had so much of the truth of black people’s lives been seen on the stage.” But less than six years after her wildly successful debut, Hansberry died of pancreatic cancer.

Hansberry loomed large in the childhood of Imani Perry, the Hughes-Rogers Professor of African American Studies, whose father adored the playwright’s work and admired her political activism. As an adult, Perry wondered why so little was widely known about the groundbreaking playwright. In her new book, *Looking for Lorraine: The Radiant and Radical Life of Lorraine Hansberry* (Beacon Press), Perry explores the connections between the writer’s interior life, her work, and her political engagement.



**Professor Imani Perry’s *Looking for Lorraine* was among *The New York Times*’ list of 100 Notable Books of 2018.**

Perry makes extensive use of Hansberry’s papers, examining journals and letters as well as unpublished poems, essays, and fiction that were made available in 2010. When Perry studied Hansberry’s datebooks, she found — amid notes about spaghetti dinners she prepared for friends — diary-like entries that revealed Hansberry’s mix of “intellectual confidence and frustration when she couldn’t focus. That’s really human and important for us to witness, those sort of tensions in the creative process,” Perry says.

Her datebooks also shed light on Hansberry’s sexuality. She was married to Robert Nemiroff, a Jewish communist, but joined one of the nation’s first lesbian organizations. In side-by-side lists in her 1960 datebook titled “I like” and “I hate,” she wrote “my homosexuality” in both columns. Her other likes (“my husband — most of the time”) and dislikes (“my loneliness,” “silly women”) are amusing and revealing. “Even this exercise in simple accounting became poetry,” writes Perry. Examining the short stories Hansberry wrote for lesbian magazines, which were published under a pen name and have not been written about extensively before, Perry finds a more lyrical writing style than in Hansberry’s other work: “It was a space for a different kind of voice to emerge for her.”

Perry also explores Hansberry’s devotion to political activism, which prompted the FBI to put her under surveillance during the McCarthy era, when she was in her early 20s. Hansberry played a pivotal role at a 1963 meeting convened by Robert Kennedy, then attorney general, with prominent African Americans in the wake of racial turmoil in Birmingham, Ala. Kennedy had called the group together to get their help in quelling the upheaval, but Hansberry “turns that on its head and says to him, ‘Actually, we want a moral commitment from you on civil rights.’”

Less than a month later, President John Kennedy gave his landmark civil-rights address, in which he spoke of the rights of African Americans as not just a legal issue but also a moral one. Perry sees the moment as a crystallization of Hansberry’s drive to make the world a better place. “Once she becomes famous, she uses her fame to support the struggle for justice,” Perry says. “The courage of her convictions was so deep, and she was not intimidated.” ♦ *By Jennifer Altmann*

Sameer A. Khan

## NEW RELEASES



The first novel of English professor **Tamsen Wolff**, *Juno’s Swans* (Europa Editions)

tells the coming-of-age story of high school senior Nina through her reflections on heartbreak after losing the girl she thought had loved her.

Creative writing lecturer **Boris Fishman** ’01’s *Savage Feast: A Memoir With Recipes* (HarperCollins) traces his



family history from Soviet Belarus to the United States. Fishman travels across the U.S., exploring the

relationship between food, identity, and home, and learning to understand his own family through the cooking of Oksana, his grandfather’s Ukrainian home aide.



Through analysis of court cases, fashion shows, film, and art, **Anne Anlin Cheng** ’85, professor

of English, argues in *Ornamentalism* (Oxford University Press) that the cultural representation of Asian women has played an outsize role in shaping contemporary conceptions of personhood. Cheng’s theory proposes new approaches to dealing with racial objectification. ♦

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# Going Back '97/'19

**For José L. Pabón,  
Princeton is better the  
second time around**

**BY LISA BELKIN '82**



**Above: José Pabón '97/'19,  
second from right, with  
friends in San Juan, Puerto  
Rico, in 1995.**

**IN A BASEMENT CLASSROOM** of the Julis Romo Rabinowitz building on Washington Road one autumn afternoon, assistant professor of sociology Janet Vertesi looks out at the 20 or so students in SOC 346, Sociology of the Cubicle: Work, Technology and Organization, and asks, “Do most of you identify as millennials?” In the spirited conversation that follows, it’s decided that “the cut-off” birth year is 1997 — which means most of today’s college students are “whatever comes after the millennials.”

Throughout the exchange, one member of the Class of 2019 stays quiet. Sitting in the front row because his hearing aids work better up there, and wearing a black suit and a silver tie because a classroom deserves the same respect as a workplace, he is usually one of the most vocal people in the room. But today he decides not to mention that 1997 was the year he would have graduated from Princeton the first time around.

José Pabón is here to finish what he started. At the end of 1996, during his senior year, he was forced to withdraw from Princeton. Now he has returned — older and wiser, bringing his wife and toddler with him — to complete his degree and to get his life where he always thought it would be.

In doing so he is a one-man measure of how Princeton itself has changed in the last two decades, and how it has not. He is a test of that thing we say about youth being wasted on the young, and of whether given the chance to do it over again we would really do anything differently. He is a walking time warp, a happy ending, a cautionary tale.

“You know that song?” he asks, starting to hum.

Yes, he gives new meaning to “Going Back to Nassau Hall.”

**PABÓN WAS BORN AND RAISED** in Puerto Rico. The youngest of four children, he was the only son. Two sisters preceded him to Princeton, but that doesn’t mean he was savvy in the ways of the place when he arrived, he says. Those sisters were more than a decade older, and his only real memory of campus was a graduation when he was all of 8. His father died a few years later, meaning Pabón’s teens were spent living alone with a single mother who was, he says, deeply grieving “and doing the best she could.”

As a result he mostly raised himself, with his mother’s brother, a physician, providing doses of inspiration and his sisters, during visits and phone calls home, giving glimpses of college and beyond. He learned English by watching mainland television almost exclusively, which is also how he learned to root for the Atlanta Braves. He loved math, was president of his school’s math club and computer club, and studied so fiercely for the SATs that he started dreaming about multiple-choice problems. He got a perfect score in math and a near-perfect one in English. His school counselor predicted that MIT would be the only top school to admit him, but it was the only one he applied to that didn’t.

Princeton offered more financial aid than Harvard, which back then meant 80 percent in grants and 20 percent in loans,

# THE JULIAN STREET



Pabón in the Julian Street Library in his residential college, Wilson.



so in addition to playing in a band on Sundays at the Aquinas Institute, the Catholic chaplaincy just off campus, and tutoring local math students, he washed dishes several nights a week in the Wilcox kitchen because it paid nearly \$2 an hour more than serving food.

The time he wasn't working, he was studying. Social life? What social life?

"I tried to fit in, but I don't think I did the best job," Pabón says. He was one of just eight or nine Puerto Ricans in his class, he remembers, and he believes he was the only one of those taking STEM classes. "I was from a low socioeconomic background," he says of his life back then. "Just grinding it out, trying to learn math on my own and working the dish room at Wilson/Butler dining hall."

His public school in Puerto Rico had not fully prepared him for how tough the academics would be. "Except for the loss of my father and my uncle, who was like a father, there is nothing I have ever done that has been as hard as Princeton math" freshman year, he says. "Nothing that was as soul-crushingly difficult as the weekly problem sets."

The result was the first imperfect grades of his life. "This is amazing," he remembers feeling. "I studied for 20 hours and got a D; maybe 30 hours, I'll get a C." He did not feel defeated. Instead, he felt that "the more math I learn, the more I realize there's so much more I don't understand yet."

It didn't occur to him that he could ask for help. "I thought office hours were to go ask where the printer was, or to change from one precept to another," he says. "I didn't realize you could go to a professor and say, 'I'm lost.'"

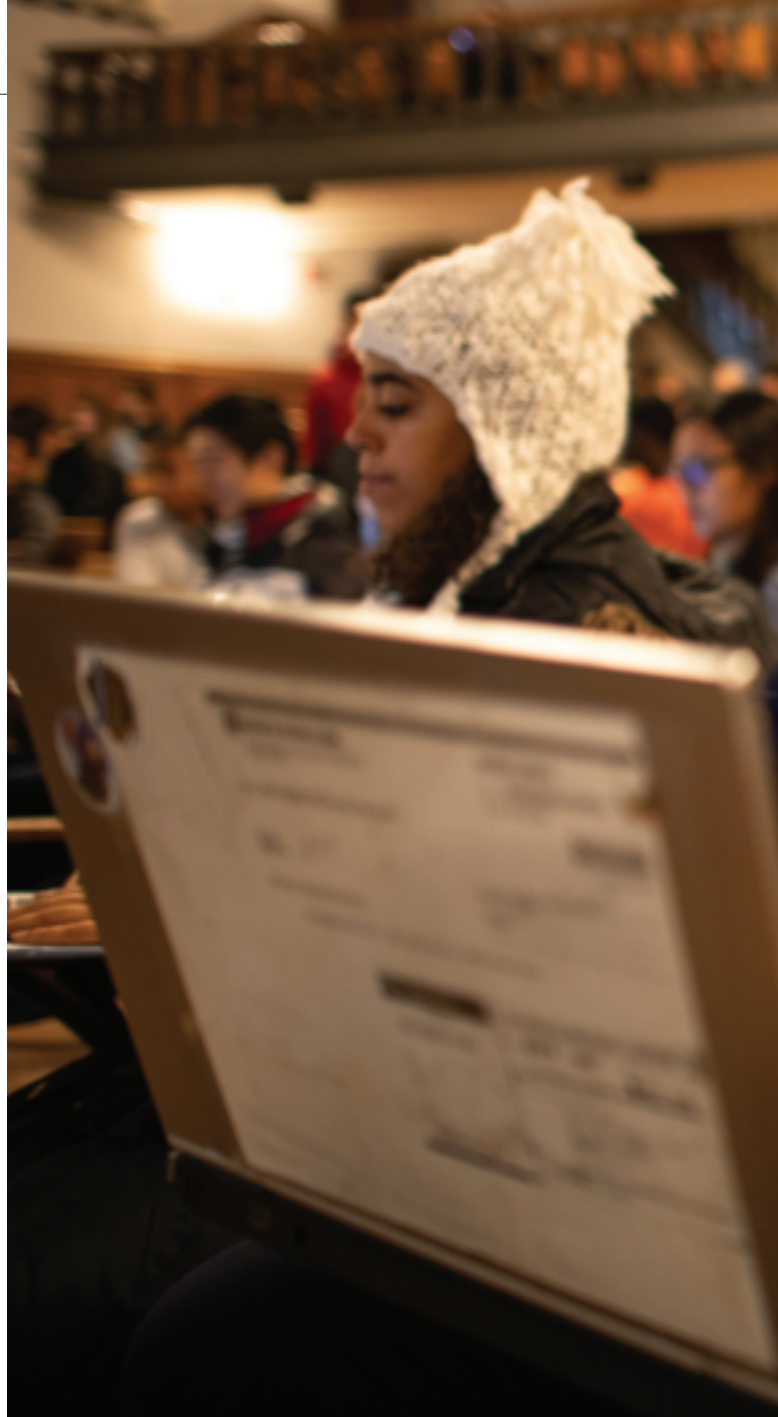
By sophomore year he was less so, and by junior year he was majoring in math. He didn't consider joining an eating club because he could not afford the additional cost. So he declared himself independent and lived in Spelman Halls junior and senior year — well, during the first half of senior year, anyway.

He was home in Puerto Rico and preparing to return to campus in August 1996 when he and a friend borrowed Pabón's uncle's car, went on a double date, then dropped off the two young women and headed home. On the highway they were rear-ended by a man who had fallen asleep with his foot on the gas. This would become that driver's fifth DUI.

Both cars were totaled. Pabón, who had an unblemished driving record, was cut out of his car by police and spent several days in the hospital with back and neck injuries. "My mother told me, 'You need to call your uncle, you need to deal with the insurance companies, you need to deal with the police,'" he remembers. It soon became clear that he would not be able to return to campus for the first week of classes after Labor Day. Classes began, and for more than 20 years Pabón has tried to understand what he did — or more specifically what he didn't do: Show up.

Pabón has only hazy memories of those weeks — he was in pain and repeatedly asked to give statements to the police and the insurance company. But he didn't tell anyone — not his suitemates, his professors, his advisers, nor his deans — about what had just happened in his life. And when he finally got back to school three weeks late, he says, no one really asked.

Facing zeroes for the weekly assignments he had not turned in and others for precept absences, he frantically



tried to dig his way out. But he knew about numbers, and he knew they were against him. Come midterms, he was failing all his classes, which resulted in a summons to the dean's office and a warning that he was at risk of flunking out. Again he didn't mention the car accident, but simply promised, "I'll do better, I'll try harder," he recalls. Then he studied and scrambled, feeling "dejected, depressed, shamed, excluded."

He had resigned himself to the likelihood that he would fail his four math classes and Sociology 101, and his Plan B was "worse comes to worst, I'll take more classes the next semester and make it up," he says. He didn't understand that isn't how it works. Instead, he faced what he remembers being described as "forced withdrawal" from the University until he could demonstrate "academic readiness to return to campus." That's still what sometimes happens, says Claire Fowler, senior



**Dressed for class,  
Pabón takes notes  
in COS 126 —  
Computer Science:  
An Interdisciplinary  
Approach — in  
McCosh 50.**

associate dean of the College: Students who fail two or more classes in a single semester are normally required to repeat that semester the following year, and may be encouraged to use the time off to brush up on the subjects that stymied them or to address other issues that may have prevented them from thriving at Princeton. “It’s not punitive,” she says. “The message is that this is to help you be in a better position to be successful the next time around.”

In recent years between 150 and 200 students have taken such a leave of absence, Fowler says — some for academic reasons, some for medical ones, “some to start a startup, or because they are just not up for coming back right now.” Nearly all return within a year or two, she says, hence Princeton’s six-year graduation rate of 96 percent. A few others have stayed away as long as Pabón, she says, but that happens “very infrequently.”

**F**ORCED TO LEAVE IN JANUARY 1997, Pabón didn’t know where to go. He sought shelter at the Aquinas Institute, where he basically hid for a week, maybe two — he’s not sure. His mother finally tracked him down there and sent him a ticket back to Puerto Rico, where his uncle met him at the airport.

Driving to Pabón’s mother’s apartment in a new car, his uncle was encouraging. “I want you to know I failed out of medical school, and nobody wanted to believe in me either,” Pabón recalls his uncle saying, “but I knew I could do it, and I got back up again and got back on track. I know you can do it, too.”

Princeton had given him a path back. To “demonstrate academic readiness,” he was told to take courses at a school near home — one class on complex analysis and another on stochastic processes. He contacted the University of Puerto Rico — a school that had offered him a full scholarship after

high school — with the intention of enrolling, but was told these were graduate-level classes and he could not take them without an undergraduate degree. In response, he applied as an undergraduate. He was rejected because of his Princeton grades.

Looking back, he says he should have contacted the University, asked for some guidance, perhaps a different list of courses. But instead he gave up on school and got himself a job. He began at a huge telephone company he prefers not to name, where he was one of the humans who typed the text of messages onto beepers. He was promoted to quality-control manager, where he anonymously tested the transcriptionists with random calls. Eventually he was transferred to the IT department, where he spent the next 20 years.

“It was a natural fit,” he says. “It’s problem-solving, and math taught me to problem-solve, to understand the underlying logic.”

**P**ABÓN SITS AMONG a small group of students around a conference table at the Carl A. Fields Center for Equality and Cultural Understanding at the corner of Olden and Prospect. The building had been Elm Club until shortly before Pabón was admitted to Princeton the first time, and now it houses what was called the Third World Center back then.

There’s a lot of that in his life now — the overlay of what is with what was. The campus looks different — residential colleges have replaced tennis courts and empty fields — and it feels different, too. When he arrived with others in the Class of 1997, nearly 60 percent of undergraduates were male; his current class is essentially at gender parity. There were 66 Hispanic students in his class the first time, 113 the second. Yearly tuition, room, and board back then was almost \$25,000, compared with the most recent estimated costs of more than \$70,000. Princeton’s “grants, not loans” policy was not in effect when Pabón was first admitted, and he spent five years after he withdrew repaying \$15,000 in loans for a degree he didn’t get. This time, he has a full ride on financial aid.

Also new is the group that is gathered at the Fields Center — five members of the Scholars Institute Fellows Program, or SIFP, munching pizza piled with toppings and drinking Diet Coke from mugs that say “Equality Is the Soul of Liberty.” This mentoring group for first-generation and low-income students meets weekly, created to be a safe off-the-record space where members help each other navigate a school that still can be overwhelming to those whose pre-Princeton worlds did not include tutors or math camps or stories of parents’ alma maters. It is part of an increasingly taut web of support for today’s students — overlapping layers of residential-college advisers, peer advisers, health peer advisers, dorm advisers, residential graduate advisers, and a whole variety of deans. Had this network existed when Pabón arrived three weeks into the fall term two decades ago, would his life have been different?

He can’t know what would have happened, only what did. He married a few years after starting work in IT and had his first daughter, Carmen, in 2000; she is now a freshman at the University of Puerto Rico. His first marriage ended in divorce. The *Princeton Alumni Weekly* kept coming, addressed to José Pabón ’97, because once Princeton gives you a number after your name, he’s learned, you can keep it forever. He flew to Reunions every five years — proposing to his second wife,

Yahyra, at what would have been his 15th, kneeling with a ring on Poe Field as the fireworks shimmered overhead. They married in December 2012, a date chosen because the Mayans had predicted it was the day the world would end. Their daughter, Naiana, was born during the summer of 2015. Life was good, he says. He was earning a comfortable living running a telephone-company data center in San Juan. Still, he felt there was a hole in his life where his diploma should be.

In 2016, Princeton President Christopher Eisgruber ’83 came to speak at a gathering of Puerto Rico alumni at the swankiest hotel in town. Near the end of the evening, “I screwed up my courage and went to talk to him,” Pabón says, but others wanted their few minutes with the president, too, and Pabón didn’t get his chance. Margaret Moore Miller ’80, then head of the Office of Alumni Affairs, noticed he hadn’t gotten his say and introduced herself.

This time, he asked for help.

Working with Fowler, the dean responsible for student readmission, the math department helped Pabón to find courses available to him at the University of Puerto Rico, choosing two that would show the required academic readiness. A student strike at that school meant he had to meet with his professors via Skype, stretching what should have been one semester of coursework into just over a year.

Then a literal hurricane roared through. As Maria pounded the island, Pabón and his family huddled in their apartment listening to wind shake the windows, hoping that the roof would hold.

“Everything is broken,” his younger daughter said when they emerged into a changed world. Their apartment building was badly damaged; there was no power or water; food was scarce. After waiting in a line at Kmart for 10 sweltering hours to receive only one case of Vienna sausages, and submitting forms to FEMA only to be told that the money had run out, Pabón decided “we couldn’t keep living like that. We needed to leave.”

His plan had been to re-enroll as a Princeton senior in the fall of 2018, but he asked if he could return in the middle of the year, to start in February. The University agreed.

Twenty years earlier he’d been forced out of Princeton, leaving him feeling he had no place to go. Now, when he had no place to go, Princeton was taking him in.

**N**AIANA COMES RUNNING to the door wrapped in a towel when she hears her father’s key in the lock. The apartment in graduate housing is tiny, more than filled by the multicolored swirl that signals life with a toddler. Scooping the girl in his arms, Pabón gives a quick tour — the single bedroom he and his wife share with their daughter; the desk in the living room, where he does his homework, a copy of the handbook *Rights, Rules, Responsibilities* front and center. The kitchen is cramped but serviceable and the cutlery is a mismatch left by previous tenants. The plastic dining set is sized for a nursery school. Naiana loves it, and it has the additional benefits of being a free hand-me-down and fitting in the tightly packed room.

Small though it might be, Pabón is grateful to have the apartment at all. He had looked for a rental nearby, but prices started at about \$2,000 a month. This apartment rents for \$700, all of it covered by his full-ride scholarship. He will





**Daughter Naiana, Pabón, and wife Yahyra share a toy-filled one-bedroom apartment in graduate housing.**

leave without debt this time.

Halfway through fall semester, he describes his adjustment as rocky. Back in the 1990s he didn't fit in because of his background, he says. This time it is because of his age. While he has made two or three real friends among the undergraduates, he says, "most students assume I'm a professor. They ask my permission on where to sit the first day of class."

He's learned to answer, "I don't look like you, but I'm an undergraduate like you; I'm a very senior senior."

During midterms he went to a study break and a neuroscience junior asked him to leave. "Sir, are you a member of the University community?" he was asked. When Pabón showed his ID, the student blushed and hurried away.

But he quickly adds that so much is better this second time around. Part of that is because of all the ways that Princeton is different — from the fact that math students may collaborate on those brutal problem sets, to the way reserve readings can be accessed online, to the cornucopia of food choices on campus — Vegetarian! Vegan! Made-to-order omelettes! Smoothies!

And mostly what's better is all the ways that he has changed.

Yes, he has lost an irreplaceable something between then and now. "With math, the mind peaks young," he says. "You forget a lot more quickly than you learn, and math to me now is often like a riddle where I have forgotten the punch line."

On the other hand, he says, "I humbly submit that I am wiser. I budget time better. I understand the gift it is to be here, the luxury of learning full time. Most of all, I know that seeking

help is important. If I am deeply honest with myself, part of the reason I didn't ask last time was pride. I considered myself above asking for help, and I paid a price for that."

One result of his new maturity, he says proudly, are the grades he's earned since returning: all As and Bs.

Scheduled to graduate at the end of this semester, with a degree in mathematics and certificates in information technology policy and Latin American studies, he considers himself the only member of what he calls the "Class of '97-'19."

"In my heart I will always be a member of the Class of 1997," he says, "though I will keep the friends in the Class of 2019 who have decided to give me a chance." He's hoping to attend Reunions this year and get a beer jacket, since he never did get one from his original class.

He is not yet through with his education, he says, and is weighing a master's degree in math, or maybe an MBA or a law degree. He's hoping to find an inexpensive apartment where Yahyra can continue to commute to her part-time job in Philadelphia while he decides where to apply. Still, Pabón says, so many doors he thought permanently closed are now open.

"I am here to learn," he says. "To grow. I am not shy. I'm very happy to share my point of view. Nine times out of 10, the first person to raise their hand in class now is me." ♦

*Lisa Belkin '82 is the chief national correspondent for Yahoo News and the author of three nonfiction books, including Show Me A Hero, which was made into an HBO miniseries.*

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# WHO OWNS THE PAST? DONNA ZUCKERBERG \*14 DEFENDS CLASSICS FROM THE ALT-RIGHT

By Mark F. Bernstein '83

**I**f the devil can cite Scripture for his purpose, what can one say about Roosh V's use of Aristotle?

On the surface, not much, argues classicist Donna Zuckerberg \*14 in her new book, *Not All Dead White Men: Classics and Misogyny in the Digital Age* (Harvard University Press). She has little regard for his knowledge of classics, but says his broader influence, and that of his allies, is pernicious nonetheless. Daryush Valizadeh — “Roosh V” to his fans — is a star of the far-right blogosphere where, among other things, the ancients are used to support misogyny and white supremacy. Among his posts over the last dozen years are offerings titled “10 Reasons Why Heterosexual Men Should Leave America” and “The Accusation That I’m A Rapist Is A Malicious Lie.”

Roosh V is concerned about our intellectual future and what left-wing activists want to do to it. In an October 2014 post titled “What Is A Social Justice Warrior (SJW)?” he imagined the argument they would make: “Even if Aristotle, Seneca, Marcus Aurelius, Thomas Aquinas, or Henry David Thoreau had valuable wisdom that continues to help how millions of people live today, the information derived from their work must be completely discarded since they were white men.”

Not only is that a gross distortion of progressive views, Zuckerberg counters, Roosh V's use in other posts of, say, the Roman poet Ovid to provide a historical pedigree for sexual assault is just as ignorant and sinister. Browsing through Roosh V's writings, one can find numerous musings on the lessons to be learned from ancient literature about the proper role of women, few of which could be quoted in this magazine.

Still, one might ask, so what? Rebutting every dark corner of the internet is a game of whack-a-mole. Nevertheless, Zuckerberg contends, there is cause for alarm.

Most people who defend the study of classics are not extremists, of course. The Founders turned to classical texts for inspiration on how to build everything from a house to a government. Countless others have looked to Greco-Roman art

and literature for their grace, insight, and eloquence.

In many cases, though, modern writers seem to focus on the ancients less for inspiration than validation. “But for Greece,” wrote the poet Percy Bysshe Shelley in 1822, “Rome, the instructor, the conqueror, or the metropolis of our ancestors, would have spread no illumination with her arms, and we might still have been savages and idolaters; or, what is worse, might have arrived at such a stagnant and miserable state of social institution as China and Japan possess.” That's a little more eloquent than Roosh V might have put it, but is it all that different?

To pick a more modern example, in 1998, classicists Victor Davis Hanson and John Heath published *Who Killed Homer: The Demise of Classical Education and the Recovery of Greek Wisdom*, sounding the alarm that ancient verities are being erased in the name of political correctness. Embedded within the academic discipline of classics, they wrote, “are the ideas and values that have shaped and defined all of Western civilization.”

The legacy they purport to defend, however, is more complicated, and often much less lovely, than writers like Hanson and Heath make out. Zuckerberg points out that those classical “ideas and values” have also included slavery, imperialism, nationalism, and the subjugation of women. European writers in the 19th century used ancient sculptures to promote pseudo-scientific racial hierarchies, while Hitler and Mussolini embraced them in defense of a white master race.

Zuckerberg argues that adherents of the alt-right — defined by the Anti-Defamation League as those on the extreme right who favor “forms of conservatism that embrace explicit racism or white supremacy” — are simply the latest group to wrap themselves in the classical mantle as defenders of a Western tradition fashioned to serve their own prejudices. The neo-Nazi group Identity Evropa (the “v” imitates the way Romans carved the letter “u”) drapes its website with pictures of Greek and Roman sculptures and bills itself as “a group of patriotic American identitarians who have realized that we are descended from the great traditions, history, and people that flowed from Europe.” Its members led the tiki-torch march in Charlottesville, Va., in 2017, after which group member James Allsup wrote,

Tony Avelar/AP Images





THE MARRIAGE OF CADMUS AND HARMONY  
ROBERTO CALASSO  
KNOPF

ZUCKERBERG NOT ALL DEAD WHITE MEN  
Harvard

THE ODYSSEY HOMER  
Translated by EMILY WILSON  
NORTON

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"We were defended by the President of the United States because he knew that our ideas are, in fact, normal."

Or consider Steve Bannon, the Breitbart founder and former White House strategist, who is so interested in the Peloponnesian War that he reportedly adopted "Sparta" as his computer password. As assistant classics professor Dan-el Padilla Peralta '06 puts it, "Once you have someone like a Steve Bannon exploiting Thucydides, or at least posturing himself as a reader of Thucydides, you're no longer talking about a discursive practice that is on the margins."

That, Zuckerberg says, is why these bloggers matter.

What makes modern classical appropriation different than in the past, she continues, is the alt-right's ability to popularize the idea that ancient Greeks and Romans "are our ancestors as white people," she writes. "Not only do they see themselves as the inheritors of the classics, they see themselves as their defenders."

Who owns the ancient world, and whose story does it tell? These questions seem more pressing now than they have been for some time. Zuckerberg argues that they're pointed questions for her fellow classicists, as well, who must re-examine their academic discipline, its legacy, and continuing relevance.

**A**n independent scholar living in the Bay Area (and sister of Facebook founder Mark Zuckerberg), Zuckerberg founded the website Eidolon (eidolon.pub) in 2015 to promote a freewheeling discussion of classics by academics and non-academics alike. "Eidolon," she wrote in a 2017 mission statement, "makes the classics political and personal, feminist and fun." Women make up the site's entire editorial board.

Articles on Eidolon add to scholarly debates, but often in a more lighthearted way than one might find in, say, the journal *Classical Philology*. Earlier this year, for example, Vassar professor Tara Mulder wrote about Tiresias (the blind poet in Greek mythology) and female pleasure, a story that received nearly 5,000 positive reviews from readers. Yung In Chae '15, an editor-at-large for Eidolon, has written on topics ranging from "Women Who Weave: Reading Emily Wilson's Translation of the *Odyssey* with Margaret Atwood's *The Penelopiad*" to "White People Explain Classics to Us."

It is Zuckerberg's fight against the far right that has brought her to a broader audience. She began writing about the issue on Eidolon in 2015, and she paid for the attention by being subjected to heaps of online abuse, even while she could hardly get her fellow classicists to take bloggers like Roosh V seriously. She submitted a draft of her book a week before the 2016 presidential election. "And then," she recalls, "everything turned on a dime. Suddenly everyone was talking about the alt-right."

Zuckerberg prefers to tag these alt-right groups with a name they have given themselves, particularly those on the social-networking site Reddit: the Red Pill. It turns out that a subculture that extols the wisdom of ancient literature took its name from *The Matrix*, the 1999 film about a world in which humanity is chained to an alternative reality by a totalitarian state. Morpheus (played by Laurence Fishburne) offers Neo (Keanu Reeves) two pills and a choice: Swallow the blue pill and remain in ignorance, or swallow the red pill and see the true state of the world around him.

The Red Pill, Zuckerberg says, believes that multiculturalists,



## **Zuckerberg sees dangerous undertones in promoting Ovid's seduction manual as a way to subvert modern culture, which Red Pill members believe is stacked against them and in favor of women.**

globalists, feminists, and political-correctness scolds keep our society in a similar state of slavery. Like the characters in the film, members of the Red Pill believe that only they can see things as they really are, often with the guidance of classical authors. The Red Pill forum had 260,000 members before Reddit "quarantined" it last September for its offensive content. Zuckerberg, citing self-reported surveys, says members are predominantly white, heterosexual American men between the ages of 18 and 35, politically conservative, and with no strong religious affiliation.

Zuckerberg, whose book analyzes the growth, history, and influence of classical appropriation by the far right, devotes two chapters to particular examples of ancient wisdom the Red Pill believes have been wrongly purged from modern society. One is Stoicism, the ancient philosophy emphasizing self-improvement and a dispassionate view of the world. Marcus Aurelius' *Meditations*, one of the essential Stoic texts, is a particular favorite, but to the Red Pill Stoicism is more of a life-hack — a set of handy rules for getting ahead, developing self-discipline, and dismissing as irrational women, minorities, and anyone who fights for social justice.





Though their grasp of Stoicism is superficial, Zuckerberg writes, embracing it elevates the image of members of the Red Pill “from a group of angry white men to the only people brave enough to speak truth to power. By quoting Stoic texts, they project the appearance of emotional control, which allows them to rhetorically establish their superiority over groups they perceive as angry.”

She devotes another chapter to ways the Red Pill uses Ovid’s *Ars Amatoria*, a long love poem written in the year 2 A.D., as a modern guide for developing the confidence, insight, and patter to woo women — skills adherents call “having game.”

“Having game,” Zuckerberg writes, “is about being the kind of man women want, and pickup artists believe that women have always wanted and will always want the same thing: an ‘alpha male’ to provide for them and father their children.” Leaving aside the debatable proposition of whether “having game” actually attracts women, Zuckerberg sees dangerous undertones in promoting Ovid’s seduction manual as a way to subvert modern culture, which Red Pill members believe is stacked against them and in favor of women.

Classical scholars who have challenged the Red Pill on these points have been met with condescension and abuse, though Zuckerberg says the online vitriol she has faced has abated. She still checks what the trolls are saying about her during early-morning feedings for her new baby, but says that motherhood has given her an ability to see the internet’s corrosiveness and acrimony with better perspective. Still, she cautions, it is important to fight back against Red Pill arguments because of a blurring line between the alt-right and what she calls the “alt-lite,” more mainstream conservative organizations that

take these distortions and spread them into wider circulation. Fringe ideas, for example, may pass from the dark web (internet sites hidden from normal search engines) to right-wing radio host Alex Jones and then to commentators on Fox News, Zuckerberg says.

Throughout much of modern history, knowledge of Latin and Greek was a signifier of wealth and status. Some on the left concede the point that classics are only meaningful to “reactionary white men,” Zuckerberg says, citing student protesters at Reed College who denounced the core humanities course, which included several classical authors, for promoting Eurocentrism. “Both sides of the debate,” she notes, “agree that the study of ancient literature perpetuates white male supremacy; they differ only on the question of whether that is a consequence that should be celebrated.” Knowledge of classics and classical languages is a sign of erudition and prestige even today. Classicists, Zuckerberg says, benefit from their privilege even as they denounce it.

Accordingly, while Zuckerberg’s fight with the far right gets all the attention, with reviews in *Time* and *The Atlantic* among many other places, she does not spare her own colleagues, many of whom accept the premise that “classics” are the foundation of “Western civilization” without stopping to question what those terms mean. “‘Western civilization’ is not a monolith,” her colleague Chae observes, but in fact drew on a much wider range of influences across the Mediterranean, Middle East, and North Africa. Padilla Peralta asks whether academics should continue to perpetuate the view that our modern society rests on the shoulders of “dead white men,”



Professors Dan-el Padilla Peralta '06, left, and Michael Flower. The writing says: "My sufferings are my lessons."

## CLASSICS FOR ALL

The University's classics department, responding to what some are terming a crisis in the field, is offering a new predoctoral fellowship seeking applicants who would contribute to diversity at Princeton.

"If we are serious about the longevity and viability of the discipline, then we have to think radically about diversity, inclusion, and racial equity," said assistant professor Dan-el Padilla Peralta '06. The lack of diversity and the field's content — "the literatures and cultures of dead white men" — have made it difficult to recruit and develop young scholars who push the field forward with new perspectives, he said. At the same time, he said, traditional channels that prepared students to major in classics are drying up as fewer high schools offer Latin or ancient Greek.

In response, the classics department created the predoctoral fellowship to give a promising student a fully funded year to supplement his or her undergraduate training, with the expectation that the student will join Princeton's Ph.D. program the following fall. The department is encouraging applications from students in underrepresented groups, those from low-income backgrounds, and those who have made "active contributions to enhancing access, diversity, and inclusion."

Of the department's 35 graduate students, 11 are underrepresented minorities. Most come from top-tier universities and liberal-arts colleges that can afford to offer advanced Latin and Greek, said Professor Michael Flower. The 20 applicants for the fellowship include many "who show great promise to make a difference in our field," he said, including students who otherwise would not have considered applying to Princeton.

The fellow will be able to choose from undergraduate and graduate courses and may request specific help — in research methods, for example — as needed. Flower said the department hopes to add a second fellowship if outside funding can be obtained. ♦ *By Yung In Chae '15*

something he calls "as much of an ethical question as a pedagogical one."

Zuckerberg advocates changing the way much of classical history and literature are taught, emphasizing the great diversity of the ancient world. Contrary to the alt-right, our modern definitions of race would have meant nothing to the Greeks and Romans, though they, too, were obsessed with group identity. The hair and skin on many classical statues were originally painted, and Sarah Bond, an assistant classics professor at the University of Iowa, half-seriously proposes repainting them to point out how different ancient people looked from the visages we see today in white marble.

Padilla Peralta believes that any study of classics must include an accounting of how ancient literature has been used to justify oppression, including slavery. In the spring of 2017 he taught a course that examined the concepts of citizenship and slavery from the ancient world to the 21st century. Going further, he points out that even the name "classics" seems to trumpet the discipline's superiority; in response, some universities have renamed their classics departments as departments of Greek and Roman studies. Padilla Peralta suggests that Princeton consider doing the same.

Although enrollment levels remain steady, Andrew Feldherr '85, chair of the Princeton classics department, says he and his colleagues are trying to attract students with different backgrounds and expectations. (See sidebar, at left.) "The study of Greece and Rome doesn't have the same kind of immediate recognition and prestige it used to have," he concedes. "I think that is a good thing. What we're realizing now is that we have to find students who don't know what the discipline can offer."

There is a Western intellectual tradition that gives these ancient works continued relevance, Feldherr says, although that tradition and its meaning are not the property of any single group. "These are texts that have mattered in the West, but their value is much more than a legacy or even the long conversation about these ideas. Reading Homer is a good preparation for reading Virgil, and reading Virgil is a good preparation for reading Dante or even Joyce."

Most students, of course, will not go on to read any of those other writers, but there are good reasons, Feldherr believes, why *The Iliad* remains on many high school and college reading lists: "There is value in reading that as a first text because it is something that, for historical reasons, will seem very familiar. And yet it's not familiar. It's an almost 2,000-year-old poem written for a society we would not feel at home in. So the experience of looking at something that you may have these preconceptions about and discovering how radically different it is provides an experience that should be at the start of everybody's education."

Zuckerberg doesn't dispute that our society owes a debt to the Greeks and Romans. The question, she says, is what we do with it. "Should we romanticize the debt, as Shelley did, and as one can find men on Red Pill websites doing today? Or is it a more complicated and problematic legacy? And if the Greeks really are not as similar to us as [earlier generations] thought, would that difference make them less worth reading?" ♦

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



# PRINCETONIANS

**FACING THE MUSIC:** Conductor Carlos Miguel Prieto '87's musical accomplishments are many; among them, he serves as music director of four orchestras — including the Louisiana Philharmonic and Orquesta Sinfónica Nacional de México — and was named *Musical America* magazine's 2019 Conductor of the Year. Here, he works with young musicians at Carnegie Hall. "From a technical point of view, conducting is challenging," says Prieto, who can trace his family's musical roots back to the early 1900s. "But from an intellectual point of view it is a never-ending challenge." ♦



Michael Falco/Black Star



READING ROOM: P.W. SINGER '97

# THE FRONT LINE MOVES ONLINE



To P.W. Singer '97, delving into the web's seediest corners highlights a new type of enemy waging war for our attention.

In their new book *LikeWar: The Weaponization*

*of Social Media* (Houghton Mifflin Harcourt), Singer and co-author Emerson Brooking use the history of cyberwarfare and strategic analysis of recent attacks to reveal how ISIS, Russian trolls, and European fake-news mongers have perpetuated disinformation campaigns that seek to change how we see the world. We are all part of this new onslaught: "If you are online, your attention is like a piece of contested territory, being fought over in conflicts that you may or may not realize are unfolding around you," he writes.

Singer is a strategist and senior fellow at the New America Foundation. He has consulted for the United States military, the Defense Intelligence Agency, and the FBI, and helped coordinate President Barack Obama's campaign defense-policy task force. Singer spoke to PAW about this escalating global conflict.

## Which online threat do you think is the most important for Americans to know about?

It's crucial for everyone to understand that the disinformation campaign Russia launched against the U.S. is not a one-off but part of a much larger phenomenon that isn't going away. Russia paid a



**"I expect to see a greater use of AI [artificial intelligence] by both the bad guys and the countries fighting them."**

— P.W. Singer '97

minimal price for what it did, and made it work by targeting existing cleavages in our society by aligning with some people who knowingly aided and abetted its efforts. That's why we are seeing these activities continue in other countries' elections. We are just learning to deal with this issue.

## What is the United States getting right — and wrong — about fighting these cyberoffensives?

Unfortunately, the 2016 election in the U.S. is the example every other nation looks to for what they don't want to have happen. We're the worst-case scenario. That said, there are all sorts of positive examples of where we are starting to get it right, such as journalists combating fake-news trolls by revealing how they manipulate the media.

## After writing *LikeWar*, did your perspective on this new battlefield change?

The project started by looking at how social media is being used in wars around the world, and then it expanded to cover terrorism, crime, etc. But as I was doing research, I saw the very same actions and actors moving into U.S. politics [both during the 2016 election and later]. It was like watching this slow-moving, sabotaged train hit our country. That led to expanding the book to cover not just wars, but information warfare in politics and elsewhere.

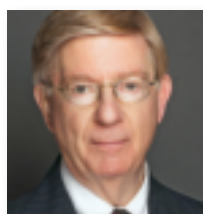
## What kind of cyberwars do you envision taking place in the next 10 years?

I expect to see a greater use of AI [artificial intelligence] by both the bad guys and the countries fighting them. We're just at the beginning of understanding the impact of technologies such as bots, which helped shape a large percentage of online conversations on topics from Brexit to the 2016 U.S. election — and these were dumb versions! Wait until we see the smarter versions, such as deepfakes [videos edited with sophisticated technology to create something completely fabricated].

On one side, there are those using AI to blur lines between what's real and what's not, and then, in turn, the tech companies are all developing AI tools to help police content. The future of "likewar" is increasingly AI versus AI with humans in the middle. That's as science-fiction as it gets. ♦

*Interview conducted and condensed by David Silverberg*

PAWCAST: GEORGE F. WILL \*68



Following the November midterm elections, Pulitzer Prize-winning columnist George F. Will \*68 spoke with the PAWcast, our

monthly podcast series, about President Donald Trump, the divided Congress, and the prospects for rebuilding civility in national politics.

**Yielding the floor** The Congress has been voluntarily ceding powers to the executive since the 1930s; it's a bipartisan sin on the part of Congress. ... That way, Congress gets out from under the burden of legislating, gets out from under the burden of making difficult choices. It's disgraceful. It is ignoring the many reasons why the Framers, in their wisdom, made Congress Article One, the first branch of government.

**Changing tone** What you need is someone with not just a different, but almost the opposite, temperament, and taste, and values [from Trump]. ... The problem is you can't un-ring a bell, and you can't un-say the things he has said and continues to say daily — the childish, schoolyard taunts and the indifference to facts and all the rest. ♦



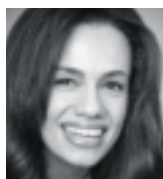
**LISTEN** to the full interview at [paw.princeton.edu/podcasts](http://paw.princeton.edu/podcasts)



## WHAT I LEARNED

# TEACHING BARISTAS ABOUT BIAS

By Lori Alexis McGill-Johnson '93



*Lori Alexis McGill-Johnson '93 is executive director and co-founder of Perception Institute. She has taught courses on race, urban development, power, poverty, and social movements at Yale and Wesleyan universities.*

In a Philadelphia Starbucks last April, two black colleagues sat at a table awaiting a third person before ordering, until one of the men asked for the code to use the restroom. That request, both innocuous and universally human, was denied; police officers were called, and

both men were arrested for “defiant trespassing.” After eight hours, the men were released without charge — but not before viral video captured by fellow patrons prompted national outrage about how racial bias endures, specifically the dehumanization and policing of black Americans based on perceptions of criminality.

Starbucks’ corporate response was swift and unprecedented. On May 29, 2018, six weeks after the incident, 8,000 stores closed and some 175,000 baristas spent four hours exploring a curriculum on implicit bias and racial anxiety co-created by Perception Institute, the

organization I co-founded and lead.

Perception Institute is a consortium of researchers and strategists that helps organizations reduce discrimination linked to race, gender, and other identity differences. Since 2008, we’ve worked largely in sectors where bias has the power to create real harm — with judges, police officers, health-care providers, teachers, journalists, and tech companies — to turn research on how our brains process difference into institutional and interpersonal practices that reduce and in some cases prevent biased responses.

When Starbucks announced its plan to respond to the incident in Philadelphia, many experts, including me, were skeptical. Implicit bias — our brains’ automatic, instant associations of stereotypes about a particular group — is shaped over a lifetime of experiences, cultural history, and media narratives. At best, a four-hour workshop can create awareness about bias, but actually reducing racial bias requires long-term systemic work. Addressing incidents like what took place in Philadelphia requires policy and practice change, which Starbucks recognized.

May 29 had the potential to be meaningful if the exercise addressed the vague policy that led to the incident: leaving access to the valued bathroom code to individual discretion. Starbucks’ answer to this was to define anyone who crosses the threshold of the store as a customer, with the attendant benefits of bathroom usage before or after purchase.

After making this important policy change, serious constraints remained. Time was the most significant. The curriculum also had to be self-guided by a very diverse group of baristas, some of whom also could be on the receiving end of bias.

The painful but pivotal racial moment we were in and the possibility of influencing how the 100 million weekly Starbucks customers might be treated outweighed our concerns about these things. May 29 had to be successful not just in expanding perceptions of who “belongs” at a coffee shop, but for what it would mean for a company to build a muscle to navigate race in a highly visible way: Where Starbucks leads, many others follow.

Even more enticing for our merry band of researchers was the opportunity to expand public discussions about race beyond implicit bias to include other social psychological phenomena like racial anxiety — the physiological stress response we may feel when interacting with another racial group. Because our behaviors around race are often rooted in stereotypes that trigger emotions and innate fears, racial anxiety helps explain the defensiveness, potential escalation, and extreme polarization that can accompany cross-racial interactions. In linking these concepts, we hoped to explain not just how our brains and bodies respond to difference, but to use mind science to debunk long-held problematic assumptions that colorblindness, an effort to de-emphasize or treat race as irrelevant, is the best way to practice racial fairness.

On the day of the workshop, at 2 p.m. in their respective time zones, Starbucks stores around the country closed. Staff at each store broke into small working groups of three to five members and received three tools: a guidebook to drive conversation, an iPad preloaded with educational videos, and a notebook for personal reflection. The full curriculum, which was released publicly the following day, featured senior leaders renewing calls for Starbucks to be a place where all should feel welcome. Concomitantly, NAACP Legal Defense Fund President Sherrilyn Ifill provided baristas with a crucial history about the legacy of discrimination in public accommodation in America and the haunting mental and physiological experience of what it means to not belong.

Situated between those conversations was our learning session on implicit bias and racial anxiety. Through video shot with Mellody Hobson '91, vice chair of the Starbucks board, we used interactive exercises to demonstrate the power of unconscious networks in our brains and how difficult it is to override them in the moment. Our brains process upward of 11 million bits of information unconsciously in the same amount of time we process roughly 40 bits of information consciously. To build knowledge we create schemas, or mental shortcuts that help us process data quickly

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**May 29 had to be successful not just in expanding perceptions of who “belongs” at a coffee shop, but for what it would mean for a company to build a muscle to navigate race in a highly visible way: Where Starbucks leads, many others follow.**

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and efficiently. Schemas about groups of people — usually descriptive traits or attitudes — are called stereotypes. Explaining how our brains react to identity differences helps make the point that implicit biases do not make us bad people; they make us human. The critical step is to realize which biases may be operating implicitly so that our explicit values, rather than our implicit biases, dictate our behavior and decisions.

The stress of racial anxiety, meanwhile, is also at work. For people of color, the anxiety can be worry that the other person may stereotype or discriminate against them. For whites, the fear is that something they say or do may be perceived as racist. Ironically, racial anxiety does not prevent discriminatory behavior. Instead, it often leads to avoidance or defensive behavior that has the opposite effect.

Through scenarios involving retail settings, Starbucks staff were able to understand that implicit bias and racial anxiety are both risks. Implicit bias may lead a barista to interpret a request to use the bathroom differently depending on who is asking. For example, the two men in Philadelphia were deemed suspicious and denied access, whereas I, a mother of two young children, have never had a problem using the restroom without ordering first. A barista with high racial anxiety may also convey different levels of respect and dignity — unconsciously signaling who is welcome, who belongs, and who does not. If the brains of both the barista and the customer enter fight-or-flight mode, the situation can escalate quickly.

Each exercise the baristas powered through was grounded in proven

strategies for reducing bias. Instead of training Starbucks staff members not to notice race or to rely on their ability to recognize their own blindspots, we encouraged them to learn to actively embrace difference and de-link stereotypes from racial groups. Individual and interpersonal practices alone are not sufficient. Yet individual interactions do matter, and with practice delinking stereotypes and engaging actively with people from other groups, the baristas — and the rest of us — can create more positive experiences that in turn help reduce both bias and anxiety.

What I learned through working with Starbucks and other clients over the last decade is that while most Americans reject racism, we don't have strong muscles to navigate complex, often ambiguous or implicit, racial dynamics. In the month after the Philadelphia incident, police also were called on a black female graduate student sleeping in a common room at Yale, on Native American students on a college tour who didn't seem to “belong,” on a group of black women leaving their Airbnb rental, and on two Spanish-speaking Americans in Montana.

After each incident, the callers disavowed racism and maintained that race had nothing to do with why the police were summoned. Our unconscious brains, however, don't always cooperate with our beliefs or assertions: Neuroscience and social psychology tell us that our brains are quick to link social identities to harmful stereotypes, most powerfully around race and ethnicity. Despite our values and aspirations, our brains simply cannot be colorblind and aren't great at being objective. Our assumptions about how we practice racial fairness are flawed.

Luckily, our brains, like muscles, can be strengthened to build a new fairness practice — one that allows us to recognize people both as members of the social groups with which they identify and as unique individuals. Institutions, including our corporate citizens, must bear the responsibility to change policies and practices to limit our reliance on implicit biases to make decisions. But institutions are made up of people who must do their part, too — it just takes training. ♦





At an Oct. 6 She Roars panel comprising female Princeton politicians, hands shoot up when audience members are asked who voted in their last primary election.

#### SHE ROARS: UPDATE

## ALUMNAE UNITE TO HELP EACH OTHER ROAR INTO OFFICE

Perhaps the biggest question to emerge from October's She Roars conference was, "What's next?" Almost 3,000 alumnae gathered for the event, representing about 10 percent of all living female Princeton graduates. The energy was palpable. The commitment to getting female voices heard was obvious. And as the three-day conference wrapped up, attendees asked one another how they could build on the motivation and intensity so many of them felt.

For some alumnae, the answer is to elect more Princeton women to office. Linda Frankenbach '74, a board member of the national group She Should Run, is starting a bipartisan organization called She Runs, She Wins to give alumnae the tools they need to run a campaign. Much more than men, women need encouragement to become candidates, Frankenbach says. The first step for her group will be to try to contact all 29,000 female Princeton graduates to get them thinking about local, state, or national office. She Runs, She Wins will then help them learn the ropes of candidacy, connect them with mentors and networks, and make sure they're

prepared. The group will partner with She Should Run to provide the services for free, while also tailoring programs specifically to Princetonians. (See [sheshouldrun.org/PrincetonAlumnae](http://sheshouldrun.org/PrincetonAlumnae) for more information.)

It's easy to name Princeton men serving in office but much harder to find political alumnae, so Frankenbach says she's also trying to assemble a database of female graduates to track who's running and who's serving in elected office, from local school boards to the national stage.

Boston City Council President Andrea Campbell '04 agrees that a Princeton network can support more women getting into politics, starting on the local level.

**"There are so many reasons why folks choose not to run. ... It makes the choice a lot easier if they know that there are a group of Princetonians ready, willing, and able to stand with them."**

— Boston City Council President  
Andrea Campbell '04

"There are so many reasons why folks choose not to run — particularly looking at how toxic the political environment is," Campbell says. "It makes the choice a lot easier if they know that there are a group of Princetonians ready, willing, and able to stand with them."

Arati Johnston '84 is working with other alumnae to figure out ways to help women more effectively use the Princeton network and raise money. Johnston, while serving as president of the Princeton Club of Philadelphia, says she was approached twice last spring about female Princeton candidates making fundraising stops in Philadelphia and realized opportunities were being lost amid haphazard ways of connecting. There's a "tremendous amount of enthusiasm, expertise, and opportunity in the network that is untapped," she says.

Laura Ellsworth '80 says a network to help female candidates would have been a boon in her unsuccessful run for the Republican gubernatorial nomination in Pennsylvania last year. She found that many people simply didn't know she was a candidate or that they needed to register as Republicans and vote in the GOP primary to support her. A Princeton network pushing out information about candidates would be a powerful tool in winning votes and spurring fundraising, she says, adding: "I would like to think that money follows information." ♦ By Kristin Jensen '93



Patrick Anderson '75 works with rural Alaskan communities on many issues, but reducing childhood trauma is his top concern.

PATRICK ANDERSON '75

## BREAKING THE CYCLE

*How a troubled childhood led to bettering outcomes for Alaskan Native children*

If only for a short time, there was some happiness in Patrick Anderson '75's childhood: swimming in a slough off Alaska's Prince William Sound, eating fresh herring eggs, and picking berries for his large extended family and placing them into empty 3-quart cans. It was a traditional life of Tlingit and Aleut peoples in Cordova, Alaska, in the early 1960s. But when Anderson was 8, his family moved to Seattle, where his stepfather expected to find work. When that didn't happen, the couple split, leaving Anderson's mother destitute.

She picked strawberries and vegetables and gathered ferns for a

florist, but couldn't balance the work and child care, and Patrick and his four sisters were removed by authorities. Without a foster-care placement available, Anderson was held at a youth-detention center over a winter at age 10, where he slept on a cot in a huge room and was marched to meals.

"I cried for the first week that I was there. I didn't want to eat or talk to the social worker," Anderson says. "You've got to survive. You were surrounded by kids who were there for a reason, and you were just there because you didn't have a home."

In a sparse office in Anchorage,

Anderson tells his story slowly and precisely in a deep voice. The issue of childhood trauma has become a driving force in his life's work.

His family eventually was reunited, living in extreme poverty, a lifestyle that was punctuated by overcrowding, frequent moves, and his mother's abusive boyfriend.

"I didn't like home," Anderson says. "I would escape by going to the library and reading books." He also joined school sports teams, a choral group, and band to get out of the apartment early and return late. A high school counselor who previously had placed an athlete at Princeton noticed him and told him she thought he could get in if he applied.

"I said, 'That's nice. ... What's Princeton?'" Anderson recalls.

At the time, Princeton was admitting a growing number of indigenous students, and Anderson enrolled. His memories of freshman year begin with his delight at eating regularly and sleeping in a safe, comfortable room. Anderson lists more than a dozen Native Americans who started at Princeton around the same time he did, but many quickly dropped out, and several of those who made it through had come from elite prep schools. Anderson, in comparison, had never written a research paper.

Fear of failure — and of poverty — got Anderson through, along with help from dorm friends. He paid for college with scholarships and work. The Bureau of Indian Affairs covered half his tuition. He got into an eating club, but couldn't afford the fees.

After graduating as a Woodrow Wilson School concentrator, Anderson went to law school at the University of Michigan. Native-owned corporations had received a settlement of 44 million acres of land from the federal government not long before he began practicing law, and he was in high demand.

But Anderson says he struggled to find a happy balance in his life. He reached a turning point after a sister died in 2000. She had struggled with drugs and an unhealthy lifestyle, problems endemic to Native communities, which reminded him of his own problems with obesity and failed relationships.

"I re-evaluated, do I really want to



practice law? Why did this happen?” he says. “In 2003, I decided I would leave the practice of law and see if I could help remediate what I saw as a problem.”

Anderson has worked in Native nonprofit and health organizations since then. In July 2018, he was appointed CEO of the federally sponsored Rural Alaska Community Action Program, which provides housing, health, and early-childhood services. In Alaska, rural means *really* rural, as the organization’s clients often come from roadless villages and survive partly by hunting and gathering.

Ten years ago, he read a Centers for Disease Control report on the theory of adverse childhood experiences, the idea that traumatic life events during formative years can predict difficulties later in life. “My world changed very quickly” after reading the report, he says. Anderson had worked with tribal grants on suicide prevention, but now realized more attention was needed on the root cause: childhood trauma.

Anderson says Alaska Natives have double the number of adverse childhood experiences as the rest of the U.S. population. The CDC study shows that the likelihood of adverse consequences later in life — such as smoking, IV drug use, obesity, and suicide — rise proportionally to the number of traumatic events in one’s childhood. Anderson sees his own hardships reflected in the research. He has been addicted to sweets, has had problems with anger, and, after three divorces, has felt crippled in his relationships.

Addressing childhood trauma, he says, is bigger than any one

organization. As tribal health director of the Sophie Trettevick Indian Health Center in Neah Bay, Wash., he started a program to address trauma, using the CDC’s rubric to measure adverse experiences to predict patients’ needs. In Alaska, he has given speeches, successfully supported legislation, and worked with tribal groups to increase awareness of the malicious cycle of childhood trauma within the entire Alaska Native community.

Anderson believes that cycle originated with racism and cultural destruction experienced by earlier generations. Anderson’s own mother was taken as a young girl from her home to a government boarding school, part of forced separations during the mid-20th century that emptied Alaskan villages of children.

“The historical traumas have led into an intergenerational transfer of traumas,” he says. “It’s not unusual [for Native Alaskans] to have an alcoholic parent or to have a parent who has been in prison.”

Anderson credits the ways in which Princeton has shaped him, even though in Alaska’s egalitarian society, especially the Native world, his Princeton connection often felt more like a barrier than a boost.

“One thing that really made a difference is I met people who really knew how to think and reason,” he says. And the diploma meant something, too. “It showed I could take on a major challenge in my life and succeed at it.” ♦

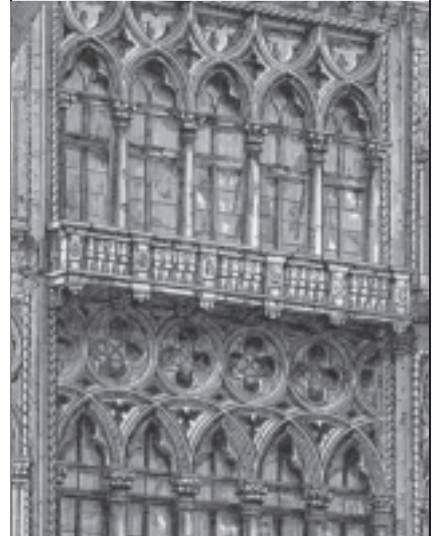
*Charles Wohlforth ’86 is a writer based in Anchorage, Alaska.*

## Newsmakers



**Time** named **MARIA RESSA ’86** and other journalists who have faced repression its 2018 “Person of the Year,” calling them “The Guardians of Truth.” Ressa heads Rappler, an online news source in the Philippines that has been critical of the authoritarian practices of President Rodrigo Duterte. She has been charged by the government with tax fraud; Ressa calls the charges “part of government’s desperate efforts to harass and silence independent media,” according to Rappler. Ressa told PAW in May 2018 that Rappler “seems like a hopeless case, tilting at windmills. But we are a democracy. So it’s important to keep raising the alarm when transgressions happen.” ♦ To read PAW’s story on Ressa, see [bit.ly/ressa-paw](http://bit.ly/ressa-paw).

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# PRINCETON ALUMNI WEEKLY

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### PRINCETONIANS

#### NEW RELEASES



**Justin Kerr '00's** *How To Be Great at Your Job* (Chronicle Books) gives bite-sized bits of practical advice about how to work efficiently and impress co-workers and managers.

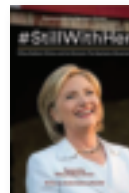
Sections include "Overcommunicate," "Make it Easy to Say Yes," and "How to Win an Email Fight."



*In The Cat Who Lived With Anne Frank* (Penguin Random House) **David Lee Miller '77** retells the story of Anne Frank through the eyes

of Mouschi, the cat who shared her secret annex, and to whom she refers several times in her famous diaries. The children's book paints the portrait of a young girl full of hope in a time of oppression and genocide.

*#StillWithHer* (Press



Syndication Group) is a remembrance of Hillary Clinton's historic presidential campaign. With photographs by award-winning photojournalist

Barbara Kinney, a foreword by Clinton, and a variety of essays, **Sandra Sobieraj Westfall '89** reminds readers of the movements that stemmed from the campaign and what Clinton's candidacy meant for many women and girls.



*The First Conspiracy* (Flatiron Books) tells the dramatic but little-known story of the plot to kill Gen. George Washington during the Revolutionary War. Former television producer **Josh Mensch**

'93 and *New York Times* best-selling author Brad Meltzer collaborate in this nonfictional historical thriller. ♦

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# CLASS NOTES

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**CATCH UP:** Past Class Notes, grouped by class at [paw.princeton.edu](http://paw.princeton.edu)



# MEMORIALS

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

## THE CLASS OF 1949



### Ralph Christensen '49 \*54

Ralph died July 15, 2018, just a few months after the death of his wife of 67 years, Pauline "P.C."

Ralph came to Princeton in 1945 along with his twin brother, Lee. Although Lee left after a year, and died before Ralph, both twins remained on 1949's rolls for their entire lives. Ralph stayed on, majored in chemistry, and joined Cloister Inn. He played JV football, joined Whig-Clio and Westminster Fellowship, and sang in the Glee Club. After graduation and two years of teaching science in Texas, Ralph earned a master's degree from Harvard and devoted his entire career to the then-new field of plastics. He worked for Union Carbide and Exxon in polymer processing and retired in Baytown, Texas, in 1992.

Ralph's many interests in Baytown included tennis, the community advisory panel, the nature center, the Houston Museum of Fine Arts, and countless other community activities. He and Pauline took great pride in their offspring and traveled extensively, including to Denmark, his parents' native land.

Ralph is survived by his daughter, Amy; son-in-law, Bill Meehan; son, Timothy; daughter-in-law, Melissa; four grandchildren; and one adopted granddaughter.

## THE CLASS OF 1950



### Clinton E. Lawrence '50

Ed died July 27, 2018, in Saratoga Springs, N.Y., from complications of a stroke. He will be remembered as a caring doctor with a big smile, always

ready to make a house call.

He graduated from Millbrook School and was an electronics technician in the Navy. At Princeton, he rowed on the 150-pound crew, belonged to Quadrangle, and majored in biology.

After completing his medical studies at New York Medical College, he opened an office as a general practitioner in the Adirondack village of Warrensburg, N.Y. From his home there he conducted a solo practice for 20

years, a practice that ranged from delivering babies to minor surgery. He helped found the Warrensburg Health Center and was Warren County coroner for 18 years. After leaving private practice, he became medical director of Wilton Development Center, a 400-bed state center. He retired in 1989.

Besides being active in village affairs, Ed enjoyed the outdoors. He skied until age 86. He built his own iceboat and raced it across Lake George. He drove a motor home with his family, camping throughout much of the country.

Ed is survived by his wife of 60 years, Millie; son Ted; daughters Susan and Beth; and two grandchildren.

## THE CLASS OF 1952



### Donald R. Hall '52

Don died April 30, 2017.

He came to us from Exeter, ate at Cloister, and majored in English. He left in November 1950 to join the Air Force and took pilot training with service in Korea that earned him ribbons, including the Korean Service Medal with one battle star. He then went to England and flew B-26s in duty as a tow-target pilot. In 1963 he finished his bachelor's degree at the University of Chicago and returned to his home state of Arkansas to take employment in various roles for the Republican Party. In 1962 he began graduate study in political science at the University of Colorado, earning a Ph.D. in 1966.

From then until 1990 Don was a faculty member of the political science department at the University of Arizona, when he left to take up work in print and broadcast journalism for several Arizona media companies.

Don is survived by his son, David. The class sends good wishes to him and a salute to Don for his service to our country.

## THE CLASS OF 1953

### Sanders R. Lambert Jr. '53

Although he was born in Brooklyn, Sandy grew up in Kansas City and made that the center of his life thereafter. Sandy came to Princeton from the Pembroke Country Day School in Kansas



City, Mo. He was a member of Colonial Club, served on the staff of *The Daily Princetonian* during his sophomore and junior years, and belonged to the Rugby Club his last three years.

Having learned to fly small planes while at Princeton, he continued his flight training in the Army and flew small aircraft as an artillery observer. Leaving the Army, he went to work for the Pacific Mutual Door Co., the same company that had transferred his father from Brooklyn to Kansas City. The company continued the pattern by transferring Sandy to Chicago and then to Elizabeth, N.J., but did, before long, bring him back to Kansas City, where he became vice president of the company.

Early in his career, Sandy married Ellison "Kelly" Brent, and they raised three sons. He died Sept. 9, 2018, of cancer. He was predeceased by Kelly, his wife of 53 years. Sandy is survived by their three sons.



### Ian MacFarlane '53

Born in Chicago the year after his parents arrived from Scotland, Ian came to Princeton from Maine Township High School in Park Ridge, Ill., where

he was class president and an Eagle Scout.

At Princeton he joined Cap and Gown, majored in English, and wrote his thesis on "Mark Twain's Pessimism." After college he was an officer in the Navy from 1953 to 1956 and then earned an MBA at Stanford Business School. Ian worked in the chemical industry until 1972. He then founded MacFarlane & Co. Subsequently, he acquired Fry Consultants, which had offices in major American cities as well as correspondent consulting firms in Europe, Japan, and the Middle East. He also held leadership positions in the American Marketing Association.

Ian was deeply involved in his church and served for some time as superintendent of its Sunday school. He also took great pride in his Scottish roots and was the founder and first president of the Clan MacFarlane Society, as well as a founding member of Clan MacFarlane Worldwide.

Ian died Sept. 2, 2018, at his home in Atlanta. He is survived by his wife of 62 years, Dorothy "Dottie" Lee Carl; their four children; and seven grandchildren.



### Stanley P. Silverblatt '53

Stan died Aug. 25, 2018, in North Miami Beach, Fla.

He was born in Pittsburgh and came to Princeton from Mercersburg Academy in Mercersburg, Pa. At Princeton he joined Campus Club and majored in sociology. His thesis topic was "A Study of Personal Prestige:



**POST A REMEMBRANCE** with a memorial at [paw.princeton.edu](http://paw.princeton.edu)

Ratings of Doctors and Lawyers in a Small New Jersey Community.” He graduated from the University of Pittsburgh Medical School and did a three-year internal-medicine residency at Pittsburgh Medical Center, Presbyterian Hospital. Following that training, he entered the United States Public Health Service and was a heart-disease-control specialist for the state of Connecticut. In 1973, Stan relocated to South Florida and became the resident physician for the Diplomat Hotel in Hollywood, Fla.

In 2008, he published a book, *Hotel Doctor*, to record his experience in that capacity and his encounters with “the rich, the famous, and the infamous.” A second book, *Angel in the Tree*, published in 2016, recorded his love for his wife and his discovery of faith.

His wife of 48 years, Maxine, died in 2012. Stan is survived by his three children, four grandchildren, and one great-grandchild.



**Carl Stanton Stevenson Jr. '53** Stan died Sept. 28, 2018. He was born in Toronto, Canada, and came to Princeton from Upper Canada College.

At Princeton he majored in the School of Public and International Affairs, was business editor of *The Daily Princetonian*, and was a member of Quadrangle Club. Stan left Princeton after his junior year to return to Canada and graduate from Trinity College of the University of Toronto. He then earned a law degree from Osgoode Hall Law School of York University in Toronto. He also did summer stints in the Navy reserves of both the U.S. and Canada.

Stan practiced law as a partner or associate at Owen Dickey Stevenson; Ivey and Dowler; Stevenson, Evans, and Polishuk; Blake, Cassels & Graydon; and Ontario Hydro. He specialized in construction, engineering, and municipal law and received a Queen's Counsel appointment in 1974. Over the years, he served as chair of the London Motor Club and worked as a volunteer for the Children's Hospital of Western Ontario and the Metropolitan Ontario Boys and Girls Club. He was also an active member of the Kiwanis Club in several cities.

Stan is survived by his second wife, Louise Dawson; five children; two stepchildren; and 10 grandchildren.

#### THE CLASS OF 1958



**Winfield W. Foster '58** Win died July 25, 2018, in Palo Alto, Calif., shortly after attending our 60th reunion. He was 81.

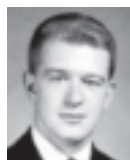
He came to Princeton from the Lawrenceville School, where he was active on the school newspaper and the cross-country team. At Princeton he majored in history. He was a radio announcer for WPRB, did publicity

for Triangle Club, and was an editor for the *Nassau Herald*. He was also a member of the Flying Club. He joined Terrace Club and was active in interclub sports. He roomed with Ben Whitaker, Howie Zeff, and Tom Thornbury.

He attended law school at Stanford University, where he met and married Barbara Bachman. After an extension to serve in the Army, he graduated and joined a law firm in San Francisco, and Barbara worked for the *Chronicle* and the *Examiner*. When they started a family, they moved to Palo Alto and Win continued his law practice.

Win was an avid Chicago White Sox fan, and after suffering decades of watching on-field incompetence and near misses, he was thrilled to see his beloved White Sox finally win the World Series in 2005. The San Francisco Giants' three World Series victories over the next decade also brought him much joy, and he delighted in using sports as a way to connect with people throughout his life.

Win was predeceased by Barbara, his wife of 53 years. He is survived by his daughter, Laura Whitaker '92; his son, Andrew Foster; two granddaughters, Tomiko and Lily Foster; his sister; and his sisters-in-law. The class extends its deepest sympathy to them all.



**Robert M. Nilson '58** Bob died Sept. 19, 2018, in New London, N.H.

He came to Princeton from the Nichols School, where he participated in soccer and tennis and was a member of the *Verdian* staff.

At Princeton he majored in chemical engineering. He joined Tiger Inn and participated in club football, hockey, and basketball. He was hockey manager, helped with the Campus Fund Drive, and was a platoon leader in ROTC. He roomed with Alan Wilkinson, Richard Kemball-Cook, and Bruce Brown.

He married Nancy and moved to Charleston, W.Va., to work for Union Carbide while earning a master's degree from West Virginia University. He was with Union Carbide for more than 25 years and eventually moved to New London in 1991.

Beginning in 1992, he survived a massive benign brain tumor, knee replacement, serious heart issues, and arthritis. This was the beginning of the opportunity for him to challenge himself as he relearned to enjoy life with a positive spirit and defy medical expectations. He enjoyed several sports, including skiing, tennis, and golf, and explored new employment opportunities to keep busy.

Bob is survived by Nancy, his wife of 58 years; his mother, Hazel; four children; and 10 grandchildren. Bob will be remembered by many as a fun-loving, smiling, trouser of life, and will be greatly missed by all. The

class extends its deepest sympathy to his family and friends.

#### THE CLASS OF 1959



**Walter F. Brown '59** Walt died peacefully April 22, 2018, at home in Pensacola, Fla. He came to Princeton from Moorestown (N.J.) High School. A history major, he participated in Orange Key, Triangle, and the University Orchestra. He dined at Quadrangle Club.

Upon graduation, Walt was commissioned an officer in the Navy, working in cryptology in the Pentagon. He spent his entire career in the world of information technology, beginning as a systems engineer for RCA and IBM at the dawn of the computing revolution, and later co-founded one of the first software product-marketing firms in the industry. He subsequently authored numerous training course curricula and books within his field, most notably *Chasing Quota* — an MIT textbook — while independently consulting for more than 200 information-technology clients worldwide.

In retirement, Walt taught primary schoolchildren about the wonders and curiosities of the wider world. Affectionately called “Mr. Walter,” he produced tours and talks for the children on far-ranging topics in history, literature, science, technology, architecture, and life skills, leading to publication of his last book, *Chasing Life*, much of it written at his Vermont summer home.

Preceded in death by his first wife, Carlotta Ferguson; and his son, Michael; he is survived by his wife, Sarah; his sister, Annie; his daughter, Sharon; stepsons Louis and John; and four grandchildren. We have sent condolences.

#### THE CLASS OF 1960



**Richard A. Carrick '60** Rick died Sept. 12, 2018, of complications from colon cancer.

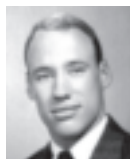
Rick joined us from Haverford High School in suburban Philadelphia. At Princeton he entered Army ROTC, fenced for two years, and joined Cannon Club (and its Rockefeller suite annex). He majored in European history in the Woodrow Wilson School.

He graduated from the University of Pennsylvania Law School and served his two years in the Army. He then joined Bankers Trust Co. in its international division and worked for 15 years in New York, Bangkok, Hong Kong, and Panama. In 1984 Rick moved to the risk-management group in New York. There he was involved in the bank's pioneering efforts in the development of new financial products and its securities-trading and investment-banking activities. He retired as a

managing director of Bankers Trust in 1999.

Rick met and married his wife, Beth, during his Army days. Their two sons were born in Hong Kong and Panama. His sons, Beth, and their four grandchildren were his principal retirement pleasure. Others included: the stock market, the Episcopal Church, politics, landscaping and gardening, golf, and some writing initiatives concerning the U.S.'s "futile foreign wars." His piece on Afghanistan was published on the *Small Wars Journal* website.

Rick is survived by his wife, two sons, and four grandchildren.



#### **Mark L. Holmes '60**

Mark died Aug. 17, 2018, after a struggle with cancer.

Tulsa (Okla.) Central High School produced a bumper crop of four Tiger cubs in 1956:

Mark, Gary Martin, Jim McDermott, and Jack Siggins. Mark's father was in the Class of 1932. Mark majored in geological engineering and joined NROTC. He rowed on the 150-pound crew for two years and joined Cloister Inn. His Navy commitment was stretched to three-plus years by the Berlin and Cuba crises, all spent serving on the recovery ship USS *Current*, recovering, among others, a Japanese miniature submarine sunk in the 1941 Pearl Harbor attack.

Mark combined his two enthusiasms with a master's degree in geological oceanography at the University of Washington in 1967. He became senior oceanographer at the university and earned a Ph.D. there in 1973. He joined the U.S. Geological Survey and spent his entire oceanographic career between that opening and at Washington, retiring in 2008 as research professor emeritus.

Along the way he sailed on all three of the U.S. deep-sea subs, the *Alvin*, USS *Turtle*, and USS *Sea Cliff*, and was the first certified civilian co-pilot on the last. Mark pursued numerous outdoor sports until his last year.

Mark is survived by his wife, Barbara; their two children; and four grandchildren. The class sends condolences to them all.

#### **THE CLASS OF 1965**

##### **Phillip F. Erkenbrack III '65**

Phil died July 24, 2005, in Las Vegas from congestive heart failure.

He came to us from Woodrow Wilson High School in Portsmouth, Va. At Princeton — which he attended on an ROTC scholarship from 1961 through 1963 — he majored in aeronautical engineering, ate at Quadrangle, and roomed with Jim Card, Karl Petersen, and Rudi Seitz. He completed his degree at West Virginia University in finance and economics while serving in the Navy.

Phil worked at Potomac Electric Power,

where he met his wife, Paulette Pullman. He was employed at Arthur Anderson in New York City, and moved to Rohr Marine shipbuilders in San Diego in 1977.

In 1989 he started his own consulting business, the Corporate Equalizer, and served as CFO for a number of clients of that firm and at Bi-millennium in San Jose, Calif. Diagnosed in 2001 with cardiomyopathy, he continued working with his son in consulting and started Perennial Properties, a family real-estate venture in Las Vegas and Lake Havasu, Ariz.

Phil is survived by Paulette; his son and namesake, Phillip Frederick III; daughters Andrea Rhodes and Christina Zaman; and five grandchildren. His tombstone, erected by his family, reads "A Courageous Man of Great Substance." We honor his memory and offer our condolences to his family for their loss.

#### **THE CLASS OF 1967**



##### **Theodore J. Ronca '67**

Ted died June 6, 2016, after a monthlong battle with multiple myeloma.

He graduated from Brooklyn Poly Prep, where he ran cross country and track, and was a class officer. Originally entering with the Class of '66, he spent most of his college years with the Class of '67. He wrote his thesis, "A Review of the Problem of the Genesis of Claconite," for Professor Holland of the geology department. Ted lived senior year at 622 1915 Hall and was a member of Terrace Club.

In 1968 Ted volunteered for the Army and was sent to El Paso for Vietnamese language study. He was assigned to interrogator training and went to Saigon with the Military Intelligence Corps.

After military service Ted graduated from Brooklyn Law School in 1974. He was regarded as one of New York's foremost experts on worker's compensation and employee-disability law, authoring dozens of legal articles.

He married Diane Kinslow (St. John's Law School '79) in 1982 in the Princeton Chapel, and they began their own firm. He suffered a stroke in 2005, necessitating a switch to a private consultancy practice.

Ted retained a love of running all his life and a passion for geology, World War II history, the study of animals, and the Scottish bagpipe. He visited 2,000 United States counties, keeping maps and journals.

Ted's death silenced a wonderfully eclectic and adventurous man.

#### **THE CLASS OF 1969**

##### **Clifton H. Hawley III '69**

Cliff died May 2, 2018, in Atlanta, the community in which he had lived since he was 9.

The president of the student body at Dykes High School, he was with '69 for three years at

Princeton, where he belonged to Ivy Club and made friendships that lasted throughout his life. His visitation and funeral were attended by many Princetonians, including '69ers Jim Green, Denny Mulvihill, and Rob Taylor. After graduating from the University of Georgia, Cliff earned an MBA from Georgia State University.

His interests included co-founding the Atlanta Rugby Club and many fine and frustrating rounds of golf over the years. Cliff was a member of St. David's Episcopal Church in Roswell, Ga., where he actively participated in its Hispanic Outreach Ministry.

His first job was as an analyst for Delta Airlines, where he was part of a team that designed the first non-smoking sections on planes. Subsequently, his career focused on commercial real estate and, in 1989, the founding of his commercial brokerage firm FirstSouth Realty. He insisted on water rights being included in the lines of every sale of property.

Cliff is survived by a wonderful and devoted family that includes his wife, Loretta Cecil; his son, Houston Hawley; and stepchildren Chris Fadely, JJ Fadely, and Louis Fadely. He lived life to the fullest and showed an unflinching loyalty to the many people he loved and who loved him unconditionally in return.

#### **THE CLASS OF 1971**



##### **Joe Dehais '71**

Joe died Jan. 10, 2018, of complications from diabetes.

Born in Glens Falls, N.Y., he grew up there and in Waterville, Maine, where he prepped at Coburn Classical Institute. At Princeton, he majored in chemical engineering and belonged to Cloister Inn. He was active in football, and was team manager, as well as the Whig-Clio Society, the *Princeton Engineer*, and freelance photography. He did graduate studies at Rensselaer Polytechnic Institute and was constantly seeking new knowledge: a professional student to those who knew him best.

Joe engaged in a variety of entrepreneurial ventures, most involving technical or engineering processes. These allowed him to travel around the world. He was a voracious reader, an avid writer, and a connoisseur of early black-and-white films. He also enjoyed cycling and photography.

He lived in the Washington, D.C., area for many years and was living in Portland, Maine, when he died. The class extends its condolences to his brother, Bill; his sister, Connie; and his other relatives and friends.

#### **Charles R. Dressel '71**

Chuck died Jan. 22, 2018, in River Forest, Ill., after a long battle with late-onset bipolar disorder and progressive heart disease.

He entered Princeton after a storied football career at Oak Park and River Forest (Ill.) High





School. Freshman year he lived in Witherspoon with lifelong friends Skip Collins, Ken Hall, John Neale, Art Lowenstein, and David Schankler; he later lived with that group in Henry. He majored in politics.

Chuck was a standout wrestler and defensive lineman at Princeton. In wrestling he was All-Ivy, a top-four Eastern heavyweight, and the team high-scorer for two years. In football he was awarded the game ball versus Colgate.

After graduation, Chuck returned to River Forest, where he co-managed the family business — Dressel's Hardware Store — with his brothers for four decades. In 1976, he married Jan. Together they had three children, Emily, Amy, and Blake.

Chuck enjoyed coaching his children's teams. A low-maintenance guy, he had a wry sense of humor, tremendous loyalty to his friends, and a strong sense of right and wrong. A proud Princetonian, he relished taking his family back to campus for Reunions.

The class expresses sympathy to Chuck's wife; children; grandchildren Brady, Bridget, Jack, and Grace; brothers Bob and Todd; sister Beth Ann; and several nieces and nephews.

#### THE CLASS OF 1972



##### **Hugh F. Young Jr. '72**

Hugh died Sept. 12, 2018. His wife of 47 years, our classmate Gayle Glidewell Young, and his four children were present.

Hugh came to Princeton from Alexandria, Va., where his military family settled during his sophomore high school year. He met Gayle, the love of his life, there. She would join him at Princeton, and they got married during the summer of junior year.

At Princeton, he was a member of Wilson College, worked in the dining hall, and was on the Student Refreshment Agency. Sophomore year he roomed with Walt Bissex and Bob Carpenter. Hugh majored in English.

He attended Georgetown Law School and settled in Northern Virginia to raise a family. He found his greatest professional satisfaction at the Product Liability Advisory Council, where he served as president from 1993 until late 2017.

Hugh's greatest joy was his family, and he relished his role as husband and patriarch. He was a passionate helper, a thoughtful adviser, and a principled teacher.

Hugh is survived by his wife, Gayle; children Trey Young, Cameron Young, Lucy and her husband, Matt Williams, and Lily Young; and sisters Virginia Leback and Karen Wentz. The class sends its condolences to Gayle and her family.

#### GRADUATE ALUMNI

##### **John T. Craig \*50**

John Craig, whose work involved foreign aid in a six-decade career with USAID and the State

Department, died Feb. 3, 2018, of complications of Alzheimer's disease at age 91.

Craig graduated from Oberlin College in 1948 and earned an MPA degree from Princeton's Woodrow Wilson School in 1950. He worked on the Marshall Plan, which helped rebuild Europe, and lived for six years in France, Austria, and Yugoslavia.

Most of his career was spent as a program director or deputy director in hardship posts. He opened a U.S. Agency for International Development (USAID) office in Dahomey (now Benin) in 1961, and served for 20 more years in Somalia, Tunisia, Nepal, Haiti, and Guyana. All four of his sons were born abroad.

After contract work for USAID in Rwanda and again in Haiti, Craig joined the State Department's archive-declassification program until his retirement in 2010. A resident of Washington, he enjoyed his season tickets to the Kennedy Center, Arena Stage, and State Theatre. He moved to an assisted-living facility in 2015.

Craig was predeceased by his wife of 58 years, Ruth, in 2008. He is survived by four sons (including Thomas '76), 11 grandchildren (including Michael '11), and five great-grandchildren.

##### **Donald P. Gaver Jr. \*56**

Donald Gaver, who had been a distinguished professor of operations research at the Naval Postgraduate School, died Feb. 11, 2018, at home in Monterey, Calif., at the age of 91.

Gaver served in the Navy as an electronics mate from 1944 to 1946, and trained on the Monterey Peninsula (at the current site of the Naval Postgraduate School). After the war, he earned a bachelor's degree in 1950 and a master's degree in mathematics from MIT in 1951.

He then worked at the Navy's Operations Evaluation Group in Washington, D.C. In 1956, Gaver earned a Ph.D. in mathematics from Princeton. Early in his career, he worked at Westinghouse Research Labs and taught at Carnegie Mellon University, after which he became professor of operations research at the Naval Postgraduate School in 1970 and settled in southern California.

In 1983 Gaver became a distinguished professor. He was an internationally noted mathematician, specializing in statistics and operations research. Among his many professional honors was the Navy Distinguished Civilian Service Medal. He was particularly proud of his election to the National Academy of Engineering.

Gaver is survived by his wife, Frances, whom he married in 1953; three children (including William '81); and five grandchildren.

##### **Thomas E. McGill \*58**

Thomas McGill, who had been the Hales Professor of Psychology at Williams College, died

Nov. 26, 2017, at the age of 87, after a brief illness.

McGill graduated from a western Pennsylvania high school and began working at the local Sharon Steel mill, attending Youngstown State University part time.

After graduating from Youngstown in 1954, he earned a master's degree in 1957 and a Ph.D. in psychology in 1958 from Princeton. He then joined the psychology department at Williams College. His principal research interest was hormones and how they affect behavior. McGill obtained many government research grants, which at that time were usually reserved for larger research-oriented universities.

He published many academic papers and several texts, making that information available to students. He lectured at various universities and consulted with NASA on the feasibility of various experiments in outer space. With his wife, he operated Celtic Kennels and bred and showed Newfoundland dogs.

McGill was predeceased by his wife, Nancy. He is survived by two sons, five grandchildren, and six great-grandchildren.

##### **Howard R. Witt \*59**

Howard Witt, professor emeritus and retired dean of the School of Engineering and Computer Science at Oakland University in Michigan, died Oct. 18, 2015, at the age of 86.

In 1953 Witt graduated from the University of Toronto, and in 1959 he earned a master's degree in electrical engineering from Princeton. He received a Ph.D. from Cornell University in 1967.

Witt joined the department of electrical and computer engineering at Oakland University in 1967 and remained there until retiring in 1997. He had risen to a full professorship in 1971 and then became assistant dean in charge of undergraduate engineering programs. In 1988 Witt was appointed dean of the School of Engineering and Computer Science (SECS), taking over after four deans held the post in the preceding four years. The current dean, Louay Chamra, said, "Howard Witt served as dean during a pivotal time in the field of engineering. His dedication to SECS impacted generations of future engineers and computer scientists who would come to Oakland University."

During his career, Witt was a consultant to Westinghouse Electric and other corporations.

Witt is survived by his wife of 59 years, Althea; three children; eight grandchildren; and two great-grandchildren.

##### **James E. Heider \*61**

James Heider, a plastics engineer who helped develop plastic bottles for beverages and detergents, died Jan. 12, 2018, at age 81.

Heider was an outstanding high school athlete and was inducted into the Toledo City League Hall of Fame in 1992. He earned an academic scholarship to Toledo University

and earned a bachelor's degree in mechanical engineering in 1959. In 1961, he earned a master's degree from Princeton.

He was employed at Owens-Illinois and received numerous patents in helping to pioneer the development of plastic bottles for beverages and detergents. He retired as technical director of Owens-Illinois after 27 years.

Heider then was vice president of development and engineering at Glasstech, where he helped develop innovative processes for manufacturing glass for automobiles and buildings. He also operated his own plastics consulting business. Later, he worked for Solar Cells and Willard & Kelsey Solar Groups. Overall, he received more than 150 patents.

He is survived by his wife of 59 years, Ruth; five children; and numerous grandchildren and great-grandchildren. One son predeceased him.

#### **Robert N. Olsen \*63**

Robert Olsen, a retired chemical engineer who had a second career in counseling, died peacefully Jan. 18, 2018, at age 79.

Olsen graduated from the City College of New York in 1961. He then earned a master's degree in plastics from Princeton in 1963. He began his career with 3M in Minnesota, and joined King Industries as a chemical engineer before retiring after 30 years.

He then earned a master's degree in career counseling at Fairfield University and began a new career fulfilling his desire to help people. Olsen's love of children also led him to become a volunteer reader at schools in Bridgeport, Conn.

Olsen is survived by his wife of 35 years, Jo; a daughter; four stepsons; many grandchildren; as well as two great-grandchildren. He was predeceased by a son.

#### **Yuen-Sheng Chiang \*64**

Yuen-Sheng Chiang, a scientist and financial officer, died April 16, 2018, at age 82.

Born in China in 1936, Chiang immigrated to the island of Taiwan and enrolled at the National Taiwan University at age 16, graduating in 1956. He earned a master's degree in chemical engineering from the University of Louisville in 1960. In 1964, he earned a Ph.D. in chemistry from Princeton.

He spent 19 years as a senior scientist at such corporations as Xerox and RCA, where he received several patents for which he won awards.

While working at RCA, he studied at night, commuting three times a week for three years to earn an MBA with highest honors from Rutgers in 1979. He then spent the final 20-plus years of his business career with Jeanne Pierre Originals, an apparel company, where he was the chief financial officer.

Chiang is survived by his wife, Marie Fang; two sons, including Ed '90; and two grandsons. He was known for his infectious sense of humor.

#### **Julius W. Melton Jr. \*66**

Julius Melton, who taught, preached, and led worship in churches and colleges, died Nov. 20, 2017, at age 84.

Melton graduated from Mississippi College in 1955. He earned bachelor of divinity and master of theology degrees from the Union Theology Seminary in Richmond, Va., where he was also a teaching fellow and instructor in Greek for one year. He was awarded a Rotary Foundation Ambassadorial Fellowship for a year of study in Geneva, where he enrolled in the Graduate School of Ecumenical Studies.

He earned master's and Ph.D. degrees in religion from Princeton in 1962 and 1966, respectively, and he authored the book *Presbyterian Worship in America*. For 10 years, he taught at Southwestern at Memphis (now Rhodes College) and was head of the student affairs division, spending much time raising money for students.

In 1973, Melton joined the office of planned giving at Davidson College. At the Mecklenburg Presbytery, he served as moderator, chair of committees, and board member of institutions related to the presbytery, including being commissioner of the denomination's General Assembly. He retired from Davidson College in 1989.

Melton is survived by his wife, Ann, whom he married in 1959; three children; and six grandchildren.

#### **Paul D. Magriel \*74**

Paul Magriel, a chess master who became known as the world's best backgammon player before turning to playing professional poker, died March 5, 2018, in Las Vegas. He was 71.

After graduating from Philips Exeter Academy, Magriel earned a math degree from New York University in 1967, where he was a fellow at the Courant Institute. He enrolled in the Princeton Graduate School's math department in September 1967, but remained for only one semester. From 1969 to 1973, he taught mathematics at the Newark College of Engineering.

Magriel transitioned from chess to backgammon, hanging out in Greenwich Village. He once stated, "Psychologically, backgammon is very different from chess. It's an exercise in frustration — you can make the right moves and lose, or you can make the wrong moves and win. And chess didn't have the gambling that I like."

In the 1970s he won the world backgammon championship and co-authored two acclaimed books on backgammon with Renee Roberts, his first wife. He also wrote a weekly backgammon column for *The New York Times* from 1977 to 1980. According to *The Times*, he also made a small fortune from backgammon and later low-stakes poker.

Magriel was married several times and divorced. He is survived by a son and a brother.

#### **Clara L. Meek \*77**

Clara Meek, retired partner with the prominent law firm Vinson & Elkins, died Dec. 23, 2017, at age 68.

In 1970, Meek graduated *summa cum laude* from Texas Southern University with a bachelor's degree in management. She earned MPA and Ph.D. degrees from Princeton's Woodrow Wilson School. Later, she earned a law degree from the University of Texas School of Law.

She was a research consultant at the Ford Foundation, consultant to the New Jersey State Department of Higher Education, assistant dean and assistant professor at Howard University's School of Business and Public Administration, analyst for the U.S. Commission on Civil Rights, and program analyst and deputy office director for the U.S. Department of Housing and Urban Development.

Upon earning her law degree in 1985, she joined Vinson & Elkins. In 1994, she became the firm's first African American partner, leading what was then the business litigation section. She worked on complex antitrust cases until illness caused her retirement. She was known for strong advocacy for the underserved and disenfranchised in Houston and elsewhere, which included a yearlong relocation to Africa.

Meek is survived by her sister, Doris Meek Rowl. She was predeceased by nine older siblings.

#### **Robert J. LaLonde \*85**

Robert LaLonde, professor at the University of Chicago's Harris School of Public Policy, died Jan. 17, 2018, at the age of 59.

LaLonde earned a bachelor's degree from the University of Chicago in 1980. In 1985, he earned a Ph.D. in economics from Princeton. He was a leading scholar in labor economics, econometrics, and program evaluations.

His research focused on workforce education and training, economic effects of immigration, costs of worker displacement, impact of unions and collective bargaining, and economic and social consequences of imprisonment. He was regarded as an inspirational teacher who was generous with his time to students and colleagues.

In recent years, LaLonde developed a movement disorder affecting his speech and balance. This led to his death. The disease did not affect his mind, and he was researching and mentoring students until a few days before his death. He lived his life to the fullest, and on his own terms.

He is survived by his wife, Laura; three daughters; and his father, Robert.

*Graduate memorials are written by the APGA.*

*This issue contains an undergraduate memorial for Ralph Christensen '49 \*54.*



# Classifieds

## For Rent Europe

**Rome:** Bright, elegant apartment. Marvelous beamed ceilings. Antiques. Walk to Spanish Steps, Trevi Fountain. 609-683-3813, gam1@comcast.net

**Paris, Left Bank:** Elegant apartment off Seine in 6th. Short walk to Louvre, Notre Dame. 609-924-7520. gam1@comcast.net

**Paris, Marais:** Elegant, 2 bedroom, 2 bath apartment, vibrant Pompidou museum/sidewalk café quarter on 13c pedestrian street, full kitchen, w/d, AC, cable. desaix@verizon.net, 212-473-9472.

**France, Paris-Marais:** Exquisite, sunny, quiet one-bedroom apartment behind Place des Vosges. King-size bed, living/dining room, six chairs, full kitchen, washer, dryer, weekly maid service, WiFi, \$1350 weekly. max@gwu.edu

**Spectacular Tuscan Villa:** the vacation of a life time — views, vineyards, olive groves, pool, privacy, luxury! 805-682-2386, www.CortonaAir.com

**Ile St-Louis:** Elegant, spacious, top floor, skylighted apartment, gorgeous views overlooking the Seine, 2 bedrooms sleep 4, 2 baths, elevator, well-appointed, full kitchen, WiFi. 678-232-8444. triff@mindspring.com

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

**Glorious Southern France (Alumni rates—please call to book early):** Beautiful, spacious home in lively, enchanting village — voted France's "most beautiful village" — restaurants, markets, vineyards, bicycling, swimming. maisonsouthernfrance.com, 617-608-1404.

**Paris Marais:** Gorgeous apartment, 1600's, elegant, comfortable, W/D, central A/C, quiet courtyard, walk to most major tourist attractions. Full concierge services. Long or short term. Jim, www.ourhomeinparis.com, 404-216-6217.

**Paris, Tuileries Gardens:** Beautifully-appointed, spacious, 1BR queen, 6th floor, elevator, concierge. karin.demorest@gmail.com, w'49.

**Paris 7th:** Fifth floor, quiet, studio sleeps 3. Balcony. View Eiffel Tower. www.parisgrenelle.com, 207-752-0285.

**Provence:** Delightful five-bedroom stone farmhouse, facing Roman theater. Pool, WiFi. 860-672-6608. www.Frenchfarmhouse.com

**Irish Roots?** Connect! Step back in time! Restored Irish Farmhouse. 14 acres, Ox Mountains, Wild Atlantic Way. Hiking, fishing, golf. Heritageimpact77@gmail.com

**Riviera.** France/Italy border. Romantic 3BR garden flat with breathtaking Mediterranean views. www.ilvalico.eu

**Stunning Paris apartments:** original period details, high-end amenities, the best locations! Bac/St. Germain, Rivoli, Luxembourg Gardens, Rive Gauche, Odeon, Upper Marais. 1-3BR, 1-2.5BA. 917-746-8056, www.56paris.com/for-rent

**Rome, Italy:** Breathtakingly beautiful art-filled apartment on via Gregoriana near Spanish steps. 2 bedrooms in a 17th century palazzo. Unsuitable for small children. Mariaceliswirth@gmail.com, 212-360-6321, k'38.

**Paris – Bastille:** Second floor, quiet court yard, fully furnished. Spacious living room, bedroom, full kitchen. Rental: minimum 3 months. princetonpopincourt@gmail.com, 609-924-2652.

## Worldwide

**Timeshare Rentals By Owner:** Affordable, luxurious 1-6BR weekly timeshare rentals available at renowned resorts in the world's most popular destinations. www.sellmytimesharenow.com/timeshare-rentals/

## Caribbean

**Bahamas, Eleuthera.** Beachfront villa, 4BR, 5BA, swim, snorkel, fish. www.heronhill.net

**Puerto Rico, Culebra:** Spectacular modern home with ocean views, pool, secluded, 4BR, 3.5BA, near world famous beaches. Contact/

Bookings: www.culebrapropertyrentals.com/properties/rainbow-paradise/#overview

## United States Northeast

**Brooklin, ME.** Shorefront house on Eggemoggin Reach, sleeps 9. Near Blue Hill, Bar Harbor, and coastal adventures. www.mainevacationrentalsonline.com/5732/the-cove.htm, mcdallett@gmail.com. '78.

**Stone Harbor, NJ:** Beachfront, 4BR, upscale. 570-430-3639, Stoneharborbeachhouses.com, radams150@aol.com

**Ocean House Watch Hill, RI:** 2-night stay for sale, The Tower Suite, 2 couples, good December-April 2019. Contact Sandy-slgalvin63@gmail.com, '85.

**Southampton, New York:** Stunning secluded 4-acre estate on Shinnecock Bay. Beachhouse charm, 7BR, 4BA and 2BR, 1BA guest cottage. Gated drive, fully renovated kitchen/bathrooms, heated pool, private bay beach. Available year-round, weddings/events. info@baybeachestate.com '01.

**NYC:** Luxury locale near Central Park, fully furnished 1BR weekly/monthly. Pager1990@gmail.com, '85.

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

## United States Southeast

**Outer Banks, Oceanfront:** Beautiful sunrises and sunsets overlooking Pine Island Bird Sanctuary. 12BRs, pool, hot tubs, theatre, arcade, golf nearby. Perfect for reunions! www.twiddy.com/outer-banks/corolla/pine-island-reserve/rentals/oceanfront-oasis, '78.

## United States West

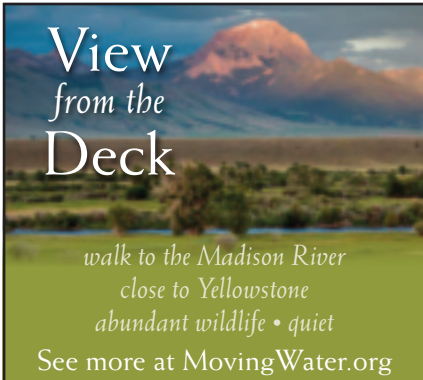
**Big Sky Montana:** Charming 4 BR log home on 20 acres beautifully furnished, spectacular views, Big Sky sunsets, skiing, hiking, fishing & golfing within 5 minutes. Close to Yellowstone National Park and Bozeman. Enjoyment all 4 seasons. 610-225-3286. janegriffith655@gmail.com, s'67.

**Park City/Deer Valley, Utah:** 3 BR ski-out condominium in Upper Deer Valley. Newly remodeled, hot tub, beautiful views, available all seasons. Reasonable rates. 937-825-4137 or pjkolodzick@aol.com, p'12 p'20.

**Big Timber, Montana:** Lovely 4BR cottage on cattle ranch. Near Yellowstone River, world-class fisheries, hiking, Yellowstone Park, Billings, Bozeman. Outfitter services



available: Pack trips, hiking, riding, fishing. May–October, [www.agnewranch.com](http://www.agnewranch.com), [woww@istriangle.com](http://woww@istriangle.com), '68.



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**Expert-led cultural tours:** archaeology/food/walking in Britain, Croatia, Greece, Ireland, Italy and Turkey. Gulet cruises and charters. [www.petersommer.com](http://www.petersommer.com)

**Princeton Alum Winery:** Kingston Family ('92, '87, '62, '60) invites you to our award-winning boutique winery in Casablanca, Chile. [princeton@kingstonvineyards.com](mailto:princeton@kingstonvineyards.com)

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### Real Estate for Rent

**255 Nassau St, Princeton.** 23 New, beautiful 2 & 3Bds/2Bth apartments, rooftop terrace. [www.carnevaleplaza.com](http://www.carnevaleplaza.com)

### Real Estate for Sale



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\$10,750,000

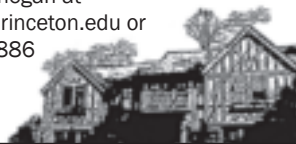
**Jonathan Hettinger '88**  
Global Real Estate Advisor | Licensed Salesperson  
212.810.4953 | [Jonathan.Hettinger@sothebysrealty.com](mailto:Jonathan.Hettinger@sothebysrealty.com)

**Paradise for sale.** U.S. Virgin Islands. 3 acres, 5 dwellings, family compound on semi private island. 1,200 feet of shoreline, pool, dock, much more. [vibeachfrontproperties.com/idx/75A-75Y-Water-Island-SS-mls\\_18-1470/](http://vibeachfrontproperties.com/idx/75A-75Y-Water-Island-SS-mls_18-1470/), '73.

## Sell to a Tiger!

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### Items for Sale

**Princeton Wedgewood Plates:** a complete set—12 vintage blue and white dinner plates, excellent condition, \$3,000. Call or text 978-228-8823, s'67 k'68.

### Positions Available

**Executive Assistant.** New York—Highly intelligent, resourceful individual with exceptional communication skills and organizational ability needed to support a busy executive. Primary responsibilities include coordinating a complex schedule, assisting with travel, and providing general office help in a fast-paced, dynamic environment. An active approach to problem-solving is essential. Prior experience assisting a high-level executive a plus. We offer a casual atmosphere in a beautiful space, working as part of an extraordinary group of gifted, interesting individuals. This is a full-time position with excellent compensation and benefits, as well as significant upside potential and management possibilities. Please email your resume and cover letter to [hlparecruit@gmail.com](mailto:hlparecruit@gmail.com). Please note that, due to the high number of respondents, we will unfortunately be unable to reply to every inquiry.

**Must love classical music.** Seeking creative entrepreneur with high energy for recognizing opportunity and developing a small but influential organization. Fascination with leadership development is essential. Must enjoy people, building relationships, and have a natural enthusiasm for networking.

Opportunity to work with top level executives of major corporations and organizations. Must be willing to occasionally travel to beautiful places. For more information check out [musicparadigm.com](http://musicparadigm.com). Submit letter and resumé to [RNierenberg@MusicParadigm.com](mailto:RNierenberg@MusicParadigm.com), '69.

### Personals

#### Seeking professional, eligible men

40–78, New England, New York, Princeton, Washington, DC., West Coast to match with our accomplished and attractive female clients. Bio & Photo: [sandy@therighttimeconsultants.com](mailto:sandy@therighttimeconsultants.com), [therighttimeconsultants.com](http://therighttimeconsultants.com), or 212-627-0121.

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## Early Master Of Hacking

By Elyse Graham '07

The first classroom in Princeton College to have electric lighting was rigged up by Cyrus Fogg Brackett, a professor of physics who had what we now call the hacker ethic. These were the days of Thomas Edison, and electricity was still the province of visionaries and amateur enthusiasts. In 1880, Brackett patched together a lighting system for his classroom using Edison's incandescent lamps, a battery system, a dynamo machine, and — because no tools yet existed for measuring electrical power — a certain amount of guesswork as to measurements. (He later invented the “Brackett dynamometer” to help Edison, a friend of his, measure the power output of generators.)

**He insisted on hands-on practice: His department opened a laboratory where students could build electron tubes, and he himself built the machines he used for practical demonstrations during his lectures.**

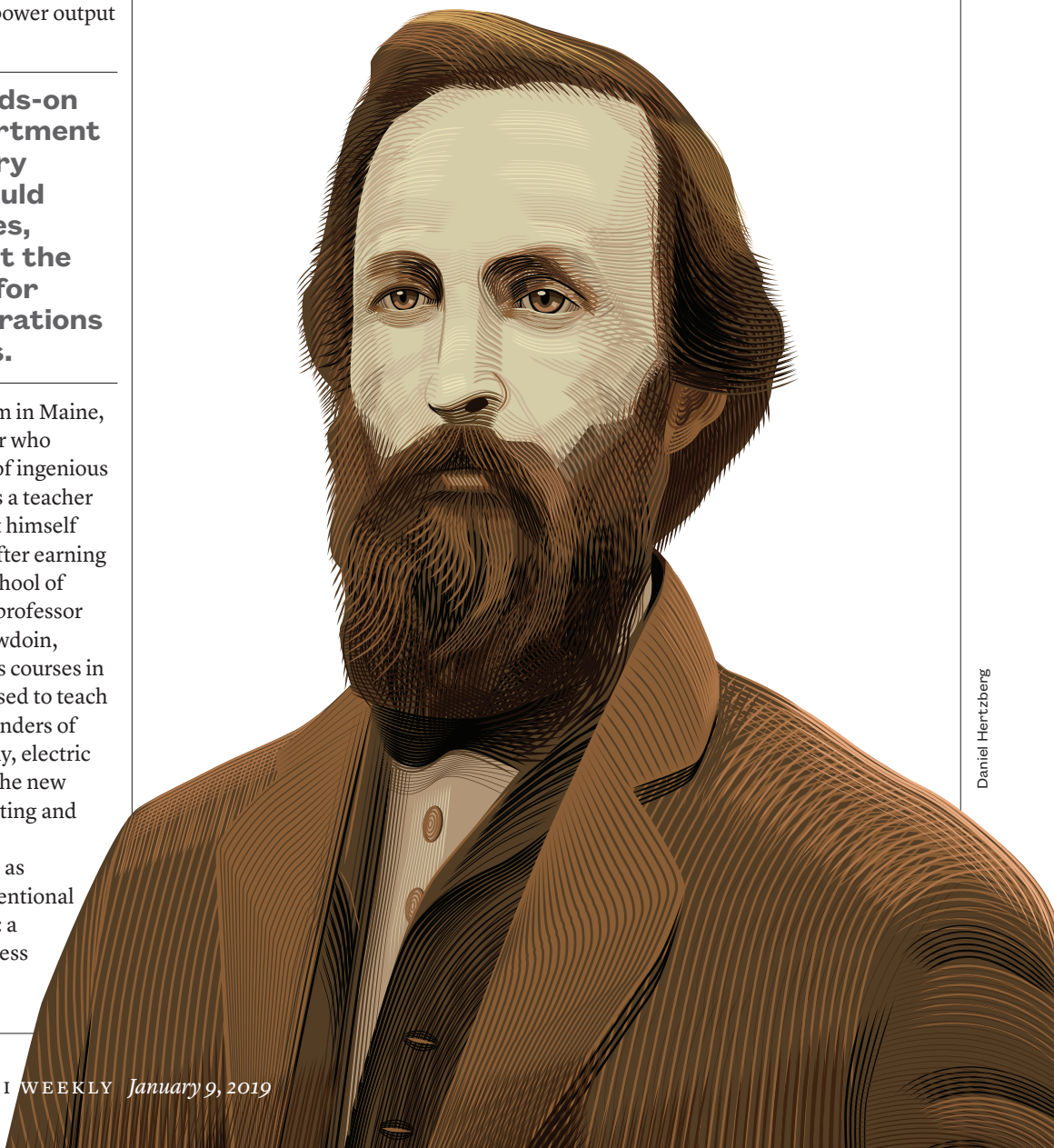
Brackett grew up on a farm in Maine, the son of a carpenter-farmer who probably cultivated his love of ingenious craftsmanship. He worked as a teacher in country schools to support himself through Bowdoin College. After earning an M.D. from the Medical School of Maine, he went to work as a professor of the natural sciences at Bowdoin, then moved to Princeton. His courses in electrical engineering promised to teach the technical bases of the wonders of the age: telephony, telegraphy, electric lighting, electro-chemistry, the new tools being developed for testing and measuring electricity.

His students recalled him as irreverent, practical, unconventional but natty in his style of dress: a bicycle suit (in a faculty of dress suits) that he somehow kept meticulously clean despite

smoking through two cigars during any given class period. In all things, he insisted on hands-on practice: His department opened a laboratory where students could build electron tubes, and he himself built the machines he used for practical demonstrations during his lectures. He also set up the first telephone line in town; it connected his lab with the office of his friend, chemistry professor LeRoy McCay, in the Prospect Avenue Observatory. The two regularly competed in limerick writing; sadly, their salty limericks were not preserved.

Brackett built such a reputation as an authority on gizmos and gadgets that courts often called on him to give expert testimony in patent-litigation cases, especially those concerning

telephone systems. (He went around saying, “The lawyers say there are three classes of witnesses: liars, damned liars, and experts. I am an expert.”) The first director of Princeton's School of Electrical Engineering, even after retiring in 1908 Brackett continued to hack around in any field that took his fancy, designing optical instruments, electric batteries, and silly musical instruments. A Princeton professor who moved into Brackett's house following his death told a historian that “when he moved in, there was still in the front room a small organ that had been rigged up by the good doctor so that he could play it with his feet. It was his habit to sit in front of this organ and play his violin while he accompanied himself with the foot-operated organ.” ♦



Daniel Hertzberg





# SPRING 2019 EVENTS

**FEBRUARY 21-22, 2019**

JRCPPF 8th Annual Conference

## Radical Mechanisms 10 Years After the Financial Crisis

Microsoft Technology Center in Times Square  
& Princeton University Campus

**Keynote: Vitalik Buterin**, Co-Founder, Ethereum (TBC)

Alex Botezatu, Head of Bitfury Labs

Ananya Chakravarty, Assistant Professor, Georgetown University

Rachel Cummings, Assistant Professor of Industrial and Systems Engineering and Computer Science, Georgia Tech

Atif Mian, John H. Laporte, Jr. Class of 1967 Professor of Economics, Public Policy and Finance, Director, Julis-Rabinowitz Center for Public Policy & Finance

Robin Hanson, Associate Professor of Economics, George Mason University

Zoe Hitzig, Ph.D. Candidate, Department of Economics, Harvard University

Nicole Immorlica, Senior Researcher, Microsoft Research-New England

Aparna Krishnan, Executive Vice-President, Blockchain Berkeley

Steve Randy Waldman, Programmer and Writer, interfluidity.com

Glen Weyl, Principal Researcher, Microsoft Research and Visiting Scholar, Princeton University

Zooko Wilcox, CEO, Zerocoin Electric Coin Company

Anthony Lee Zhang, Ph.D. Candidate, Stanford GSB

Devon Zuegel, Engineer, Github

Co-sponsored by Microsoft Research

[jrc.princeton.edu/annual-conference/2019](http://jrc.princeton.edu/annual-conference/2019)

**FEBRUARY 28, 2019**

**Adam Tooze**, Kathryn and Shelby Cullom Davis Professor of History, Columbia University, author of **Crashed: How a Decade of Financial Crises Changed the World** (Co-sponsored by the Economic History Workshop)

**MARCH 27, 2019 (DATE TBC)**

**Finance Industry Panel: What's Changed Since 2008 and What's Ahead?**

**Jim Keenan**, Chief Investment Officer, BlackRock

**Scott Graves**, Co-Head of North American Private Equity and Head of Distressed, Ares Management

**Alan Blinder**, Gordon S. Rentschler Memorial Professor of Economics and Public Affairs, Princeton University

**APRIL 4, 2019**

**Dan Berkovitz '78**, Commissioner, US Commodity Futures Trading Commission

**APRIL 18, 2019 (DATE TBC)**

**Tim Besley**, School Professor of Economics and Political Science and W. Arthur Lewis Professor of Development Economics, London School of Economics (Co-sponsored by the Griswold Center for Economic Policy Studies)

**DATE TBC**

**Arvind Panagariya**, Professor of Economics and the Jagdish Bhagwati Professor of Indian Political Economy, Columbia University

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