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EXCELLENT SHEEP?

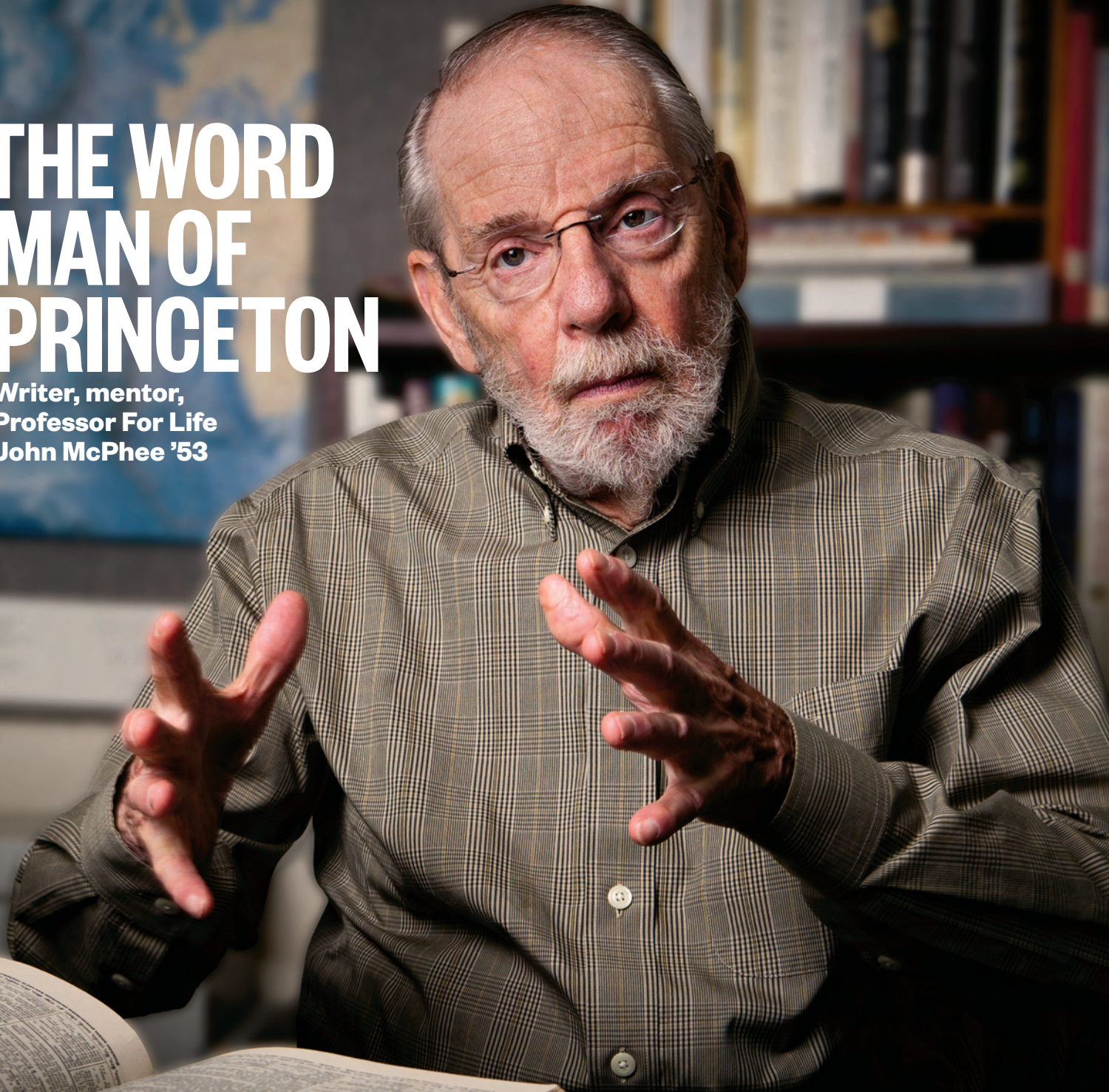
MANJUL BHARGAVA *01:
MATH AND MAGIC

GRADING POLICY
REVISED

PRINCETON ALUMNI WEEKLY

THE WORD MAN OF PRINCETON

Writer, mentor,
Professor For Life
John McPhee '53





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PRINCETON ALUMNI WEEKLY

An editorially independent magazine by alumni for alumni since 1900



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Grad Pioneer
Aliye Celik *70, the architecture school's first female student, shares her memories in PAW Tracks.



Fields Medalist
Watch a video biography of mathematician and professor Manjul Bhargava *01.



Grade Deflation
Sociologist Alex Barnard '09 reflects on fairness and justice in the context of grading.



Big History
Gregg Lange '70 looks back at some of the giants of the history department.



New Beginnings
Listen to "Second Coming of Age," from Lauren Taslitz '79's new musical.

Top: Ricardo Barros; from left: courtesy Aliye Celik *70; courtesy Simons Foundation/International Mathematical Union; courtesy Alex Barnard '09; Alan W. Richards; Grant Kessler '90

'Entrepreneurship the Princeton Way'

Completing my senior administrative team was an urgent priority in my first year as president, and I was delighted that Professor of Economics and Public Affairs David S. Lee '99 accepted the challenge of serving as our new provost. I have invited Provost Lee to offer his perspectives on an exciting entrepreneurship initiative he is overseeing and how it relates to his new role. — C.L.E.

When President-elect Eisgruber approached me in the spring of 2013 about serving as provost, I was inspired by the chance to play a central role in upholding Princeton's distinctive teaching and research mission, and supporting our faculty and students as they strive to make the world a better place.

Early in his inaugural listening tour, President Eisgruber heard from many alumni who noticed the amount of entrepreneurship activity at our peer institutions and who wondered how Princeton could encourage such endeavors here. This interest parallels conversations that have been taking place among our faculty and students in recent years.

In response, in January I created the Princeton Entrepreneurship Advisory Committee (PEAC), a group of faculty, students, administrators, and alumni with expertise in this area, chaired by a faculty superstar, Mung Chiang, the Arthur LeGrand Doty Professor of Electrical Engineering and director of the Keller Center. I asked the committee to develop a vision for how the University can best support our student, faculty, and alumni entrepreneurs in a way that is rooted in Princeton's strengths as a liberal arts institution and as a leading research university. In short, I asked PEAC how we could — to borrow a phrase from Professor Chiang — do "entrepreneurship the Princeton way."

While the committee is still in the midst of its work (learn more at www.princeton.edu/entrepreneurship), I am pleased to provide a short preview of how PEAC has approached this question, and of the perspectives its members are adopting as they consider recommendations going forward.

In their view, entrepreneurship is not narrowly defined by just the motivation of commercializing a new technology or creating a startup that can be sold for a lot of money in a short period of time. Nor is it so broad as to encompass "thinking about something new," which of course is the everyday business of our University.

PEAC defines entrepreneurship as the endeavors that "initiate transformative changes through risk-taking organizational actions with relatively limited resources." The members view entrepreneurship as describing something broader than a career path focused on business enterprises: They see it as being defined by the adoption of a particular mindset, the kind that was surely instrumental in the inception and success of Amazon.com (Jeff Bezos '86) or Teach for America (Wendy Kopp '89), which was born from a Princeton senior thesis.

PEAC sees the goals of entrepreneurial thinking taking place not only in founding startups, but also joining early-stage companies, or innovating within large corporations, governments, or NGOs, with the common thread of being motivated by making significant, positive changes happen.

Another theme from the committee's work is the idea that the University ought to focus not on supporting the success of projects per se, but instead on investing in the long-term entrepreneurial potential of our people. Providing outlets for entrepreneurial experiences can enhance our core teaching mission — spurring creativity and innovation, while giving students character-building opportunities for persisting through the inevitable failures that are a necessary part of entrepreneurial activity.

Finally, another key factor is the importance of building collaborations within our community of Princetonians, both on campus and beyond. Princeton does not have business,



Provost David S. Lee '99

law, or medical schools, and so it is true that business plans, intellectual property law, or biotech startups have not been naturally in the core of our vocabulary. But we do have a university that acts as one school, continually striving to increase and enhance the interactions among our world-class faculty and students in our close-knit community. I am hopeful that PEAC will be able to propose the best way to

draw upon the expertise of the experienced entrepreneurs among our famously loyal alumni to create a supportive and accessible network for our students while they are on campus and well after they leave. Indeed, I have seen the Princeton alumni advantage in action in the deeply engaged and committed work of PEAC, which includes an all-star alumni cast of prominent business leaders, entrepreneurs, and teachers (Lynda Clarizio '82, John Diekman '65, Chris Kuenne '85, Deborah Quazzo '82, Gordon Ritter '86, and Peter Wendell '72).

As the committee members have warned me, their work is itself entrepreneurial in nature. Creating an environment for "entrepreneurship the Princeton way" may have risks and will not be quick or easy. It is unlikely to go exactly as planned and will require experimentation and perseverance. But consider the prospect of exposing our students to a completely different mode of thinking and establishing a new channel that brings together the special talents and creative energy of our faculty and students — with the help of our dedicated alumni — for the purposes of making a positive difference in the world now and in the future. What could be more Princeton than that?

Inbox

SEXUAL-MISCONDUCT POLICIES

Once upon a time, our beloved University, *in loco parentis*, regulated the lives of its young men in terms of the Chapel rule, parietals, and the like. In the present, “modern” era, with gender-neutral dorm rooms and common baths, it strikes me that (for better or worse) society has moved on regarding regulation of individual behavior. Perhaps ancient ecclesiastical tradition encourages the University to maintain its own internal court system, but, apart from matters of academic malfeasance (e.g., cheating on exams, plagiarism, intellectual-property theft), it is not clear to me why we do not employ the criminal and civil systems to handle sexual-misconduct incidents (On the Campus, Oct. 8).

Is it that the University has established the precedent of responsibility for its students’ behavior? Does New Jersey law ascribe to the University, as “innkeeper” of a largely residential student body, responsibility for occurrences in its facilities? We might avoid the complexities of satisfying federal regulations if we simply cede adjudication of sexual-misconduct complaints to better-qualified authorities. I expect that our lawyer brethren can educate us properly on these matters.

Peter J. Turchi '67 *70 p'90
Santa Fe, N.M.

I am writing to say how apt the heading of your recent report on Princeton’s adoption of federally mandated sexual-assault policies was.

“Fully Compliant” is the perfect description of Princeton’s cowardly, sexist, and embarrassing adoption of unconstitutional guidelines under threat of withdrawal of federal funds.

Twenty-eight Harvard Law professors have now shown what a travesty of due process and denial of basic human rights these policies represent, and are calling for Harvard to get rid of them.

Has Princeton no shame? Must Harvard lead?

Mark Davies '65 *71
Harpwell, Maine

WRONG WAY ON GRADING

I am very disappointed by the proposed discontinuance of the grading policy (On the Campus, Sept. 17, and updated in this issue), and by what seem to me to be red herrings in some of the arguments against that policy.

The result will be that Princeton’s academic quality — and reputation — will be lowered, not enhanced.

One red herring is the idea that Princeton grades are a measure of comparison with other universities. The students’ grades, however, can have reference only to standing in the course — a major factor in telling a student to what extent improvement is needed.

The idea that the instructor should best know what grade a student deserves, expressed by Professor

FROM PAW’S PAGES: 10/15/48

NOSTALGIA

Dear Sir:

To see The Northern Lights display
Their splendor over Hudson Bay;
To view Vesuvius at night
Erupting streams of lava bright;
To watch day break from Tiger Hill—
A scene that would Aurora thrill—
I’d fly ten thousand miles.

But, between Yale’s goal posts to watch soar
A football, with the winning score,
Kicked by a trusty Princeton toe
With only seconds left to go;
To see a grandson wear a key—
A small square gold one—or a P,
I’d walk ten thousand miles.
(If I were able.)

FREDERIC A. NORRIS '95
Coconut Grove, Fla.

Jerome Silbergeld, is certainly true. His statement’s implication, that no one else has a stake in that grade, is completely wrong. Princeton’s reputation is based largely on the perception that its exit standards are high.

Also beside the point is the argument that couples the grading policy to an increase of student stress. The purpose of grades is educational; they are not given to alter the psychological state of the student. Moreover, students should be aware that one is competing with one’s peers all of one’s working life. That competition is commonly pass/fail: One person gets the job, or the promotion, and the rest do not. How about that for stress?

Finally, there is the astounding argument that the grading policy is bad because it affects the recruitment of students. Does Princeton want students who are willing to work to grow intellectually, or ones who want the cachet of a Princeton education without the effort?

The reasons for a change in policy seem both weak and wrong-headed. The result will be that Princeton’s academic quality — and reputation — will be lowered, not enhanced.

William E.L. Grossman '59
*Professor emeritus, Hunter College
Manhasset, N.Y.*

Editor’s note: An expanded version of this letter can be found at PAW Online.

continues on page 8

CATCHING UP @ PAW ONLINE

Photographer Maggie Zhang '16 explored one of the world’s great street-art centers — Melbourne, Australia — with help from Princeton’s Martin A. Dale '53 Summer Award. Read about her trip and view works by some of her favorite Melbourne artists at paw.princeton.edu.



Maggie Zhang '16

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THE RULES: READERS RESPOND

ALUMNI VIEWS ON RACE AND PRIVILEGE



Lawrence Otis Graham '83's essay in the Oct. 8 issue, describing how affluence and status couldn't shield his family from bigotry, drew a large response from readers. Here are excerpts from letters, Web comments, and social-media posts; more can be found at PAW Online.

I give thanks that Lawrence Otis Graham '83 boldly put his personal account into print. On a weekend when my church in Washington, D.C., celebrated 60 years of racial integration, I was profoundly saddened by reading his article. He reminded me of stories told by friends and colleagues — the Afro-Caribbean boxer who, to avoid police detention, “dressed up” to ride his bicycle through an affluent Route 1 suburb to reach the gym where he trained; the colleague who shared how the waitress had filled in the gratuity line on his restaurant bill because “you people don’t tip”; and others.

It should greatly distress those of us who benefit from the privileges and protections of whiteness when legislatures and courts visibly shrink legal protections for the dignity and rights of people of color. But our shame should run deeper when white culture, on the street or in its elites, quietly neglects, prejudices, or condemns a person on the basis of color alone.

Mr. Graham makes clear that the petty grit of white privilege and prejudice tightly clings to the American fabric.

He offers us a disturbing but necessary wake-up call.

The Rev. John S. Kidd '72
Washington, D.C.

I was perplexed by Lawrence Graham's article about how his affluence and status failed to shield his family from bigotry. The rules his children were taught to follow to reduce the risks of being profiled were heartrending reminders of the continuing barriers they and other minorities face. But why did Graham think his achievements would insulate his son from some louts, presumably resentful of the fancy private school he attends, shouting a racial epithet at him? What did he expect school authorities whose response he found lackadaisical to do? And how was his son so seemingly unaware that, despite the post-racial milieu among his privileged classmates, some racism persists in our society?

Philipp Bleek '99
Monterey, Calif.

Great piece on how race is still so present in our lives. Thank you for sharing.

Heidi Miller '74
Greenwich, Conn.

My heart broke many times as I read Lawrence Otis Graham's article. His recollections and his son's experiences resonate with me and, I'm sure, with many blacks who believe that education and/or wealth will shield us from certain indignities. The “rules” I learned as a black child newly arrived from London were similar in intent. My parents taught me always to be polite, to never fight back, and to leave any space I used cleaner than I found it — so no one would think blacks were violent or dirty. Outraged, my heart would break as I cleaned up urine or garbage left by people who used public toilets before me. As I now teach my 11-year-old not to wear his black (Princeton) hooded sweatshirt at dusk, and other rules tailored to his current dangers, my heart breaks again. These contortions are necessary to protect ourselves and our children, but they're also hurtful.

The rules suggest that we control others' negative perceptions of us. But sometimes, racial hatred is willfully blind to your humanity and dignity, as shown by the men who verbally assaulted Lawrence's son. So I devised another, color-blind rule that I've passed on to my own son: There are damaged people who derive power from others' pain. Never forget that, but never be like them.

Andrée Peart Laney '83
Scotch Plains, N.J.

No matter how gut-wrenching and grossly demeaning the indignities Mr. Graham describes and the wisdom to his children to avoid, endure, or tolerate them, they don't match the racist brutality heaped upon African Americans in the South of my youth. Even so, the civil-rights struggle moved cities and towns like Birmingham and Selma, Ala., Philadelphia and Jackson, Miss., as well as Memphis, Tenn., from murderous racial violence to the election of black mayors — some of them multiple times. As painful as stop-and-frisk, driving-while-black, and excessive surveillance by security guards are — even the shooting of far too many unarmed black males by law-enforcement officers — they don't rise to the level of the assassination of Medgar Evers, the bombing of the 16th Street Baptist Church in Birmingham, the murder of the three civil-rights workers in Philadelphia, Miss., “Bloody Sunday” and the murder of civil-rights workers in Selma, Ala., and the assassination of Dr. Martin Luther King in Memphis. If we can't confront and solve much of what Mr. Graham describes, history will be very unkind to us when it compares our time with the 1950s and 1960s — and rightly so!

David L. Evans '66
Cambridge, Mass.

This is compelling, heartbreaking, and so important for all of us to understand. The fear and institutionalized and personal racism that persist in our society have to be called out and named. Thank you, Larry Graham, for your honest and clear-headed account.

Cathy Ruckelshaus '83
Chappaqua, N.Y.

Despite the subtitle on the cover of PAW, the point of this article must not simply be the alarming futility of protecting one's self or family. It needs to be about re-examining the value of being exceptional.

What is it about Ivy-grade intelligence that makes some of us think we can “earn” an “exemption” from exposure to unwanted characteristics of cultures of exception, but still have generous access to the desirables? Cultures of exception actually function on the basis of “needing” the exceptions. That leads to systemic behaviors to assure that (a) the need is met and that (b) the opportunity to meet the need is “protected.” Some of those behaviors are greed, paranoia, aggression, and idiocy.

Facing such behaviors, “smart” people can spot and embrace the formula of cultivating separation as exclusion. Alternatively, being raised in an environment of cultivated separation can easily create a mindset where one thinks, “I don't know how to be exceptional without being exclusive.” Those birds of a feather flock all the way to exclusionary societies.

Mr. Graham's story is one about dedicating his adult life to a world of exceptions, by the way, among mostly white rich people instead of mostly black rich people. Graham's situation started with a stipulation ... that exceptional is good. And we should ask, “For what?” Graham had thought he knew enough about being exceptional, but he now describes that he didn't. Yet someone with his means should have a better response than “The Rules.”

Malcolm Ryder '76
Oakland, Calif.

I am most grateful for the article by Lawrence Otis Graham about race and privilege. I have been in discussion with individuals and groups in Baltimore around this issue, and Mr. Graham's article is one of the most helpful things I have seen.

John B. Powell Jr. '59
Baltimore, Md.

My late husband and I, '70s-era prep school/Ivy League/Seven Sisters “Exceptional Negro” alums, home-

schooled our three sons with African and African American, mostly male grad students at Ohio State to teach biology, French, and mathematics. We traveled internationally with our sons and sent them to space camp, oceanography camp, engineering camp, etc., with an eye toward developing conscious, global citizens, judged by the content of their character. Hah!

In 1998 our eldest — twins — were barely at Princeton 30 days before “the dark one” was stopped at 10 a.m. and asked by five campus police officers to show proof of ownership of his bicycle. No one in authority thought it significant — until their father arrived. The University's response? “You are too involved in your son's life.”

Years later, at the other twin's philosophy-department graduation reception, neither faculty nor staff spoke to him, us, or his grandparents. My father turned to my husband and said, “Einstein's theory extends beyond energy. Systems of white supremacy are never destroyed, just reconfigured.”

I'm sorry your son and your family had to endure this trauma, but as the old folks say in church, “Count it all joy” ... your black son could have been shot or killed. Pace yourself; it's a very long and arduous journey bringing black American sons to safe adulthood.

Paula Penn-Nabrit p'03
Westerville, Ohio

I really appreciate Lawrence's article. His son's story helped me see “white privilege” more clearly. I am white and have always understood it to mean: “Things happen to others that don't happen to you. You are afforded a privilege of not having certain things happen.” However, it was always very abstract. Maybe the adage of it being difficult to see what you don't see is apt. But reading the rules he and his wife set for their children helped me to connect with it in a real way. When I imagined myself being given those rules or giving them to my own children, the reality of being my race was more clear. Thank you for helping me to see this.

William Stevenson '99
Manhasset, N.Y.



Photo by Denise Applewhite

Members of the Class of 2018 march in the Pre-rade following Opening Exercises

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Inbox

continued from page 3

IMPROVING RACE RELATIONS

The Oct. 8 issue is particularly interesting to me as board chair of the Princeton Prize in Race Relations, since it includes several articles relevant to our work.

The Princeton Prize in Race Relations began operating in the fall of 2003. Our mission is “to promote harmony, respect, and understanding among people of different races by identifying and recognizing high-school-age students whose efforts have had a significant, positive effect on race relations in their schools or communities” (for more information, go to princeton.edu/pprize).

In our efforts to identify and recognize high school students working to improve race relations, we find that answering the question asked in the From the Editor letter, “How close are we to the dream?” is complex.

While some conflicts are the same, some are old issues in different forms and some are completely new. We have observed that steps toward reaching the beloved community of which the Rev. Martin Luther King Jr. dreamed can take many forms. The students who are given Princeton Prize recognition consistently teach us that for good people to do nothing is not an option. Each must do what he or she can when the opportunity arises.

The Princeton Prize has recognized almost 900 students during its history. About 200 alumni and community leaders are involved in our 25 regions. Whether or not alumni engage with the Princeton Prize, it is our hope that you will work in the nation’s service to improve race relations in the way that best suits you.

Debbie Scott Williams '84
National Board Chair
Princeton Prize in Race Relations
Fairway, Kan.

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

LEARNING TO ‘SELF-TALK’

Rana Campbell '13 brings up a particularly good point (posted Oct. 3 at PAW Online): the reluctance to admit that one “might not be bright enough,” and the truth that this is a feeling all overachievers from the hinterlands feel — regardless of color — when they get to an Ivy school. You realize

upon meeting your new Ivy classmates that you're no longer necessarily the brightest one in the room. And to be of color (black or brown) means you probably don't have that easy, prep-school cohort to commiserate with and "put it into perspective."

I have found that, in business, the strongest person in a negotiation is the one who's willing to walk out of the room. The relevance here is that adopting that position takes *beaucoup* self-awareness. Once one can achieve that, then doubts leave the room. I would advise students, regardless of color, to develop the ability to "self-talk" and, paraphrasing Polonius, be truthful to yourself. If there's one person to whom you should never lie about how you feel, it's yourself.

Richard Perea *72
Valrico, Fla.

LETTERS, PRO AND CON

I liked the two letters in the Oct. 8 issue in response to Brian Solik '84's creationist letter (July 9). Ironically, I find I'm forced to disagree with the first writer, Greg Schwed '73, who expressed his disappointment that PAW printed Mr. Solik's letter without a rebuttal. The gripe is unwarranted. By printing his letter, PAW fulfilled its obligation to Oliver Wendell Holmes and J.S. Mill: "freedom for the thought we hate." And by so doing, PAW ignited those two eloquent, literate (and, to my mind, irrefutable) ripostes from Mr. Schwed and Dr. Alan Kohn '53.

Jamie Spencer '66
St. Louis, Mo.

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FROM THE EDITOR

'Anything by John McPhee'



John McPhee '53
on campus in 1986.

The job of being PAW's editor has many perks, the best of which comes about once each year: lunch with John McPhee '53. Who would not enjoy talking about writing, stories, and ideas with one of the world's best journalists? We usually eat at a Japanese restaurant near the PAW office, but the food hardly matters — the conversation does.

On Nov. 12, McPhee will deliver a public lecture at Princeton; next semester, he will mark 40 years as a professor. Many of his students have followed his example and become world-class journalists themselves, and PAW asked one of them, *Washington Post* writer and PAW's former advisory-board chair Joel Achenbach '82, to describe what it was like to study with such a teacher (see page 28). McPhee's influence was so strong that decades later, many of the alumni Achenbach spoke with still refer to their class notes and recall McPhee's criticism — pointed but never hurtful — when they are writing. Over the years, many of McPhee's students have worked as PAW campus columnists.

McPhee's relationship with PAW began in 1952, when he took on the student-columnist job. Week in and week out — for in those days, the magazine took its name literally — McPhee wrote a full page about life at Princeton: freshman-sophomore mayhem (which McPhee managed to tell in an entertaining way despite 15 undergraduates being injured); the demise of Nassau Street hot-dog vendors; the appearance of a Fuller Brush Agency to supply mops and brooms after the University ended professional cleaning of student rooms.

How's this — reported Oct. 17, 1952 — for action: "At 12:30 a.m., Saturday, Oct. 4, some 30 sophomores attacked the room in Patton Hall of Russell Whitney '56. Whitney, president of the Freshman Council, had not only locked his door but also had nailed cross braces to the frame. The sophomores nevertheless persisted. ... Using three cubic feet of solid marble, 1955 annihilated Whitney's door, tearing the door jam from the wall.

"Meantime, Whitney had not been idle. He escaped down three flights' worth of knotted sheets and went into hiding, using the closets of trusted friends. By remaining hidden and fasting through the breakfast and lunch hours, he was able to lead his class in the traditional first-home-game march to the stadium ..."

I attended Princeton as a graduate student, and so I was not lucky enough to take McPhee's undergraduate course. But I did have a professor, Bill Glavin, at Syracuse University, who had a similar influence on his students. Years later, I brought him a copy of McPhee's book *The Founding Fish*, inscribed by the author to a fellow professor and fisherman. Time and again, Glavin had encouraged us to read the writing he so loved. Leading the list was *A River Runs Through It*, Norman Maclean's memoir about his life in a family in which "there was no clear line between religion and fly-fishing." And "anything by John McPhee." — *Marilyn H. Marks '86*

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News from the Alumni Association

The Alumni Association of Princeton University: over 85,000 served

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Joseph L. Robinson, II '04
President, Association of
Black Princeton Alumni



c. 2004

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A varsity letter-winner on the football team, Joe Robinson '04 was also known as a leader in the volunteer arena when a student. In addition to sharing the Arthur Lane '34 Award given by the Varsity Club, he also received the Allen Macy Dulles '51 Award. This award goes to the senior whose activities best exemplify "Princeton in the nation's service." While a student, Joe volunteered with six organizations for underserved children, and he created his own community service project that brought children to campus for tutoring, mentoring and tennis instruction.

Joe's commitment to service didn't stop after graduation. Indeed, it expanded to include Princeton itself. Over the past ten years, while working at Isles in Trenton, while in New York City with a real estate development firm, while at Northwestern in business school, and now while in Chicago in investment banking, Joe has volunteered for Princeton. He has been a P-grade marshal and an Alumni Schools interviewer. Perhaps, though, the bulk of his volunteer time has gone to the Association of Black Princeton Alumni (ABPA).

It began in 2006 with the first *Coming Back* conference for black Princeton alumni, which introduced Joe to the ABPA and the wide range of black alumni experiences. Joe joined the ABPA, became an officer in 2008, then President and a member of the Alumni Council's Executive Committee in 2014. As President, he played a major role in the planning of the third black alumni conference, *Coming Back: Reconnecting Princeton's Black Alumni*, held on campus October 16 through 18:

"I see the conference as a wonderful gesture. The first one in '06 was cathartic for many black alumni; the second in '09 was a celebration and laid the groundwork for the Connect initiative. And now this conference elevates the conversation, engaging black alumni as partners to share our talent and passion with the University community."

Dear Princetonians:

Extraordinary numbers of orange and black-clad Princeton alumni gathered together to reconnect with Old Nassau, meet old friends and make new ones this fall. Many thanks to all of the Princeton alumni volunteers who devoted their time and creative energy to the *Tigers Tackle San Diego* weekend in September, the *Coming Back: Reconnecting Princeton's Black Alumni Conference*, and the special events to introduce President Eisgruber to alumni living as far away as Singapore and as close as Philadelphia over the past two months.



Three Cheers for Old Nassau!

Margaret Moore Miller '80
Associate Vice President for Alumni Affairs

<http://alumni.princeton.edu/calendar/>



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reconnect are coming!*

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Christopher Eisgruber '83 in...**

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Boston	3/5/15

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Dear Princetonians:



During this second year of my term as President of the Princeton Alumni Association, I continue to **CHEER** on our 90,000+ alumni and our more than 18,000 alumni volunteers: I am delighted to **Celebrate, Honor, Embrace, Engage and Recognize** all of you and involve you as much as possible in the life of our great University. In this page in April, we **CELEBRATED** you and in July we **HONORED** you. This month, I use the theme of **EMBRACE** to echo my predecessor Henry Von Kohorn's message of inclusivity, a commitment to reach out to Princetonians from all walks of life, from the moment students march through the FitzRandolph Gate through the varied and interesting lives of all our Tigers of many different stripes.



Nancy J. Newman '78

*President, Alumni Association of Princeton University
Chair, Alumni Council*



Alumni embrace new president **Chris Eisgruber '83** in San Francisco

Alumni from ALPA embrace **Sonia Sotomayor '76** at Alumni Day

Alumni embrace the Class of 2018 at Pre-rade

Alumni embrace the new tradition of Tiger Tailgate

WHAT IS AN AFFILIATED GROUP?

In addition to connecting through your undergraduate class or graduate department and through your regional association, Princeton alumni also connect through shared affiliations. These groups offer a lively mix of interests, Princeton generations and geographic diversity, and they actively organize programs for socializing, networking and community service. The four groups are:

Asian American Alumni Association (A4P)

Association of Black Princeton Alumni (ABPA)

Association of Latino Princeton Alumni (ALPA)

Fund for Reunion/Princeton Bisexual, Transgender, Gay and Lesbian Alumni (BTGALA)

For more information go to:

<http://alumni.princeton.edu/communities/affiliatedgroups/>

Did you know...

John Chavis, Class of 1795 and a freedman, was the first African American to matriculate at Princeton; and Hiroichi Orita, Class of 1876, is believed to be the first Asian student to graduate from Princeton.

On the Campus



The fall coloring of a lone leaf contrasts with the artificial turf of Bedford Field, the home of Princeton field hockey. The field honors longtime University trustee Paul Bedford 1897. *Photograph by Ricardo Barros*

Grading, Unbound

Faculty vote reverses 10-year policy setting targets for limiting A-grades

It's official: On Oct. 6, the Princeton faculty overwhelmingly voted to end the 10-year-old grading policy that set numerical targets for A-grades.

Instead, beginning with the current term, students will be graded according to "well-defined and meaningful standards" set by each individual department. Dean of the College Valerie Smith said her office is working with departmental representatives and hopes to have all standards in place by the spring semester.

Ending the targets — which were an attempt to reverse the national trend of grade inflation — was recommended by a faculty committee created by President Eisgruber '83 last fall.

A handful of faculty members voted against changing the grading policy, including molecular biology professor Elizabeth Gavis, who said she voted against it because no clear-cut strategy to control grade inflation and minimize grading disparities between departments had been presented.

Several faculty members voiced concern that the end of University-wide numerical grading targets could cause some students to choose majors and classes in departments that are more lenient with grading.

"What I would like to see is our students falling in love with a question or a field, as opposed to going for the most optimal grading benefit," said ecology and evolutionary biology professor Lars Hedin.

However, Smith said she doesn't anticipate that students picking majors based on grading will become a problem.

"Numerous factors drive a student's choice of major," Smith said after the meeting. "Some students stick with what they said they wanted to do when they came to Princeton; some students discover their intended field is not for them; and some students have personal epiphanies — a seminar or general education course that changes their

perspective and sets them on a new path. The key is for students to choose work that engages their imagination and expands their intellectual horizons."

Each fall, the faculty Committee on Examinations and Standing will review grading results and report its findings to the faculty.

Engineering professor Clarence Rowley '95, who chaired the ad hoc committee, said he expects that grade-point averages will rise a bit, but he doesn't expect grade inflation to be as dramatic as in the past. Between 1974 and 2003, A-grades at Princeton increased from 30 percent to 48 percent of all grades.

"If over time we were to see departments or programs whose grading patterns were notably outside the norm, then we would want to have a conversation with them about their standards and whether their faculty are, in fact, grading according to those standards," Smith said.

University officials said that the policy change will not affect the grades of current students who took courses while the old policy was in effect. However, Princeton will attach a letter detailing the previous policy and its repeal to the transcripts of sophomores, juniors, and seniors. ♦ By A.W.



@ PAW ONLINE

In an essay, Pyne Prize recipient Alex Barnard '09 expresses

disappointment with the end of grade deflation, which he says "reflected deeper principles of justice."



OLD MEETS NEW

Rave Shakes Up East Pyne

As part of Princeton Arts Weekend, East Pyne Courtyard was transformed last month from the serene, scholarly home of classics and language concentrators into a rave — a dance party set to electronic music. Flashing colored lights and shifting geometric shapes splashed across the walls of East Pyne as students sporting fluorescent face paint and glow-stick necklaces bobbed and swayed to the throbbing bass line.

The event featured electronic-music performer Robert DeLong, who combined furious guitar- and drum-playing with contagious dance beats. Members of PLORk, Princeton's laptop orchestra, accompanied DeLong on a song, and several seniors designed the lighting and video projection mapping. ♦ By Ellis Liang '15

From top: courtesy Alex Barnard '09; Beverly Schaefer



Q&A: JAMES A. BAKER III '52

'A Long, Hard Slog'

The former secretary of state talks about fighting ISIS, perhaps with Iran's help

James A. Baker III '52, former secretary of state (1989–1992) and treasury (1985–1988), returned to campus in October to deliver the inaugural lecture of the Sharmin and Bijan Mossavar-Rahmani Center for Iran and Persian Gulf Studies. He spoke with PAW about Iran and the Mideast.

The fight against ISIS looks like another example of asymmetrical warfare. What would victory over ISIS look like?

President Obama defined it when he said that our goal is to degrade and destroy ISIS, but we're going to have a really tough time. These people are smart, they've acquired a lot of resources, and they're committed. They're brutal, of course, but they're good fighters. I do not think

we are going to be able to degrade and destroy them with airstrikes alone. We'll at least need to have special ops forces on the ground to guide the airstrikes and to help the Iraqi army, which so far has not proven to be of much use. So it's going to be a long, hard slog.

Why has it been difficult to build a coalition to fight ISIS?

We haven't been able to get anybody to put troops on the ground. We talk about training the moderate Syrian opposition, but that's a pipe dream. First of all, I don't know how you identify them, and if we were going to do it, we should have done it two or three years ago. It's good that we have some of the Sunni Arab nations willing to fly air sorties, but we need to find coalition partners who are willing to

put troops on the ground, because you can't take territory from the air.

Would the American public support sending our troops back into Iraq?

No, and I'm not suggesting that we do that. This really should be the Sunni Arabs' fight, but the truth of the matter is that it is more and more a huge civil war between the Sunnis and the Shia. Sending in large numbers of American troops would be a mistake, and I don't think the public would accept it.

It is in Iran's interest as well to defeat ISIS. Is there an opportunity to find some common ground with the Iranians?

If you accept that winning this war will require troops on the ground, that we don't have any available, that Turkey is not willing to put troops in, and that the Gulf states don't have that many troops to send, I'd much rather have Iranian troops in there fighting ISIS than I would American boys and girls. The Iranians helped us in Afghanistan in 2001, so it's not beyond the realm of possibility that they could do it again.

If we did work with the Iranians against ISIS, it would have to be done very quietly, because we would lose our Sunni Arab allies and it would create a firestorm in Congress. But I would be surprised [if] we weren't working in concert with Iran right now at some level.

Does the new government in Iran provide an opportunity to improve relations?

I think the new Iranian government needs to be tested. President Rouhani says a lot of the right things, but unfortunately the real power in that country still resides with the ayatollah. I, for one, have been very much in favor of talking to the Iranians. If the negotiations don't work, and if our intelligence and military people come to us and say they're about to develop nuclear weapons, then we need to do what we need to do. And that means probably using military force to take those facilities out. ♦ *Interview conducted and condensed by M.F.B.*



READ MORE: The full Baker interview at paw.princeton.edu

A Year of Growth

Success of venture-capital investments helps spur endowment's 19.6% return

The University's endowment enjoyed an investment return of 19.6 percent in the fiscal year ending June 30, reaching an all-time high of \$21 billion, the Princeton University Investment Co. (Princo) announced in mid-October.

Driven in part by the success of venture-capital investments made many years ago, the endowment climbed \$2.8 billion from a year earlier. The actual investment return before spending from the endowment was about \$3.5 billion.

The endowment growth puts the average annual increase in the value of the endowment over the past decade at 10.5 percent, and for the past 20 years at 13 percent.

Princeton's endowment return for

2013-14 was the second-highest among Ivy League schools, behind Yale's 20.2 percent.

A retreat in the financial markets last month reduced the endowment's value by a few percent, said Andrew Golden, president of Princo. "The new fiscal year is off to a little bit of a rocky start, so we've suffered oh-so-slight losses," Golden said in an interview.

Despite the October market decline, Golden expressed confidence in the University's portfolio. He noted that in

"It would be unreasonable to think the next two decades would be as strong as the last two."

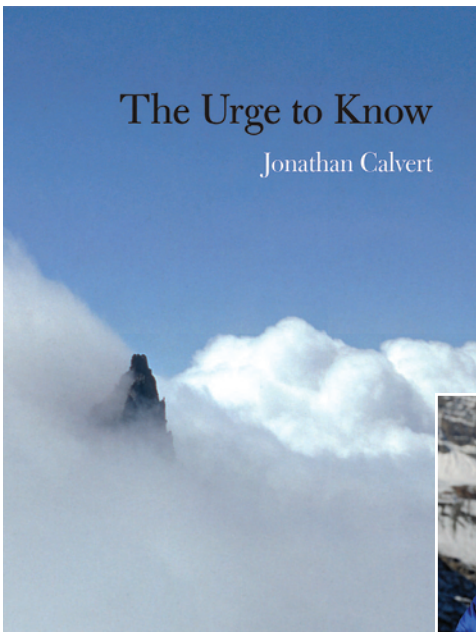
— Princo president Andrew Golden

the last year, venture-capital investments grew by 42 percent. Six companies — four from the venture-capital portfolio and two public biotech firms — that were worth \$225 million at the beginning of the fiscal year had an average return of 200 percent in the last fiscal year.

Venture-capital funds invest in companies in their early years, and record gains when the companies are sold or sell shares at a higher valuation.

Golden said Princo's investments in specific companies and trends should serve it well "regardless of what goes on in the markets."

The University's endowment seeks to allocate 9 percent of its funds to U.S. stocks; 6 percent to stocks in foreign developed countries; 10 percent to stocks in developing countries; 24 percent to a category called "independent return," firms that make bets on specific companies or strategies; 25 percent to private equity (investments in private companies); 21 percent to real assets, which include real estate and natural



The Urge to Know

Jonathan Calvert

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THE URGE TO KNOW

By Jonathan Calvert, Princeton '53

From Calvert's first sight of the Matterhorn, in 1953, he developed a lifelong passion for natural beauty and adventure. For well over 50 years Calvert climbed, trekked, sailed, kayaked, and dog sledged in wild places across the globe.

The Urge to Know is a record of his adventures told through memoir, journals and photographs. Calvert has climbed the world's most challenging mountains in Alaska, Argentina, France, Switzerland, Austria, Kenya, Tanzania, Turkey, Russia, and Nepal. He has trekked in many of the same countries and Tibet, Mongolia, Bhutan, Sikkim, and Pakistan. He has kayaked in Greenland, Spitzbergen and the Antarctic. He made "the Shackleton Crossing" of South Georgia Island.

Jonathan C. Calvert, was born in Boston, and moved to San Antonio, TX, at an early age. He graduated from Princeton in 1953, majoring in history and received the American History Prize.

Calvert worked in the investments business in NYC and Chicago and many years in San Antonio.



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resources; and 5 percent to fixed income and cash. For the most part, the endowment's actual allocations closely match the targets, though private equity is overallocated at 32.3 percent.

In the year ending June 30, the highest-performing asset group was private equity, which returned 28.8 percent. That was followed by U.S. stocks (26.6 percent); developing-country stocks (24.2 percent); developed-country stocks (20.3 percent); real estate and natural resources (14.9 percent); independent return (10.9 percent); and fixed income and cash (.4 percent).

Over the past year, Golden said, roughly \$900 million flowed out of the endowment for spending and other matters.

While Princo will continue to seek double-digit returns, "it would be unreasonable to think the next two decades would be as strong as the last two," he said. "That's not what the probabilities would suggest." ♦ *By Zachary Goldfarb '05*

Princeton University Archives



Revisiting the Vietnam Era

More than 1,000 people demonstrated outside of Nassau Hall to end the University's relationship with the Institute for Defense Analyses in an anti-Vietnam War protest May 2, 1968. The photo is part of a new exhibition at Mudd Library titled "Suits, Soldiers, and Hippies: The Vietnam War Abroad and at Princeton." The exhibit, which runs through June 5, includes transcripts of private conversations of presidents and policymakers, magazine articles and pamphlets, and photos of student rallies and protests. Included are shots of Commencement in 1970, when many students chose to forgo caps and gowns while carrying anti-war signs; and a photo of the Triangle Club's controversial performance of *Call a Spade a Shovel* in 1969. ♦



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– Mark Davies, Educational Technology Coordinator,
and Innovation Team member



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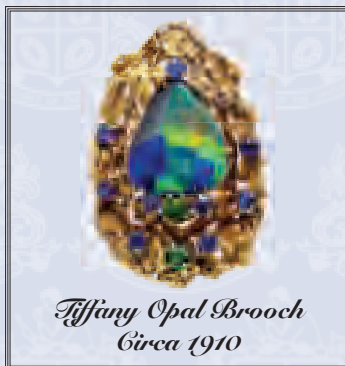
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On the Campus



STUDENT DISPATCH

The Downside of New Grading Policy: No More Excuses for Poor Grades

Louise Connelly '15



In the social-media response to the repeal of Princeton's grading policy, one tweet stood out: "Grade Deflation's End Leaves Students Looking for New Ways to Rationalize Failures." The quip, posted by *The Princeton Tiger's* Twitter account @tiger magazine, was suitably sardonic for the humor magazine, but also may have captured the thoughts of many students.

"Now we won't have an excuse for our bad grades," said Joshua Miller '16, an economics major who expressed concern that the faculty's vote on grading would not change the ways in which his department grades exams. "We won't have the caveat of grade deflation to go along with our junior and senior years."

At the same time, students welcomed the end of numerical targets for A-grades, which the faculty committee on grading said were "too often misinterpreted as quotas" and, as a result, led to increased anxiety and competition on campus.

"I think that is a bonus in that during my freshman year, I haven't had to feel that sense of rivalry," said Brandon McGhee '18. "I've always felt like I could go to my friends and ask for help when needed."

Justine Hamilton '17, who plans to major in ecology and evolutionary biology, also was relieved to see the policy revoked. "I think grade deflation is better off repealed to take away resentment against the grading system in general," she said, "though it will probably not affect grades to a large degree."

That expectation seemed to be supported by *Daily Princetonian* interviews with 43 professors following the faculty's vote to change the grading policy. According to the *Prince*, 19 said the change would not affect their grading, 17 said it would have an effect, "but not so much"; and seven said it would affect their grading.

Comments on the *Prince's* website were divided. Some predicted that a more lenient grading policy would work against students' long-term best interests. Other commenters said they believed that even with the implementation of the new policy, Princeton will be grading more rigorously than its peer schools.

"Because Harvard and Yale are known for their grade inflation, people take it with more of a grain of salt, whereas at Princeton they know you work hard for it, and they'll be OK with a B because they know it's the hardest school in the country," Nicole Katchur '17, a prospective molecular biology major, told PAW. ♦

IN SHORT

Professor **PAUL KRUGMAN**, a Nobel laureate in economics and a *New*



York Times columnist, drew a full house in McCosh 50 and two overflow lecture halls for an Oct. 6 lecture about Europe's recent economic crisis. The renowned economist

will be retiring from Princeton and joining the faculty of the Graduate Center of the City University of New York at the end of the academic year.

Among the lessons that Krugman said can be drawn from the European crisis: Policy should reflect what we have learned, not ignore it. "Against stupidity, the gods themselves contend in vain," he said, referencing the philosophy of Friedrich Schiller. Policymakers have not just ignored much of what could have been

learned from the last 80 years, Krugman said; they've also ignored lessons from the past five years to avoid another recession.

The University has created the Center for Statistics and Machine Learning, designed for students of any major who have a strong interest in **DATA ANALYSIS** and its application across disciplines. Students can earn an undergraduate certificate. John Storey, a professor of molecular biology and the center's director, said it's important for students to be able to "become literate in data analysis, regardless of what your major is."

A new University staff member will advise faculty and student **INVENTORS AND ENTREPRENEURS** on finding commercial uses for their research and helping them to create startups. W. Bradford Middlekauff began work last month as the first executive in residence at the University's Office of Technology Licensing. Middlekauff previously worked at technology-

related spinoff companies at Yale and Dartmouth.

Through Jan. 25, the Main Gallery in **FIRESTONE LIBRARY** is presenting "Nova Caesarea: A Cartographic Record of the Garden State, 1666-1888," commemorating the 350th anniversary of the naming of New Jersey. From Colonial times through the 19th century, these maps — including coastal charts, road maps, early state maps, and New Jersey's first county atlases — have charted the history of the state and its people. A companion online exhibition is at <http://library.princeton.edu/njmaps>. ♦



From left: AP Images; detail: Everts & Stewart, Combination Atlas Map of Mercer County, New Jersey (1875), Historic Maps Collection



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On the Campus



Catching Rays

Solar field results 'better than expected'

The forecast remains sunny for solar energy at Princeton, two years after its 27-acre solar field began catching rays.

The 16,500 photovoltaic panels installed off Washington Road produced 5.3 percent of campus electrical consumption for the last academic year. Though this was less than the 5.8 percent estimated in 2012, results were "better than expected" considering last year's harsh winter and an increase in campus electricity use, according to Thomas Nyquist, executive director of facilities engineering.

Since the installation opened in the fall of 2012, it has reduced the University's emissions of carbon dioxide by 6,183 metric tons — the equivalent of taking 1,090 cars off the roads for a year. Solar energy represents about 5 percent of the carbon reductions needed to meet the University's 2020 sustainability goals.

The payback time for the \$28 million field originally was estimated at eight to 10 years, but Nyquist said that estimate is now 10 to 12 years. The University is able to sell energy credits based on the amount of solar energy it generates. Solar-energy credits, which trade like commodities, were valued at about \$350 for one megawatt hour in 2012, but recently have been trading for about \$185. ♦ *By F.H.*

Protecting Free Speech

Professors see high stakes in battles over campus limits on open expression

Is academia still a bastion of free expression? That was the question considered by a panel of professors who expressed concern that as universities emphasize civility in academic discourse and hire administrators in greater numbers than faculty, the American academy is taking on an increasingly corporate identity.

“Civility is the new code word to rein in free speech in the name of academic freedom ... it is part of a larger attack on the university as we once knew it,” said Joan Scott, professor emerita at the Institute for Advanced Study. “What is at stake in this new culture of civility ... is the pride we once took in higher education.”

The panel was convened Oct. 6 to discuss the revocation of a job offer to Steven Salaita by the University of Illinois at Urbana-Champaign following a series of tweets he made that were critical of Israel’s actions during the recent Gaza conflict.

Also participating were Princeton professors Anthony Grafton and Eddie Glaude Jr. ’97 and Columbia professor Joseph Massad. (The event was moderated by history and Near Eastern studies professor Max Weiss, who a few days later was immersed in his own controversy related to speech and Israel; he said that his name had been vetoed as a possible panelist addressing the Israel-Gaza war because of his views.)

The Salaita panelists agreed that the University of Illinois mishandled the

“Civility is the new code word to rein in free speech in the name of academic freedom.”

— **Joan Scott, professor emerita, Institute for Advanced Study**

case and that the incident, as Glaude put it, offers “a point of entry to a broader set of issues.” He maintained that the line between civil and uncivil discourse was ambiguous. “Being an African American,” he said, “I’ve consistently encountered noxious views about race within the academy.”

A sharp rise in the number of college administrators relative to faculty members is partly responsible for the way the American academy now is perceived, Grafton said. The university has come to be seen “as a corporation rather than an institution with its own traditions of autonomy,” he said.

While the panel acknowledged the difficulty of reversing these trends, Grafton suggested that those in higher education must begin by explaining “why we need freedom. If we don’t make that case, I think we can see the shape of the future.”

An audience member asked why no professors had been invited who disagreed with the panelists’ views on the Salaita case. “Fair and balanced isn’t always the way,” Scott said. “It isn’t always ideal.” ♦ *By Jasper Ryckman ’15*

DINING ON THE GREEN



LAUREN BUSH LAUREN '06 toasted the Class of 2015 as more than 450 seniors dined on Cannon Green Oct. 5 and donated \$1,000 to support the FEED Foundation, a nonprofit co-founded by Lauren to combat world hunger and malnutrition. “If you believe in something and you have a great

idea that’s not being done in the world, see it through because it can make a massive impact,” Lauren told the seniors. ♦ *By Ellis Liang ’15*

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BASKETBALL

The Next Generation

Men's basketball leans on young scorers; women's team aims to improve defense

What will the men's basketball team look like without T.J. Bray '14?

"When I first got here, it was 'how in the world are you going to replace Kareem Maddox ['11]?' men's basketball head coach Mitch Henderson '98 said. "Then it was Doug Davis ['12]. ... Now it's 'what are you going to do to replace T.J.?"

"We've had a history of really good players. That's not going to change," he said. "I think good players are going to keep rising."

Though Princeton will miss Bray and the sharpshooting Will Barrett '14, who averaged a combined 28.3 points per game last year, Henderson has plenty of talent on the rise. Forward Hans Brase '16 finished second on the team in scoring as a sophomore, and the Tigers

also return last season's Ivy League Rookie of the Year, Spencer Weisz '17, who played in every game and scored the most points by a Tiger freshman since 2009.

Weisz impressed Henderson on both ends of the court, scoring 8.7 points per game and grabbing 10 or more rebounds three times — an indicator, the coach said, "of somebody who does all the little things well."

The little things made a difference last winter, when Princeton accumulated an 11-2 nonconference record but posted a mediocre 8-6 mark in the Ivy League. Henderson said that in the competitive Ivy season, four or five plays can significantly change a team's fortunes; winning, he said, comes from "just having the courage to be able to make those plays go your way."



Blake Dietrick '15

While the Princeton women lost reliable scorer and rebounder Kristen Helmstetter '14, the rest of last year's starters will return. Like the men, coach Courtney Banghart's team had no trouble scoring points last season but had uncharacteristic struggles in Ivy play, largely due to defensive woes.

"We weren't as focused on the defensive end as we needed to be because we were focused on the offensive end," Banghart said. "I've always been under this expectation that the best defensive team in the league wins."

Not that last year's defense was all bad news: Forward Taylor Williams '16 looks poised to shut down opponents after leading the team with 38 blocks, and the team will benefit from the return of Mariah Smith '15, a guard who missed all but seven games due to injury last season.

Meanwhile, the offense will hope to pick up where it left off. Blake Dietrick '15 put up 14.3 points per game last year and helped the development of younger players such as Alex Wheatley '16, who averaged 10.2 points per game.

Complementing the experienced core are newcomers with serious basketball pedigrees. Tia Weledji '18's father is a basketball coach who played for the Cameroonian national team. Leslie Robinson '18's father, former Princeton basketball star Craig Robinson '83, has prepared his daughter well, Banghart said: "She's been in the gym a lot, and it shows."

The women will play their first two games on the road before their Nov. 19 home opener against Drexel. The men's team tips off its season at Jadwin Gym against local rival Rider Nov. 14. ♦ *By Stephen Wood '15*



Hans Brase '16

Photos: Beverly Schaefer

Julie Shackford, left, talks with assistant coach Esmeralda Negrón '05 before the Tigers' Oct. 11 win over Brown.



EXTRA POINT

After Two Decades, 'Shacks' Is Saying Goodbye to the Team She Built

Brett Tomlinson



"Expect the unexpected."

In 20 seasons at Princeton, Julie Shackford has made that a mantra of sorts for the women's soccer program. But she still surprised her players — present and past — when she announced in August that this season would be her last.

Whatever sadness came with the news seemed to lighten, Shackford said, when she explained her reason for walking away: She is getting remarried in July and moving, with her three middle-school-age children, to northern Virginia, not far from where she grew up.

Still, to alumni, the idea of a team without Shackford — or "Shacks" — seems hard to grasp. "She really does

tie the program together," said Sarah Peteraf '09. "You feel like you have some of the same blood running through you: We played for Shacks."

Dana DeCore Falconi '00, a co-captain of the first Tigers team to reach the NCAA Tournament under Shackford, said that the program has always mirrored its coach. "She saw in us the qualities, I think, that she has — that grit, that competitiveness, that toughness," Falconi said.

Having 22 gritty, competitive players on the field at the same time made for interesting practices, said Kelly Sosa '02, who recalled with a laugh that some scrimmages had to be cut short to keep them from getting out of hand. But Shackford balanced the intensity with fun, Sosa said, and the result was a tight-knit, winning team.

Princeton won four Ivy League titles between 1999 and 2004 while earning six consecutive NCAA postseason bids. In 2004, the Tigers reached the Final Four — the only Ivy team to do so in a 64-team NCAA field — and Shackford was named the national women's soccer coach of the year. Since then, she's added two more Ivy championships, and as of late October, her team was vying for another.

Shackford said that because she knew this year would be her last, she's been able to shrug off the stress of minor setbacks and focus on enjoying the moment. "There's an element of freedom to it," she said. "It's really the way you should coach every year." ♦

SPORTS SHORTS

Connor Michelsen '15



Connor Michelsen '15, starting in place of injured quarterback Quinn Epperly '15, threw for 367 yards and two touchdowns to lead **FOOTBALL** in a 27-16 win over Brown Oct. 18. Matt Costello '15 was on the receiving end of both touchdown passes for the Tigers, who opened the Ivy League season 2-0.

WOMEN'S CROSS COUNTRY standout Megan Curham '17 finished second in her race at the Pre-

Nationals Invitational in Terre Haute, Ind., Oct. 18. Princeton placed sixth in the team standings of the blue race, which included more than half of the 75-team field.

MEN'S LIGHTWEIGHT CREW won its second consecutive men's lightweight-eight title at the Head of the Charles Regatta Oct. 19. **WOMEN'S LIGHTWEIGHT CREW** led the field in the lightweight four with coxswain.

The **ATHLETICS DEPARTMENT** will celebrate 150 years of intercollegiate sports at the University on Nov. 22, the anniversary of Princeton's first baseball game, an 1864 win against Williams College. The day's events include men's basketball vs. University of the Incarnate Word at 11 a.m., football's finale against Dartmouth at 1 p.m., and women's hockey vs. Clarkson at 4 p.m.

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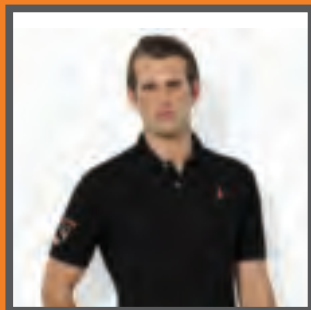
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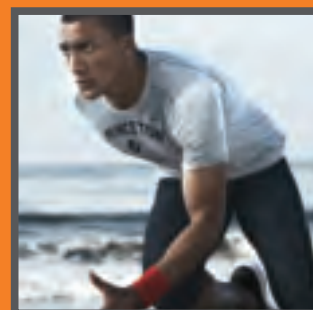
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Life of the Mind

Q&A: MIGUEL CENTENO

We're in This Together

How the interdependence of globalization has added risk to our lives

When a volcano erupted in Iceland in 2010, sending plumes of thick ash into the sky, the effects rippled across the world. Flights over Europe were canceled for six days. Industries worldwide were impacted, from fashion houses to electronics companies.

The effects on economies far from Iceland are byproducts of the global interdependence that has taken hold in the last 30 years, says sociology professor Miguel Centeno. Complex systems have evolved that control our food supply, air travel, and banking, and while these systems have boosted efficiency, an isolated event quickly can turn into a worldwide crisis. Centeno spoke to PAW about an interdisciplinary group of 30 Princeton scholars he has brought together to better understand the nature of that risk.

Your research group, "Global Systemic Risk," is examining the downsides of so many of our systems being interconnected. Why?

The interdependence of these massive global interactions and structures has grown exponentially since the 1970s, and it threatens political, economic, and financial systems that affect citizens of every nation. There are billions and billions of interactions, all happening at amazing speeds. By a standard of efficiency and effectiveness, all of this makes sense, but you are paying for that efficiency. We need to step back and say: Are we comfortable with this?

How does this interdependence affect the world's food supply?

Take Puerto Rico, for example. It usually has only two weeks' worth of food. Is it more efficient for Puerto Rico to import much of its food? Yes, but it is more fragile if something goes wrong — if, say, a port has to be closed because of weather.

We held a two-day conference with more than 25 scholars in October to look at systemic risk in global agriculture, and to explore what could go wrong and what we can do about it. The penetration of very cheap food undermines local agriculture. For example, Somali pirates used to be fishermen, but the fish stocks off the Horn of Africa have been thinned by industrial global fishing that goes to feed people thousands of miles away. Now the fishermen have no more fish to

catch, so they threaten the delivery of food aid.

Is the current Ebola crisis another example of this phenomenon?

If it weren't for globalization, we wouldn't have heard of Ebola. It would disappear once it had consumed its host population. Because of urbanization, it could spread to much larger host populations, and because of globalization, jump on a plane.

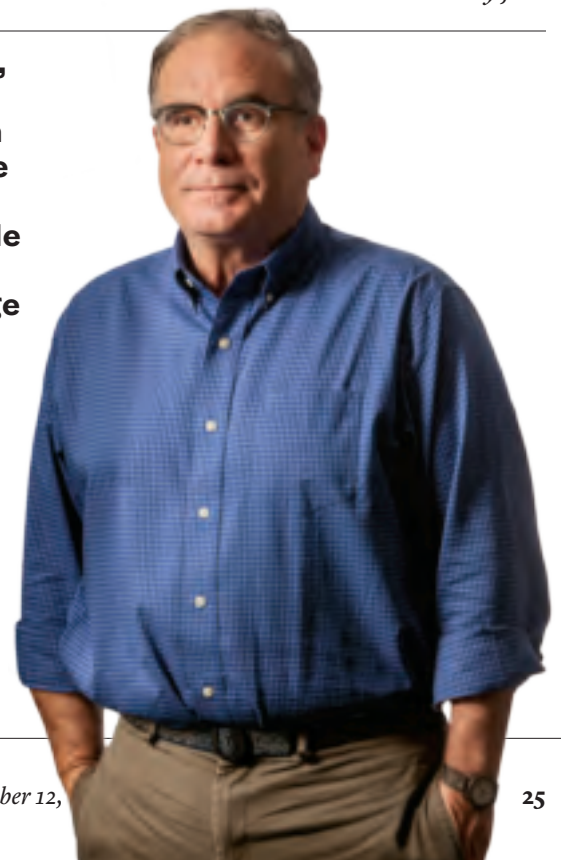
What's your biggest concern?

The Internet. It's the background infrastructure for just about everything — it is the equivalent of the widget that nothing runs without. For manufacturing, sales, and banking, one small thing can bring enough of the system down that it may be impossible to recover. You don't need sabotage — the system itself might fail. If we went back to 1975 technology, we would have to dismantle ships and planes so they could work without using the Internet. ♦

Interview conducted and condensed by J.A.

"For manufacturing, sales, and banking, one small thing can bring enough of the system down that it may be impossible to recover. You don't need sabotage — the system itself might fail."

— Miguel Centeno



ECONOMICS

Follow That Cab!

A study of labor incentives may explain why it is hard to find a taxi in the rain

Most of us have been there, standing in the rain on a street corner as a stream of taxicabs rolls by, all of them occupied. Why, we wonder, is it so much harder to find a cab when it's raining? Economics professor Henry Farber thinks he knows the reason.

Farber, who studies employment, thought that taxi drivers, who have a



Henry Farber

greater ability than most workers to set their own hours, would provide a good laboratory for examining how workers respond to earnings incentives. Farber obtained records of every cab ride taken in New York City between 2009 and 2013, a database of more than 700 million trips involving some 62,000 drivers, and combined some of that data with information about the weather.

When it rains, the data confirmed, the demand for cabs rises and the supply falls. One possible explanation of the drivers' behavior is that workers begin each day with an earnings target in mind and stop when they reach that figure. On rainy days, according to this theory, drivers would reach their earnings goal



Peter Arkle

Farber suggests that premium pricing might help alleviate the rainy-day shortage.

sooner and quit earlier, thus taking cabs off the street. But Farber's study revealed that drivers' average hourly income is consistent, regardless of the weather. Drivers have an easier time finding passengers when it is raining, but it takes longer to reach their destinations. And since earnings are tied in large part to miles traveled, the gains drivers normally would enjoy from increased demand are offset by the longer driving times.

Farber found that the number of cabs on the street is about 7.1 percent lower when it is raining. "Some drivers stop, but this is not due to their reaching their income target," he wrote. He speculates they stop working because they do not want to contend with the sloppy conditions and congested streets, all for the same average earnings they can make under good conditions: "Some drivers stop simply because it is less pleasant to drive in the rain and there is no additional benefit in continuing to drive."

Driving a cab is a hard way to earn a living, and those who do it learn quickly how to work most efficiently, Farber says. When they can't make a lot of money, smart drivers will choose to take a break or go home early; during periods when they can make more money, smart drivers will work longer. His findings tell us something about the way workers in other industries respond to earnings incentives. Unless their short-term wage rate goes up, they won't work more.

Farber suggests that premium pricing might help alleviate the rainy-day shortage. Private ride-sharing services already charge higher rates during periods of greater demand, a tactic that is designed to increase the supply of drivers. Farber suggests that if municipal cab companies emulated this model, more drivers would hit the roads on rainy days, and we wouldn't be left on a wet street corner, fruitlessly waving our arms for a taxi.

Until that happens, what advice would Farber give on a rainy day? "Get an umbrella and walk." ♦ *By M.F.B.*

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**For Princeton journalists,
praise from John McPhee
was — and is — the ultimate reward**
BY JOEL ACHENBACH '82

Writing with THE MASTER

Editor's note:
Writer and
professor John
McPhee '53, a
pioneer of literary
nonfiction, is
scheduled to give
a public lecture at
6 p.m. Nov. 12 in
McCosh 50. For
40 years, young
Princeton writers
have said they
considered their
time studying
with this master
of his craft to
be one of their
most important
and enduring
experiences.
PAW asked one
of them —
Washington Post
journalist Joel
Achenbach '82 —
to write about it.

John McPhee '53 has many moves as a writer, one of which he calls a “gossip ladder” — nothing more than a stack of quotations, each its own paragraph, unencumbered by attribution or context. You are eavesdropping in a crowd. You take these scraps of conversation and put them in a pile. Like this:

“A piece of writing needs to start somewhere, go somewhere, and sit down when it gets there.”

“Taking things from one source is plagiarism; taking things from several sources is research.”

“A thousand details add up to one impression.”

“You cannot interview the dead.”

“Readers are not supposed to see structure. It should be as invisible as living bones. It shouldn't be imposed; structure arises within the story.”

“Don't start off with the most intense, scary part, or it will all be anticlimactic from there.”

“You can get away with things in fact that would be tacky in fiction — and stuck on TV at 3 o'clock in the morning. Sometimes the scene is carried by the binding force of fact.”

The speaker in every instance is John McPhee. I assembled this particular ladder from the class notes of Amanda Wood Kingsley '84, an illustrator and writer who, like me, took McPhee's nonfiction writing class, “The Literature of Fact,” in the spring of 1982. In February, McPhee will mark 40 years as a Princeton professor, which he has pulled off in the midst of an extraordinarily productive career as a staff writer for *The New Yorker* and the author of more than two dozen books.

When the editor of this magazine asked me to write something about McPhee's class, I knew it would be the easiest assignment ever, though a little nerve-racking. It was, because most of McPhee's former students have saved their class notes and marked-up papers (Marc Fisher '80: “I've never lived anywhere without knowing where my notes from his class are”).

When I meet Rick Klein '98 at a coffee shop

David Johnson



down the block, we examine forensically Rick’s class papers and the McPhee marginalia, the admonitions and praise from a teacher who keeps his pencils sharp. McPhee never overlooked a typo, and when Rick (now the hotshot political director at ABC News) wrote “fowl” instead of “foul,” the professor’s pencil produced a devastating noose.

McPhee’s greatest passion was for structure, and he required that students explain, in a few sentences at the end of every assignment, how they structured the piece. (McPhee noted on a piece Rick wrote about his father: “This is a perfect structure — simple, like a small office building, as you suggest. The relationship of time to paragraphing is an example of what building a piece of writing is all about.”)

Rick reminds me that the class was pass/fail.

“You were competing not for a grade, but for his approval. You were so scared to turn in a piece of writing that John McPhee would realize was dirt. We were just trying to impress a legend,” he says.

Which is the nerve-wracking part, *still*. He is likely to read this article and will notice the infelicities, the stray words, the unnecessary punctuation, the galumphing syntax, the desperate metaphors, and the sentences that wander into the woods. “They’re paying you by the comma?” McPhee might write in the margin after reading the foregoing sentence. My own student work tended toward the self-conscious, the cute, and the undisciplined, and McPhee sometimes would simply write: “Sober up.”

He favors simplicity in general, and believes a metaphor needs room to breathe. “Don’t slather one verbal flourish on top of another lest you smother them all,” he’d tell his students. On one of Amanda’s papers, he numbered the images, metaphors, and similes from 1 to 11, and then declared, “They all work well, to a greater or lesser degree. In 1,300 words, however, there may be too many of them — as in a fruitcake that is mostly fruit.”

When Amanda produced a verbose, mushy description of the “Oval with Points” sculpture on campus, McPhee drew brackets around one passage and wrote, “Pea soup.”

That one was a famously difficult assignment: You had to describe a piece of abstract art on campus. It was an invitation to overwriting. As McPhee put it, “Most writers do a wild skid, leave the road, and plunge into the dirty river.” Novice writers believe they will improve a piece of writing by adding things to it; mature writers know they will improve it by taking things out.

Another standard McPhee assignment came on Day One of the class: Pair up and interview each other, then write a profile. It was both an early test of our nonfiction writing skills and a clever way for McPhee to get to know his students at the beginning of the semester.

McPhee’s dedication to his students was, and is,

remarkable, given the other demands on his time. One never got the sense that he wished he could be off writing a magazine story for *The New Yorker* rather than annotating, and discussing face-to-face, a clumsy, ill-conceived, syntactically mangled piece of writing by a 20-year-old.

He met with each of his 16 students for half an hour every other week. Many of his students became professional writers, and he lined up their books on his office shelf, but McPhee never has suggested that the point of writing is to make money, or that the merit of your writing is determined by its market value. A great paragraph is a great paragraph wherever it resides, he’d say. It could be in your diary.

“I think he loves it when students run off and become field biologists in Africa or elementary school teachers,” Jenny Price ’85 tells me. She’s now a writer, artist, and visiting Princeton professor.

McPhee taught us to revere language, to care about every word, and to abjure the loose synonym. He told us that words have subtle and distinct meanings, textures, implications, intonations, flavors. (McPhee might say: “Nuances” alone could have done the trick there.) Use a dictionary, he implored. He proselytized on behalf of the gigantic, unabridged *Webster’s Second Edition*, a tank of a dictionary that not only would give a definition, but also would explore the possible synonyms and describe how each is slightly different in meaning. If you treat these words interchangeably, it’s like taping together adjacent keys on a piano, he said.

Robert Wright ’79, an acclaimed author and these days a frequent cycling companion of McPhee, tells me by email, “I’d be surprised if there have been many or even any Ferris professors who care about words as much as John — I don’t mean their proper use so much as their creative, deft use, sometimes in a way that exploits their multiple meanings; he also pays attention to the rhythm of words. All this explains why some of his prose reads kind of like poetry.”

Just to write a simple description clearly can take you days, he taught us (once again I’m citing Amanda’s class notes): “If you do it right, it’ll slide by unnoticed. If you blow it, it’s obvious.”

We had to learn to read. One of his assignments is called “greening.” You pretend you are in the composing room slinging hot type and need to remove a certain amount of the text block to get it to fit into an available space. You must search the text for words that can be removed surgically.

“It’s as if you were removing freight cars here and there in order to shorten a train — or pruning bits and pieces of a plant for aesthetic and pathological reasons, not to mention length,” McPhee commanded. “Do not do violence to the author’s tone, manner, style, nature, thumbprint.”

He made us green a couple of lines from the

Novice writers believe they will improve a piece of writing by adding things to it; mature writers know they will improve it by taking things out.

famously lean Gettysburg Address, an assignment bordering on sadism. A favorite paragraph designated for greening was the one in Joseph Conrad's *Heart of Darkness* that begins, "Going up that river was like traveling back to the earliest beginnings of the world, when vegetation rioted on the earth and the big trees were kings. An empty stream, a great silence, an impenetrable forest. The air was warm, thick, heavy, sluggish. There was no joy in the brilliance of sunshine." (McPhee, in assigning this, wrote: "Caution: You are approaching what may be my favorite paragraph in a lifetime of sporadic reading.")

One time the young Bob Wright used the word "minced" in an assignment. In their bi-weekly office conference, McPhee challenged Bob to justify the word. Bob offered his reasoning. McPhee looked up "minced" in the hulking *Webster's*. "You found the perfect word," McPhee declared.

McPhee's career coincided with the rise of "New Journalism," but he never was really part of that movement and the liberties it took with the material. A college student often feels that rules are suffocating, that old-school verities need to be obliterated, and so some of us were tempted, naturally, to enhance our nonfiction — to add details from the imagination and produce a work of literature that's better than "true" and existed on a more exalted plane of meaning. We'd make things up. McPhee wouldn't stand for it.

Amanda remembers being called into his office one day: "I could tell something was wrong because he wasn't his usual smiling self. He had me sit down and glared at me a moment. Then he asked me very sternly whether I had made up the character I had allegedly interviewed for my paper that week about animal traps and snares — I'd talked to an elderly African American friend of my grandparents, whose snare-building skills helped him survive the Depression. Once I convinced him that Oscar was a real person, McPhee sat quietly a moment, then smiled and said it was one of the best papers he had received. Those were some of the finest words I'll ever hear."

Perhaps there are writers out there who make it look easy, but that is not the example set by McPhee. He is of the school of thought that says a writer is someone for whom writing is more difficult than for other people. Some people joke about lashing themselves to the chair to get a piece of writing done, but McPhee actually has done it, with the belt of his bathrobe.

Here's David Remnick '81, the McPhee student who is now McPhee's editor at *The New Yorker*: "You were working with a practicing creative artist, a writer of 'primary texts,' as the scholars say, but one who was eloquent, detailed, unfancy, and clear in the way he talked about essential things: description, reporting, structure, sentences,

punctuation, rhythm, to say nothing of the emotional aspects of writing — anxiety, lostness, frustration. He didn't sugarcoat the difficulty of writing well. If anything, he highlighted the bitter-tasting terrors, he cherished them, rolled them around on his tongue. But behind all that was an immensely revealing, and rewarding, glimpse of the writing life. Not the glamour or the readings or the reviews. No, he allowed you to glimpse the process, what it meant to write alone in a room."

Marc Fisher, my *Washington Post* colleague, points out that part of McPhee's magic was getting students to slow down. "He catches adolescents at exactly the moment when we've been racing to get somewhere in life, and he corrals our ambition and raw skills and somehow persuades us that the wisdom, the power, and the mystery of telling people's stories comes in good part from pressing down on the brakes, taking it all in, and putting it down on paper — yes, paper — in a way that is true to the people we meet and the lives they lead."

I doubt many of us ever took a class that resonated so profoundly over the years. Part of it was that McPhee felt invested in our later success, regardless of our vocations. You could knock on his door years later and confer with him about your writing, your personal issues, your hopes and dreams. How many teachers are willing to be Professor For Life?

These are tough times in my business, which the people in suits now refer to as "content creation." Revolutionary changes in how we consume information have created challenges for anyone who is committed to serious, time-consuming writing, the kind that involves revision and the search for that perfect word.

But I don't think anyone can obliterate the beauty of a deftly constructed piece of writing. This is particularly the case if you've written it yourself. It's like hitting a great golf shot; you forget the shanks and slices and remember the one exquisite 3-iron.

One day in McPhee's class, he praised a sentence I'd written about the Louise Nevelson sculpture "Atmosphere and Environment X," near Firestone Library. He had me read it aloud. The hook was set. I don't always think about it consciously, but that's pretty much what I've been trying to do for more than three decades — write another sentence that might win the approval of John McPhee. ♦

Some people joke about lashing themselves to the chair to get a piece of writing done, but McPhee actually has done it, with the belt of his bathrobe.



Joel Achenbach '82 is a staff writer for *The Washington Post* and the author of six books.

Joel Achenbach, left, with John McPhee at Reunions in 2013.



William Deresiewicz is the author of *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life*, and contributing writer or editor for *The Nation*, *The New Republic*, and *The American Scholar*. He taught at Yale from 1998 to 2008.



Amelia Thomson-DeVeaux '11, a Pyne Prize winner, is a freelance writer based in Chicago and a graduate student at the University of Chicago Divinity School. Previously, she was a writing fellow at *The American Prospect* in Washington, D.C.



CONVERSATION

What's College For?

Amelia Thomson-DeVeaux '11 and William Deresiewicz, on *Excellent Sheep*

William Deresiewicz has been visiting Ivy League campuses, including Princeton, to discuss his book *Excellent Sheep*, which argues that students at top colleges are too focused on their careers and are

stuck “in a bubble of privilege, heading meekly in the same direction, great at what they are doing but no idea why they are doing it.” Deresiewicz and Amelia Thomson-DeVeaux '11 met in October via Skype to discuss the issues he raised.

Amelia Thomson-DeVeaux (A.T.-D.):

I think you got two things very right in the book: that simultaneously there is very much a sense of limitlessness when you enter a place like Princeton, but this is coupled by this very deep, intense fear of failure. That's something I struggled with as a student and continue to struggle with now. I was wondering if you could talk about how places like Princeton might help students resolve that tension and learn — I think you used these words in the book — to “fail better.”

Illustrations: Serge Bloch; Peter James Field (portraits)

“There are a number of elements of this, but one of the most important is the one that you emphasized: this perfectionistic fear of failure, which is really limiting in so many ways. It’s limiting in terms of what you might do with your life; it’s limiting in terms of courses you might take because you’re afraid you might take a course that you won’t get an A in.”

— Deresiewicz

William Deresiewicz (W.D.): This is a whole culture that goes well beyond the colleges. To me, the linchpin of the whole thing is the admissions process, and as we all know, the admissions process doesn’t start six months or a year before you graduate from high school, it’s really something that shapes the whole of adolescence, if not childhood. It shapes it in the direction of this insane perfectionism because of the way colleges like Princeton choose their incoming class with a very heavy emphasis on grades and a very heavy emphasis on covering all the bases and doing everything as a leader. By the time you get to Princeton, you’ve been shaped in profound ways.

There are a number of elements of this, but one of the most important is the one that you emphasized: this perfectionistic fear of failure, which is really limiting in so many ways. It’s limiting in terms of what you might do with your life; it’s limiting in terms of courses you might take because you’re afraid you might take a course that you won’t get an A in. Everyone knows that getting into Princeton isn’t the last step, because then you have to start worrying about graduate school or post-employment opportunities, so this is a tough nut to crack as long as students are being selected this way and people have come to feel that if you don’t get into one of eight or 10 schools, you will fall into an abyss of disgrace. We can talk about things we need to do to change that — certainly, reforms in admissions. But to

me — and this was my main thrust in the book — it can start with the individual, by cultivating a space of strength and resistance in yourself that allows you to say, “I don’t care what other people think, but I’m not going to be afraid to fail.”

A.T.-D.: That’s such an interesting point. You talk a lot about this issue of status and how people are trapped by it and feel that they have to go into a particular professional track, like finance. To what extent can you continue to be ambitious without falling into the trap you describe — the feeling that you have to obtain a certain status in your life? We are a status-driven culture.

W.D.: There is a difference between wanting to achieve to satisfy external demands that originate from parents and from your environment, which you may have internalized, and the thing I want to cultivate before, during, and after college: a driven desire for excellence, when you care about something — whether it’s journalism or whatever class you’re taking — for its own sake. When you’re in that situation, I think you learn that failure is actually often useful. You learn by making mistakes, you learn by being criticized, by being corrected, and there’s no ego at stake — it’s just: “This is going to help me be better the next time.”

A.T.-D.: You talked about this a lot — how students at elite schools often feel trapped in finance and law. Is there something particular about these professions that you find problematic?

W.D.: I want to be very clear about this. I’m not criticizing any single profession or choice. I’m talking about how choices are made. I don’t honestly think that a lot of people are passionate about finance and consulting. I don’t think that there’s been a sudden surge of passion for economics in the last 20 years that can explain why it’s become the most popular major at most of the top-40 schools. Now people are talking about Silicon Valley. Is there a sudden passion for computers? This is the new lucrative, high-status career. Maybe you met a lot of people who were passionate about the law. I know that a lot of people are going to law school; it’s sort of a last resort when

they can’t think of anything else to do.

So many people have said to me, “I went to Wall Street because it was lucrative, and I thought, there’s nothing that I really care about that much, so I might as well do this.” To me, the problem is not “I went to Wall Street,” but “there’s nothing that I cared about particularly.” What kind of system is it that produces really smart, ambitious 22-year-olds who’ve had a lot of resources poured into them, but who aren’t really sure what they want — not in the good “exploration” kind of way, but in the way that they don’t know how to begin to sort out the things that they care about.

“I remember being jealous of the people I knew who were going into finance and consulting; they knew in October what they were going to be doing. There’s a kind of security there. But I also knew people who decided to become paralegals or went into consulting and discovered that they didn’t like it, and they’re now doing something else.”

— Thomson-DeVeaux

A.T.-D.: But I wonder how much of that is the experience of being 22 and being interested in different things. I remember being jealous of the people I knew who were going into finance and consulting; they knew in October what they were going to be doing. There’s a kind of security there. But I also knew people who decided to become paralegals or went into consulting and discovered that they didn’t like it, and they’re now doing something else. Do you feel like there’s really a large-scale lack of curiosity among people who are graduating from elite schools, or is it perhaps a sense of being interested in different things and choosing something relatively easy that you can leave behind pretty quickly?

W.D.: Obviously there are a lot of different people with a lot of different

stories. I'm saying that there's a lack of sense of purpose or direction. More often, it's "I am interested in a lot of things but I'm scared, and most of the things I'm interested in are risky, they don't have a big salary, a lot of status, or a path that's going to look good to the world." People are afraid, and then they see the stampede start in October of senior year: "My friends are interviewing at McKinsey and Goldman, or they're putting in their law-school applications — what am I going to do now?"

"Now I'm 25 — I'm just starting graduate school, I'm not sure if I'll want to do academia or journalism or something else completely, so you could say I lack purpose. But I don't think there's anything really wrong with that."

— Thomson-DeVeaux

A.T.-D.: In what way could Princeton present more options to students so that going into nonprofit work or politics — or any number of fields that may seem riskier — feels less scary? Now I'm 25 — I'm just starting graduate school, I'm not sure if I'll want to do academia or journalism or something else completely, so you could say I lack purpose. But I don't think there's anything really wrong with that. Academically, how can Princeton be doing any better?

W.D.: Ultimately it's about beginning — not ending — to build that kind of self that I'm talking about, so you can push back against the world when the world pushes against you. No, you don't find it by the time you graduate; the 20s are a decade for this. It sounds like you're doing this. I did it; I stumbled around, and I tried different things. The point is, first of all, you need to be willing to stumble around, and you need to be willing to say, "I don't care if I don't look as good as some of my peers do." How does a college help to do that? It seems to me there's a disconnect between the academics and the other part of it, where you build a sense of self that is strong,

independent, and creative. I haven't encountered a single college that I think is doing a good enough job. But here's the thing: Princeton has a business model that requires producing a lot of rich alumni, and they are not going to want to produce a class in which half the graduates go on to be grade-school teachers.

A.T.-D.: I did know a lot of people who were going into nonprofit work, and I knew a lot of people who were interested in politics. There was a very robust program for people who do nonprofit work right after graduation. But how can an institution tell students that one profession is better than another, or that one profession is more moral than another?

W.D.: I am not advocating for that by any means. Not only do I not think it would work, but I don't think it's appropriate. The whole point is helping people to try to take a creative, open-ended, risk-embracing approach to what they might do. You say that you had a lot of friends who did that, and I believe you. Part of the problem is the very fact that you're talking to me, and you're the kind of person you are, means you probably have a higher-than-average percentage of those friends. That's been true of other people who are graduates of Harvard or Princeton and so forth who've responded to what I wrote. I'm glad that you feel like your education helped you get out into the world and do something interesting. My ultimate goal is to rebuild public higher education so people aren't making these kinds of choices for the wrong reasons. I propose things, and I think people just roll their eyes.

A.T.-D.: Like what?

W.D.: I like the fact that there are schools that have first-year seminars where people really talk about what education is about and why they're in college, and not in a drippy way. You do it in the context of a liberal-arts curriculum that doesn't take the question of what college is for granted. I think that the prestigious schools might make the mistake of thinking, well, our kids already know what this is all about: They have high-achieving parents, they're 12th-generation college students, and

obviously they know the ropes — but maybe for that very reason, I think opening up the question is good.

A.T.-D.: Both of my parents are professors. So I assume that I am one of the kids you're talking about, who was privileged and seemed to know the ropes. When I came to Princeton I was shocked at the entrenched culture, in particular at a social scene that I felt was pretty sexist. But I figured out my intellectual and personal motivations through trial and error, and reacting to Princeton was a big part of that process. I took a freshman seminar, and I'm not sure that a differently oriented version of that seminar would help steer people away from a path toward consulting and finance.

The other thing is that I was able to graduate without debt, because Princeton gave me grants to go there. These institutions are extremely wealthy and are invested in staying wealthy, but they are also consciously trying to make their education as accessible as possible to people who would not be able to afford it. Do you think there's a way that gap could be bridged better?

"I don't want to eliminate the private universities and colleges. They have done wonderful things. But ultimately we need to revive public higher education."

— Deresiewicz

W.D.: Understood. When you're looking at it from an individual perspective, from someone like you, it looks great and it is great, and good for Princeton for doing it. When you look at it from a larger perspective, what you see is that very few people from the bottom half or even the bottom two-thirds of the income distributions ever get to a school like Princeton. Most kids don't have this opportunity. But it's also true that how much you can do it depends on what else you are spending money on, on what your priorities are.

I don't want to eliminate the private universities and colleges. They have done wonderful things. But ultimately



we need to revive public higher education. We did this once. In the book, I mentioned Nelson Rockefeller, who went to Dartmouth and expanded the State University of New York. The thinking was, you shouldn't have to go to Princeton; you shouldn't have to go to Dartmouth. Unfortunately, we don't support that anymore.

A.T.-D.: I think you are right that the more educational opportunities that are out there, the better. When I was at Princeton, there were administrators — and I am thinking especially of the president who left a year ago, Shirley Tilghman — who used their institutional power to help students create a strong sense of self. Shirley Tilghman in particular prioritized LGBT issues, and in the course of her 10 years made the campus a much friendlier place, where LGBT students felt like they were welcome and able to start the process that you describe — trying to figure out who you are. You can't do that when you feel you are in a hostile place. So I think credit is due to administrators who prioritize these issues.

W.D.: I agree with you. Higher ed has become a competitive market system. This has a lot to do with the withdrawal of public funding and policy changes where schools were forced to turn students into customers. In the past, Ivy League institutions have taken real leadership roles in higher education — whether it was Princeton many years ago under Woodrow Wilson, or Harvard in the '30s, or Yale in the '60s, they led

change that was fundamental. Probably none of this will happen now in a lasting way until schools feel that they are doing something that is going to give them a competitive advantage, or at least not give them a competitive disadvantage.

When it comes to feminist and to LGBT issues, this has a lot to do with student pressure. Students can sometimes get schools to change their policies, especially since the schools see them as future alumni. For good or for ill, they're seen as customers. Customers in the marketplace have power. What do students want their schools to do? How do they want them to change?

A.T.-D.: Dare I say it — this is an alumni magazine — Princeton's alumni have tremendous power.

W.D.: They do.

A.T.-D.: Historically, have people approached careers in a better way? You go into one of the professions because those are the options that are available to you.

“Vocation and profession have always been a very big part of what college is for. I think in some ways, my biggest argument is we're losing sight of that other part of what college is for, the deeper sense of building your self.”

— Deresiewicz

W.D.: Vocation and profession have always been a very big part of what college is for. I think in some ways, my biggest argument is we're losing sight of that other part of what college is for, the deeper sense of building your self. One of the most dismaying things about the public responses to my book has been that when I said, “College can also give you a real education in this other sense,” a lot of people have said, “Well, who wants a real education? We're all too busy pursuing our careers; this other stuff is for hippies.”

We talk about how we want creative, innovative thinkers and risk-takers and entrepreneurs, but we're stuck with a system that was really designed in the days of the Cold War, in the days of a relatively static world system and economy that were designed for people who could be trained in one profession and go and do it. We should be creating people who can pursue their careers in a creative way that's not hemmed in by social expectations, that's not hemmed in by fears, that's not hemmed in by the needs of a university to produce wealthy alumni. I believe that for you and for other people, the system is working. But I see a lot of evidence that it's not doing it well enough, and there are way, way, way too many people whom it is not serving well.

“People can be creative and entrepreneurial within different tracks; it just takes them time to figure out how to do it. I would give students a little more credit.”

— Thomson-DeVeaux

A.T.-D.: People can be creative and entrepreneurial within different tracks; it just takes them time to figure out how to do it. I would give students a little more credit. I'd leave more room for creativity not being something that you have to choose immediately after college, but something you could build as your career moves on. At least I hope so. ♦ *This conversation was facilitated by PAW senior writer Mark F. Bernstein '83 and condensed.*

 **WATCH:** William Deresiewicz makes his case to Stephen Colbert at paw.princeton.edu

At Play in the Fields of Math

**Manjul Bhargava *01
finds the magic
in numbers**

By Merrell Noden '78

THE GREAT MATHEMATICIANS find inspiration in unexpected places. Archimedes had his overflowing bathtub, Newton a falling apple.

For Princeton mathematics professor Manjul Bhargava *01, it was a Rubik's Cube that provided the crucial flash of insight, allowing him to revolutionize an area of number theory called Gauss composition. Named for the great 19th-century mathematician Carl Friedrich Gauss, Gauss composition asks under what general conditions two quadratic expressions (such as $a^2 + b^2$) can be added together to produce a third. That work led directly to Bhargava's PhD. dissertation, "Higher Composition Laws," then to a flood of international math prizes, and finally, in August, to his becoming the latest Princetonian to win the coveted Fields Medal, often referred to as the Nobel Prize of mathematics.

"It wasn't anything I was trying to solve," says Bhargava of his groundbreaking work. "It often happens with me: I don't know what problem I'm trying to solve; I'm just playing around. The problem I'm trying to solve emerges only later."

JUST PLAYING AROUND: It's been that way since Bhargava was a small boy growing up on Long Island. He was full of mischievous energy; to calm him down, his mother would give him math problems to solve in his head. "He had his own mysterious way of figuring these things out," says Mira Bhargava. "He'd use his fingers, flicking them back and forth to get the correct answers." But when she asked him to explain what he was doing, he either wouldn't or couldn't. "I think it was too intuitive for him to explain," she says.

He was not home-schooled so much as self-schooled. When

he didn't feel like going to school, he'd stay home and read or beg his mother to take him along to the math classes she taught at Hofstra University in New York. How the Hofstra students howled when their 8-year-old visitor corrected their professor!

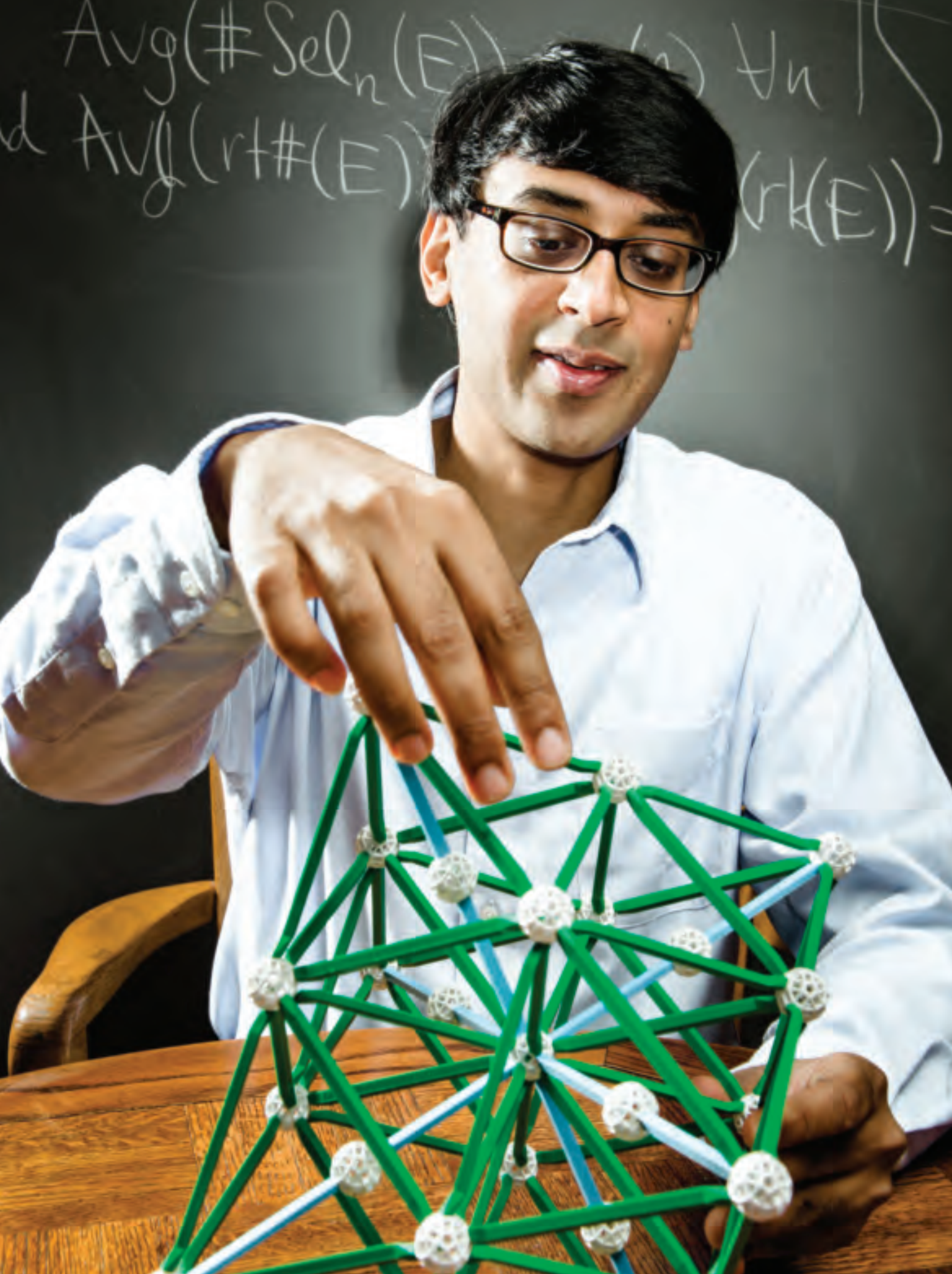
He was staggeringly precocious. How many of us can say that we first became familiar with the 7th-century Indian mathematician Brahmagupta when we were children "because most of his writings are in Sanskrit"? At an age when other boys were computing batting averages, Bhargava was searching for a formula to compute the number of oranges he saw stacked in pyramids in the kitchen or drawing up lists of prime numbers, hoping to discover a pattern. As a tiny boy, he could pop geometrically shaped blocks through corresponding holes cut in the side of a toy box so fast that watching him became a spectator sport for the adults.

"None of us could do it in three times the time," marvels Mira.

"I suspect I had a lot more practice than they did," says her son.

He loved his regular boyhood visits to the ancient family seat in Jaipur, the fabled "Pink City" of northwestern India. "The homes are open, so you're basically outside all the time," says Bhargava, adding that his experiences there turned him into a committed environmentalist. "And it's not just humans: There were monkeys and peacocks coming down to land on the roof."

He took long, early-morning walks with his maternal grandfather, Purushottam Lal Bhargava, a renowned scholar of Sanskrit and Indian culture and history. The two would talk about India and poetry and "even some math," recalls Bhargava fondly. The elder Bhargava died a few years ago,



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but his deep love of India lives on in his grandson. Bhargava is a practicing Hindu, though more for ethical reasons than doctrinal ones. He uses the 10 tenets of Hinduism as a life guide. “If everyone followed these, the world would be a better place,” he says.

By the end of ninth grade, he had completed all of the math and computer courses at his high school and had begun working his way through courses at Hofstra. Chosen to be valedictorian of his high school class, he nearly lost that honor when a health teacher objected to his spotty attendance record. But the school was proud to finally have a non-athlete accepted to Harvard, so the picky teacher was overruled — and Bhargava went off to Cambridge.

MIRA BHARGAVA insists that her son’s upbringing wasn’t all that unusual, and Bhargava shrugs off any suggestion that it was difficult to be such a prodigy. He would join the other children riding bikes and playing kickball. His training took place so far off the grid that, when he got to Harvard, he was an unknown quantity in the math department. All the other math hotshots knew each other, having competed in math Olympiads. Not Bhargava, who had learned his trade on his own. Still, he quickly showed that he was every bit as talented as anyone there. He was a teaching assistant instructing fellow undergrads, and three times received the Derek Bok Award for Excellence in Teaching. He would graduate second in his class and serve as salutatorian. He also won the Morgan Prize for outstanding mathematical research by an undergraduate attending any North American university.

He came to Princeton for his Ph.D., where he worked with the great number theorist Andrew Wiles, who in 1993 had made headlines around the world for his proof of Fermat’s Last Theorem, solving a mathematical mystery that had stood since 1637. From the day he arrived at Princeton, Bhargava stood out. “It was obvious to everyone that he had a chance of winning the Fields Medal one day,” says Charles Fefferman *69, the Herbert Jones Professor of Mathematics at Princeton and a Fields medalist himself.

Bhargava would get tenure at age 28, a remarkably young age in a department that usually hires established mathematicians to its faculty. “He was barely older than us, it felt like,” says Melanie Wood *09, who was one of his first two graduate students and is now a math professor at the University of Wisconsin.

Today, sitting in his office high in Fine Hall, Bhargava, 40, looks a good 10 years younger than his age. He is wearing a rust-colored Hawaiian shirt and is surrounded by various math-related toys and games. There are a variety of Rubik’s Cubes, decks of cards, brightly colored skeletal Zometool products (the company website announces: “Loved by kids, used by Nobel Prize winners”), and a 1,000-piece three-dimensional jigsaw puzzle of the Taj Mahal. They reflect the wide range of his interests, though most have numbers as their basis.

“A lot of high-powered mathematicians are very forbidding,” says Lenhard Ng, a close friend from undergraduate days at Harvard who’s now a math professor at Duke. “Not Manjul. He’s incredibly generous with his time. He’ll talk math with everybody.” Not only will he talk math, he has a knack for

making it comprehensible — or at least as comprehensible as these esoteric subjects ever are. Like many mathematicians, Bhargava feels that his beloved subject is taught poorly at every level, giving students no chance to appreciate its beauty. He’d like to change that. He lectures to general audiences, has spoken about trying to open a chain of math schools in India, and at Princeton created a freshman seminar on “The Mathematics of Magic Tricks and Games” and a course, “The Magic of Numbers,” aimed at humanities students. The latter course explores the math behind things we know from everyday life: M.C. Escher drawings, musical rhythms, games of chance, and mathematical designs in nature.

“One thing that really makes him stand out is his commitment to explaining his work,” says Wood. “Generally, when someone is doing incredibly good math and proving important results, they’re excused a little bit from explaining them very well; it’s assumed that other people will do it for you. Manjul, on the other hand, is eager to explain what he’s doing.”

BHARGAVA WORKS in one of the oldest and most revered areas of math: number theory, the study of whole numbers and their relationship to each other. “It’s sort of audacious to work in number theory because it’s a subject that’s been around for so long you feel that everything should be known by now,” muses Ng. “Manjul manages to solve problems that could have been solved hundreds of years ago but were not.”

Wood says: “The questions that are left are really, really hard.”

That was true, certainly, of Bhargava’s work on Gauss composition. Along with the likes of Newton and Archimedes, Gauss was one of math’s titans. His first blockbuster was *Disquisitiones Arithmeticae*, which still is regarded as a classic of number theory. Written in Latin and published in 1801, when Gauss was only 24, one of its highlights was something called the composition of quadratic binary forms, which fascinated Bhargava. So, late one night, while contemplating a “Pocket Cube” — a Rubik’s Cube made of eight pieces, all corners — in his room at the Graduate College, he wondered whether its $2 \times 2 \times 2$ structure might reveal something about Gauss composition. He numbered all eight blocks and began manipulating the cube.

“By thinking about this little toy, Manjul discovered a better way of doing something that is the highlight of the great masterpiece of one of the giants of mathematics,” marvels Fefferman. Whereas the great Gauss had produced a single higher-composition law — and needed some 20 pages to describe it — Bhargava would discover a dozen more. “Manjul

Like many mathematicians, Bhargava feels that his beloved subject is taught poorly at every level, giving students no chance to appreciate its beauty. He’d like to change that.



figured out that Gauss' way of composing binary quadratic forms was much too complicated and could be done in many fewer steps," says Fefferman. "Furthermore, Gauss discovered only one of 13 variants. The rest are due to Manjul."

Elegance and simplicity are two of the highest goals of all mathematical expression. "A not-so-elegant proof would be like a corn maze, where you can't see where you're going," explains Wood. "An elegant proof is like a road where you can see where you're going." Ng says: "When he explains his work to you, it seems like it's obvious. And you think, 'Oh well, there can't be much to it because it's so obvious.' Then you realize that it's actually very profound. There are problems that people have been working on for hundreds of years and have made no progress. Manjul somehow managed to see something no one else could."

More recently, Bhargava has resurrected something called the "geometry of numbers," a tool developed by the German mathematician Hermann Minkowski a little more than 100 years ago. It had fallen into relative obscurity, and Wood still remembers the dismissive chuckle that greeted its mention when it came up during her departmental exams. "That's so old," one of the professors wisecracked. "Nobody does anything with that today."


Here's how it works: Picture a checkerboard with points added to the middle of each square. Next, erase the horizontal and vertical lines that make up those squares, leaving just the points. If you draw a big circle on the surface, it is not all that difficult to calculate the number of points lying within the

circle: Essentially, your answer will be the area of the circle.

But if the shape is not as regular as a circle — if it's, say, amoeba-shaped — counting those points becomes much more difficult. And what if the amoeba has weird tentacles shooting off in different directions? Things become especially tricky if the tentacles extend in many dimensions, which is how many real-world problems appear.

"That's what a lot of my work is about," says Bhargava, "showing that all these number-theory problems are equivalent to counting the number of grid points inside some region." His first work on the subject was published in 2008, in a paper called "The Identity of Discriminants of Quintic Rings and Fields." (Surely you've read it?) Bhargava originally saw it as a way of solving a specific problem. But, he says, "over the last six years it's actually been applied to many, many number-theory problems. I didn't know at the time it would be so applicable." Applications of the geometry of numbers include cryptography, coding theory, and linear programming, which is applied everywhere in science these days. So far the specific work Bhargava has done doesn't have any uses in the real world. But, he says, "I will not be surprised if it did eventually."

Bhargava sees numbers everywhere, much as he did when he was a little boy counting stacks of oranges. He is an accomplished amateur magician, which explains his freshman seminar on math and magic. It seems that when magicians aren't

 **WATCH:** Manjul Bhargava '01 explains how a Rubik's Cube put him on the road to a new discovery at paw.princeton.edu

“There are problems that people have been working on for hundreds of years and have made no progress. Manjul somehow managed to see something no one else could.”

— Professor Lenhard Ng, Duke University

cutting people in half, they often are dabbling in math and using it to create tricks. “There’s a lot of deep mathematics [in magic],” says Bhargava. His students learned card and rope tricks, games with knots, and created hexaflexagons, the Venus flytrap-like “fortune-telling” contraptions children make out of paper.

Asked to perform a card trick, Bhargava chooses one called the Hummer Shuffle, which he has all the students do on the first day of class. Named for its creator, the magician Robert Hummer, it asks participants to take four cards, memorizing one that is then returned to the stack of four. After a series of as many shuffles as the participant chooses to make, the chosen card pops up every time. The math in this trick is a “fancy version of parity — that is, oddness versus evenness — but hidden in a way that even mathematicians don’t usually see it,” says Bhargava, who loves performing it. For all his modesty, he possesses just enough pride to have spent Monday mornings before class rehearsing his tricks.

Another place where Bhargava finds deep math is in playing the tabla, the two-headed drum featured in Indian music. Tabla drumming is more improvisational than most Western drumming, partly because the music’s long measures leave more room for the drummer to improvise. Instead of containing four or eight beats, they sometimes stretch out for as many as 16 or 17 or even 48. Particularly challenging is the polyrhythmic flourish called *tihai*, in which the final beat of

one measure must also be the first of the next.

Bhargava downplays his skills on the tabla, though others say he could easily have had a career in music. If he has a shortcoming as a player, it’s thinking so much about the math of what he’s doing. He has studied with some of the top tabla teachers in the world. They have urged him to do what must be very hard for him: to shut down the mathematical part of his brain.

WHEN WORD OF HIS WINNING the Fields Medal got out, congratulatory emails began to pour in, more than 3,000 of them. “I sat next to you in Mr. Scully’s class,” a childhood classmate reminded him proudly. Bhargava plans to answer them all individually. Mathematicians can’t afford to take such adulation for granted.

In Korea, where the awards ceremony was held in August as part of the International Congress of Mathematicians conference, the events were covered all day, every day, live on television. Attending at least one of the sessions were some 27,000 math fans, only 6,000 of whom were professionals. Mira was there, of course. So was Lenhard Ng. They couldn’t believe a mathematician was getting such attention.

As part of his honors, Bhargava was asked to deliver a lecture, which he did with his customary brilliance. Afterward he was mobbed by adoring fans, at one point literally pinned up against a wall. The math groupies wanted autographs and begged to take photos with him.

Still, the tribute that moved him most came from closer to home. The students in his freshman seminar, though scattered across the country for summer vacation, collaborated on a congratulatory video. Edgar von Ottenritter ’16 fashioned a tetraflexagon, which unfolded in five steps to reveal his message of congratulations. Some students performed card tricks they’d learned in class.

It was, indeed, magic. ♦

Freelance writer Merrell Noden ’78 is a frequent PAW contributor.



Bhargava, second from left, at the Fields Medal award ceremony Aug. 13 with co-winners, from left, Artur Avila, Martin Hairer, and Maryam Mirzakhani.

Lee Young Ho/Pool/Sipa USA via AP Images

PRINCETONIANS



Paula Kahumbu '02 developed a love of animals growing up in Nairobi, where her neighbor was renowned conservationist Richard Leakey.

PAULA KAHUMBU '02

OUT OF AFRICA

Saving Africa's elephants from poachers is the driving passion for a daughter of Kenya

More than 100,000 African elephants have been shot by poachers since 2011, their faces butchered for their ivory tusks. The massacre infuriates Kenyan-born Paula Kahumbu '02, who is working to ensure that the African continent

continues to know the thundering tread of the world's largest land mammal.

Kahumbu is the executive director of WildlifeDirect, a nonprofit organization that works to save elephants. In 2013, she helped launch Hands Off Our

Elephants, a campaign to put a stop to the poaching and trafficking of ivory. Kenya is the leading source of ivory sold in Asia, where the demand for carvings and collectibles has driven up the price of ivory by 300 percent in the last three years. Kahumbu's work recently was recognized with the United Kingdom's 2014 Whitley Award, given to conservation leaders.

Kahumbu developed a love of animals growing up in Nairobi, where her *continues on page 42*

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RICHARD STOLL
ARMSTRONG '46
Reflections on faith, family, and Princeton



A onetime sports executive who became a minister with a congregation in Newtown, Pa., Armstrong writes movingly about his romance with

Margie, his wife of 67 years, who died in 2013.

On Margie: "There were countless questions to which I had no answers following

Margie's death, things about which I now wish I could ask her, practical things, personal and family feelings, intimate things, spiritual things."

From top: courtesy WildlifeDirect; courtesy Richard Stoll Armstrong '46

continued from page 41

neighbor was renowned conservationist Richard Leakey. Kahumbu and her eight siblings regularly presented Leakey with lizards, snakes, frogs, and birds to identify. “He would tell us the history of these incredible animals” and, she recalls, instruct the children on how to return the animals to the wild. Leakey co-founded WildlifeDirect in 2004.

After graduating from the University of Bristol in England, Kahumbu returned to Kenya to help examine more than 2,000 confiscated tusks that the Kenyan government later destroyed in a bonfire to raise awareness of trafficking. Kahumbu recalls identifying tusks that belonged to elephants as young as 5. “It was devastating,” she says. The bonfire triggered a 1989 global ban on ivory trading under an international agreement between governments.

At Princeton, Kahumbu wrote her Ph.D. dissertation on elephants; she now helps teach undergraduates from the University who spend a semester doing field research in Kenya. When she first launched Hands Off Our Elephants, some in the Kenyan government balked. “It took a lot of work to reveal the scale of the crisis facing elephants,” she says.

Today, the wife of Kenya’s president is the campaign’s patron, and there are songwriting competitions with Kenyan hip-hop stars, training sessions, and petitions to raise awareness about elephants being killed. Determined to change the mindset of foreigners, Kahumbu has spread her campaign to the Nairobi Airport, where signs explaining the penalties for ivory smuggling are plastered on buses, luggage trolleys, and boarding tickets.

“We quickly realized that there was a lot of elephant expertise in Kenya, but little information for the public,” she says. “When people understand the problem, they can participate in finding solutions.” Hands Off Our Elephants also has been instrumental in pushing through legislation with more severe punishments for illegal possession of ivory. Says Kahumbu, “The power of the Kenyan voices is going to be what shifts the hearts and minds of the political leaders of Africa.”

◆ *By Jessica Lander '10*



Once a lawyer, Lauren Taslitz '79 now writes musicals.

LIFE: 35 YEARS OUT...

After raising her children, Lauren Taslitz '79 tackles 'emphynesterhood,' and brings it to the stage

Lauren Taslitz '79 always loved musicals, but aside from singing in the high school chorus, she never was involved in theater. But these days, her life is all about the stage.

After earning a law degree at Harvard, she got married, moved to Winnetka, Ill., when her husband was offered a new job, and gave up her legal career to raise their three children. She volunteered at her children’s schools, helping in the classroom and serving on committees. When she wrote a few skits for a variety show at her children’s middle school, Taslitz discovered a new passion: writing musicals.

She has penned two: *Join the Club*, which she wrote with a friend, and *After They’ve Gone: A Tale of Emphynesterhood*, about how parents figure out what comes next when their children leave home. The first was performed in Illinois in 2012; the second has had two staged readings in Chicago and another at Reunions last May. Taslitz wrote the book and lyrics for *After They’ve Gone*, drawing on her own emotions — the fear and the excitement — as her children, now 27, 26, and 23, make their way in the world.

Taslitz is sending the script for *After They’ve Gone* to theaters and producers in hopes of getting the show onto the stage, and contemplating enrolling in a master’s degree program in musical theater. She relishes having found something new that she loves doing at this point in her life. “If I’m lucky, I have 20 years left where I’m healthy, and I don’t want to waste it,” she says.

When Taslitz was younger and thinking about a career, she wouldn’t have pursued theater, she says, “because I never would have been willing to starve to death. I’m way too practical a person. But now I can.” ◆ *By J.A.*

AN EXCERPT FROM
THE LYRICS TO *AFTER
THEY’VE GONE: A TALE
OF EMPHYNESTERHOOD*

**We’re hoping we can
resurrect
The chemistry the
children wrecked
Recover from benign
neglect
In Emphynesterhood.**

WATCH: A performance of a song from Lauren Taslitz '79's musical at paw.princeton.edu

COMING BACK

BLACK ALUMNI CONNECT AT THIRD CONFERENCE

David L. Evans '66 was born to sharecropper parents in Arkansas who had six years of education between them. Evans' parents had died by the time he was 16, but he and his six siblings all attended college, and three earned advanced degrees. Returning for the University's third conference for black alumni, Evans reflected on his arrival at Princeton, 50 years ago this fall, to study electrical engineering: "This campus, like all the others — if it was a condiments table, there was salt and a very small shaker of black pepper. Today, there's salt, pepper of many flavors, cinnamon, saffron, and fascinating combinations thereon."

Evans joined about 750 alumni and guests on campus Oct. 16–18 to reunite with classmates, learn about today's Princeton, and attend forums on issues ranging from the Civil Rights Act to black political power in the post-Obama era. "Coming Back: Reconnecting Princeton's Black Alumni" was the third conference for African American alumni since 2006, and had the largest turnout of the three. Those attending represented classes from 1962 to 2014 and traveled from more than 30 states and six countries. Speakers included CEO of Ariel Investments John Rogers '80 and ESPN analyst Craig Robinson '83, the brother of first lady Michelle Obama '85.

"I think it's important to have a space to connect across generations and discuss the strength that lies within our community," said Adetola Olatunji '11, who came to the event from Massachusetts, where she works at a nonprofit strategy and research organization.

The conference reflected on both national topics and issues of diversity at Princeton. During one session, administrators detailed the University's efforts to make Princeton more welcoming to a diverse range of students and faculty. A panel on the student experience featured graduate and undergraduate students who discussed how race still affects

interactions on Prospect Avenue and in the classroom. Brandon Holt '15 spoke about the challenges of being the only African American student in a precept.

"It's in those classes where you're the only black person, where you're suddenly the voice of the entire black community," he said. "People kind of turn and look to you ... and that pressure to always be the voice of something is overwhelming."

A highlight of the event was an interview with novelist and Nobel laureate Toni Morrison, who was a member of the faculty for 17 years before retiring in 2006. The University recently purchased her papers, which include correspondence,

diaries, and photographs, as well as manuscripts, drafts, and proofs of her novels, such as *Beloved*, *Song of Solomon*, and *The Bluest Eye*. President Eisgruber '83 announced at the conference that Morrison's papers — more than 180 linear feet of research materials — now are part of the library's collections.

Eisgruber, in his welcoming remarks, said, "The University's leadership is more diverse and multicultural than ever," citing African American and other minority administrators who fill cabinet-level positions at Princeton. "On the one hand, I'm proud of where the University has been going since the last ['Coming Back'] conference, but I know we have a lot of work left to do."

For Kim Boyle '84, who traveled from New Orleans, the conference was a chance to consider how Princeton has changed since she attended. "The level of diversity and inclusion you have now was not there back then," she said. "To see all of us come back and be able to celebrate what was great about school, and talk about and reflect on maybe what was not so great, was just a phenomenal experience." ♦ By Ellis Liang '15

The conference reflected on both national topics and issues of diversity at Princeton.



The event brought 750 alumni and guests back to campus.

READING ROOM: HELEN THORPE '87

AN INTIMATE LOOK AT WOMEN WHO GO TO WAR



The three women at the center of Helen Thorpe '87's book had various reasons for enlisting in the Indiana National Guard — from needing the money to seeking adventure — but none anticipated that she would be sent overseas to a war zone. All three served in Afghanistan in 2004 and 2005, and two in Iraq.

Soldier Girls: The Battles of Three Women at Home and at War meticulously captures the tedium, fear, and loneliness of war — and the consequences for the women's personal lives. Thorpe, a journalist, pored over emails, Facebook posts, letters, and psychological evaluations, and spent years interviewing the women and their families.



Michelle, who describes herself as a “music-loving, pot-smoking, left-leaning hippie,” is 18 when she enlists, hoping to make money for the college education she thinks will help her escape a drab

life in southern Indiana. Desma, a single mother with three children who signs up for vague reasons, has just three days to find someone to care for her children when she is sent overseas. At 51, Debbie joins to follow in the footsteps of her father, who was a drill sergeant in the Army. Thorpe spoke with PAW about how the women fared in a war zone and what happened when they came home.

Before going to Iraq, Desma trains with an infantry regiment that has about 100 men and only a couple of women. How is she treated?

Most of those men had never served alongside women, and they made it abundantly clear that they would have preferred to keep it that way. When Desma goes for a weapons-qualification test, she is told all four times she takes the test that she has failed. Only later does she learn that she had actually passed all four times. Anytime these women were in an environment where the gender ratio was really skewed, they struggled more.

Maree Evans



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Michelle gets a pedicure every time she goes to Bagram, Afghanistan's largest military base, because, you write, she "wanted to hang on to the sense of being a woman, and that was hard to do as a soldier."

The military they were serving in was used to soldiers being men. Michelle was struck by the fact that her dog tags kept getting snarled up in her bra and were turning her breasts green. Dog tags were definitely designed with men in mind.

Desma leaves her son in the care of her former boyfriend, and her two daughters with a cousin. How does she stay in their lives while she is deployed?

Desma called her children as often as possible, but made certain never to call on the same day of the week, never at the same time of day — they would not worry if they did not hear from her at the appointed hour. After her return, she worries that the two years she spent away have hurt her children. One of her daughters falls two grades behind at school. Her son gets caught robbing a home and beating up the old man who lives there, and is sentenced to 20 years in prison. Desma can't help but wonder, "Would he have turned to crime if I'd stayed home?"

Desma is driving a truck in a supply convoy to Tikrit when an IED explodes, leaving her with a concussion and post-traumatic stress disorder.

Technically, I don't think the military would have said she was in a combat role, but a bomb going off? Yeah, I'd call that combat violence.

After their deployments, how do the three women feel about women serving?

The most liberal of them, Michelle, concluded women did not belong in a war zone after watching Desma struggle to be a single mom and a soldier. Desma didn't take that position at all. She felt it was great that she had the opportunities she'd had. And then you had Debbie, who was like, "Darn! Too bad these changes didn't come sooner. I could have been a sniper." ♦ *Interview conducted and condensed by Merrell Noden '78*



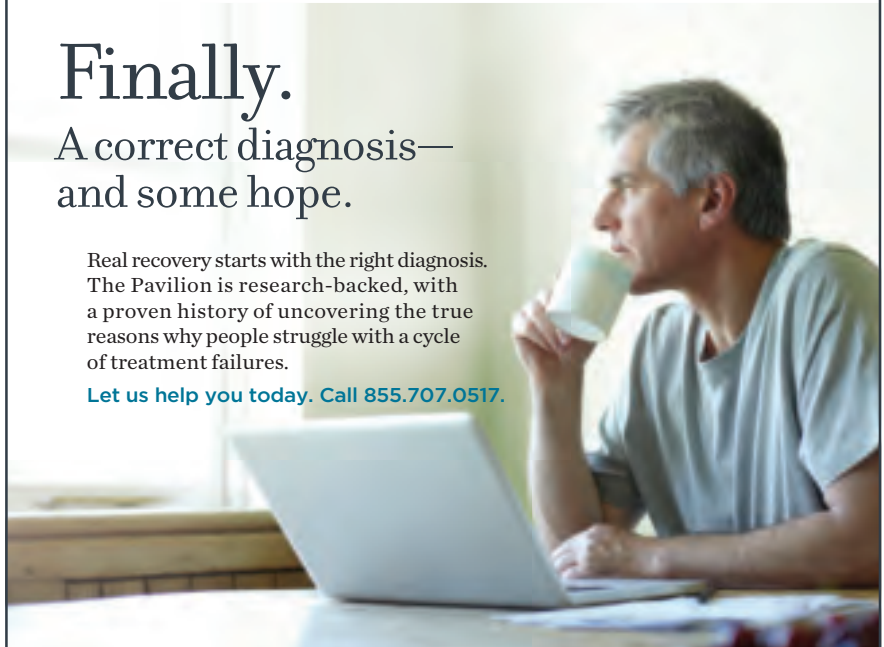
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MEMORIALS

PAW posts a list of recent alumni deaths at paw.princeton.edu. Go to "Web Exclusives" on PAW's home page and click on the link "Recent Alumni Deaths." The list is updated with each new issue.

THE CLASS OF 1946



Richard R. Neill '46

Only 14 years after Dick Neill joined textbook publisher Prentice Hall, fresh out of Princeton, he was asked to establish a company subsidiary, which he named Executive Reports Corp. There he served as president until his retirement in 1985, leading 50 staffers in creating newsletters, manuals, and book-length guides for major professional and business leaders, and producing \$20 million in annual sales.

Dick served in the Navy V-12 program at Princeton and was commissioned an ensign at Columbia. He attended the Naval Indoctrination and Communication School at Harvard, helped establish the Navy's communications headquarters in Japan, and earned a master's degree at NYU. In 1952 he married his high school sweetheart, Pat Robinson; their son, Robert, was born in 1958. Both survived him at the time of his death March 7, 2014.

Since he was 5 years old, Dick was known as an avid New York Yankees fan. Over his many years, his love of the baseball club had to compete with his love of the Hudson River, which he long admired from his home in Tarrytown, N.Y. He will be well remembered as a friend devoted to the Class of '46.



John Rea '46

If you read the Old Testament of the *New American Standard Bible* published in 1971, you are reading the work of John Rea, who was one of its translators.

John was managing editor and prepared the *Wycliffe Bible Encyclopedia* (1975).

A specialist in Old Testament and biblical archaeology, John served as a surveyor at excavations at Dothan in Palestine in 1953. During his career, he wrote comments on the Book of Joshua for the *Wycliffe Bible Commentary*, built and managed a Christian bookstore, and owned and operated a retreat center in Wisconsin's north woods. He retired as a professor at Regent University in Virginia Beach, Va.

John's grandfather was Cleveland H. Dodge 1879, a lifelong friend and backer of Woodrow Wilson 1879. His mother's twin brothers were Cleveland and Bayard Dodge 1909, while his father, James, was a 1904 graduate, and his four brothers were William '34, Cleveland '36, James '39, and Bayard '51. When John married Elaine Johnson in 1949, he gained three brothers-in-law who were alumni.

John's death on Nov. 13, 2012, left his wife and daughters Elizabeth Ann, Linda Joy, Ruth Elaine, and Mary Angelyn. Our sympathy goes out to this Princeton family.



THE CLASS OF 1947

Henry M. Irwin '47

Henry Irwin died July 10, 2014, in Westwood, Mass.

Henry was born in Philadelphia and graduated from Germantown Academy in 1943. His World War II service was with the Army Air Force as a staff sergeant in Italy on B-24s. After returning to Princeton, Henry graduated in 1949, having served as president of Ivy Club and business manager of Triangle Club.

In 1951 he graduated from the University of Pennsylvania Law School and practiced in Philadelphia until his retirement in 1996. His Princeton activities included membership on the Alumni Council, the Class of '47 executive committee, and a four-year presidency of the Princeton Club of Philadelphia. During this time, Henry and his first wife, Sydney, lived in Whitmarsh, Pa., where he chaired the zoning board, served on the vestry of his church in Chestnut Hill, and was a trustee at Germantown Academy. He also was a member of the Philadelphia Cricket Club and Sunnybrook Golf Club.

After Sydney's death, he married Chauncy and moved to Westwood. In Massachusetts, Henry was a member of the Dedham Country and Polo Club and a sailor in Buzzards Bay.

Henry is survived by Chauncy, three daughters, a son, and nine grandchildren. The class sends its fond memories of this outstanding classmate and gentleman to Chauncy and the family.

THE CLASS OF 1949



Leonard Myrton Gaines '49

Myrt Gaines died June 26, 2013, at Gilchrist Hospice Care in Towson, Md.

He came to Princeton from Andover and graduated as an English major and member of Phi Beta Kappa. He was a member of Cap and Gown and played varsity lacrosse, earning All-American honors for two out of three years. (The third year he was "only" named as honorable mention!) After Princeton, he played club lacrosse in Baltimore, and was named to the Lacrosse Hall of Fame in 1984.

Myrt did his medical training at Johns Hopkins, and practiced all his life in Baltimore. In a profile he wrote in 2011, he described his career as "combining rheumatology and internal medicine in office, hospital, and home visits." Active in the Gilchrist Hospice Care Foundation from its inception in 1990, Myrt served on its board for years, and spent his last days in its hospice care.

Myrt married Helen "Sandi" McFarland in 1952. She and their four children, Brandon, Julia, Heather, and David '92, survive him, as do six grandchildren.

Space limits a longer listing of his many accomplishments, but the class offers both condolences and praise for a life well lived.



Prescott Jennings Jr. '49

Peck Jennings died peacefully on Dec. 8, 2013. He was one of those rare '49ers who changed careers after 10 years on Wall Street. He began teaching history at the Portledge School, a college-preparatory school in Locust Valley, N.Y.

Peck, the son of Prescott Jennings '21, came to Princeton from Phillips Exeter Academy. He majored in history, played JV baseball, and was a member of Tiger Inn. After two years in the Army Artillery as a second lieutenant, he went to work on Wall Street. While still in his 30s, Peck chose to leave Wall Street and pursue a master's degree and a Ph.D. in American history at SUNY Stony Brook. He taught history at Portledge and eventually became the head of college placement there. Golf was his avid recreation for many years.

Peck married Elizabeth LeBoeuf Dec. 13, 1952. She survives him, as do their children, Elizabeth J. Duane, Anne J. Tozzo, and Scott; and four grandchildren. The class offers its condolences to the family.



Howard R. Jones '49

Howard Jones died March 19, 2013, in Davidson, N.C., at age 87.

Howard was born July 4, 1925, in Tacoma, Wash.

A graduate of Coolidge High School, he went into the Army in 1943, was seriously wounded, and came to Princeton in 1946. Classmates remember his dry humor and his stoic acceptance of his physical limitations. He majored in SPIA, was a member of Court Club, and graduated in June 1949.

Howard received a master's degree in hospital administration from the University of Minnesota in 1953 and spent his entire career as the administrator of several hospitals in the United States. In 1990 he "retired to live in the Dominican Republic," as he described it, but by 2009, he and his wife, Marjean, had returned to the United States and took up residence at the Pines at Davidson, a retirement community in which he subsequently died.

He is survived by Marjean; his daughter, Marjorie; and his sister, Harriet J. Ball. A second daughter, Ann B. Jones, predeceased him. The class offers its deep condolences to Marjean and the family.



Stewart Sullivan '49

Stewart Sullivan died Oct. 28, 2013, in New York at the age of 84.

Stewart, nicknamed "Sully," came to Princeton from Nicholas Senn High School in Chicago, where he was class president and led the fencing team. A member of Elm Club and an economics major at Princeton, he was on the fencing team for three years, serving as captain for its most successful seasons. After graduation, he served in the military for 33 months, and then went to work for Charles Pfizer & Co. in Brooklyn.

Stewart spent his working career at Pfizer, beginning in personnel and then in international labor relations. He was delighted that his work required frequent overseas travel and afforded the opportunity to develop worldwide friendships and experience many cultures. He retired from the company in 1993, but remained active in the field. As a native Chicagoan and longtime New Yorker, Stewart was a big Yankees fan but always remained a proud and loyal Cubs supporter, no matter how they fared.

He is survived by his wife, Judith Alspaugh Sullivan; his daughter, Karen; granddaughter Willa; and his brother, Humphrey. The class sends its condolences to Stewart's family.

THE CLASS OF 1952



Charles Twiggs Myers '52

Twiggs, the son of Charles 1909, graduated from the Haverford School. At Princeton he majored in history, joined Colonial Club, and roomed

with Andy Deiss.

Twiggs spent a year at Harvard Law School

before heading to Sheffield, Mass., and the Berkshire School, where he found his vocation and a lifetime of happiness and satisfaction as history schoolmaster and track and field coach. He founded the school's cross-country program, which racked up 200 victories when he coached.

Memorials written upon his death June 14, 2014, express the affection and respect he received from his students and colleagues at Berkshire, where he was elected as a trustee in 2001. Head of School Pieter Mulder wrote that Twiggs was a "legendary schoolmaster, someone who touched the lives of countless members of our community." Twiggs also was a director of the Sheffield Land Trust and of the Crater Club in Essex, N.Y., where he spent his summers. He served as Berkshire's archivist after retiring from the faculty.

The class offers its condolences to Twiggs' sister, Eliza Miller.

THE CLASS OF 1954



Martin R. Hoffmann '54

Martin Hoffmann died July 14, 2014.

Born in Stockbridge, Mass., he graduated from Middlesex School. At Princeton, he was an English major and a member of Cap and Gown and Triangle Club.

After graduation, he served in the Army until 1958. He remained in the Reserve and rose to the rank of major and was honorably discharged in 1975. He graduated from the University of Virginia Law School in 1961 and worked in three branches of the federal government until 1969, when he moved to Texas to work for University Computing Co.

Marty returned to government work in 1972, serving as special assistant to the secretary and deputy secretary of defense and as secretary of the Army until 1977. He then worked in private law practice in Washington, D.C., until 1989, and was a senior visiting fellow at MIT until 1995.

Marty spent the last seven years of his life working tirelessly for the advancement of hyperbaric oxygen in the treatment of soldiers suffering from traumatic brain injury and post-traumatic stress disorder.

The class extends condolences to his wife, Margaret; daughter Heidi '84; sons Bill and Bern; and three grandchildren. Contributions may be made to the International Hyperbaric Medical Foundation, 8210 Cinder Bed Road, Suite C-3, Lorton, VA 22079-1135.



Frank H. Wells '54

Frank Wells died June 20, 2014.

Born in Buffalo, N.Y., he prepared for Princeton at Buffalo Technical High School and the Lawrenceville School.

At Princeton, he majored in English and was a

member of Cannon Club.

After graduation he attended Harvard Business School before joining his father and grandfather in the fundraising business. Frank worked in New Zealand, Australia, Ireland, Switzerland, and England opening fundraising businesses, and soon became the CEO of Wells Organizations International. He directed fundraising for Westminster Abbey, Magdalene College Oxford, the Iron Gorge Museum, Cambridge College, and the Grand National in England, among other organizations. There were hundreds of churches internationally who benefited from his expertise over the years. He enjoyed meeting people from all walks of life.

Frank was especially proud of his family. He is survived by Lisa, his wife of 34 years; son Frank; daughters Karen, Kim, Kiala, and Leigh; four grandchildren; and one great-grandchild. He was preceded in death by his firstborn, Leslie, who died at age 32. The class extends its sympathy to Frank's family.

THE CLASS OF 1955



John H. Bauhan '55

On Jan. 22, 1932, John Bauhan was born to Elizabeth Lathrop Bauhan and Rolf William Bauhan in Princeton. Illustrious forebears include his father,

Rolf, a noted architect, and grandfather William Langson Lathrop, a Pennsylvania impressionist landscape painter. John grew up on his family's farm in Bucks County, Pa.; attended Darrow School in New Lebanon, N.Y.; and majored in geology at Princeton, where he roomed with Bill Ames and John Dufford.

John's two years in the Army artillery were followed by a long career in mining and quarrying enterprises. After being hired by Luck Stone Corp. in 1972, John retired in 1995 as senior vice president of operations. Active in the National Stone Association, John also served on the board of Goochland Family Services and was a member of the Deep Run Hunt Club.

In his retirement he tutored refugees for Commonwealth Catholic Charities, read history, tended his farm and garden, and enjoyed landscape painting, hunting, fishing, and golf. On June 22, 2014, after a long illness, John died peacefully at his Goochland County farm.

Preceded in death by his brother, William Lathrop Bauhan, John is survived by his beloved wife of nearly 50 years, Mary "Polly" Laughlin Perkins Bauhan; brother Hobart Baker Bauhan; children Hobey, Johnny, and Annie; five granddaughters; and many nieces and nephews. To them all, the class extends sympathy.

Peter Litt '55

Peter Litt was born in Chicago Aug. 25, 1933. He came to Princeton from the Harvard School in Chicago. He joined Charter Club, majored in



art and archaeology, and wrote his senior thesis on fifth-century B.C. Greek sculpture and Roman copies. He was a member of the Prince of Wales Club and roomed with Bob Olson, Hank

Grove, and Bud Dice.

After graduation, Peter worked as a manufacturers' representative. He played a lot of golf, including two months in California in the winter. Whenever and wherever he could, he fished. Pete loved socializing with the many good friends he and his wife, Joan Heilbronner Litt (to whom he was married for 55 years), made in their community of Highland Park, Ill. Pete was also an avid reader.

On June 13, 2014, Peter died at age 80. He is survived by Joan; children Ellen Cliffer, Bob, and Steven; and grandchildren Josh, Jessie, and Matthew Cliffer and Emily, Sam, Megan, Jason, Allison, Rebecca, and Alex Litt. To them all, the class extends its sympathy.



Richard W. Shaughnessy '55 Richard Shaughnessy, born Oct. 1, 1933, in Omaha, Neb., to Ruth and Richard Shaughnessy, died July 5, 2014, at his Florida home after struggling for several years with dementia. He was 80.

Richard came to Princeton from Nichols School in Buffalo, N.Y. He majored in history and joined Charter Club. He roomed at 22 Campbell Hall with Paul Potter, Fred London, Lew Barker, Albert Dibbins, and Bill Gilland. After graduation he served in the Air Force, flying jet fighters out of Morocco. He returned to Buffalo in 1970 to become president of the Lustreprint Division of Mark IV Industries.

Richard enjoyed life, family, friends, and annual visits to the Canadian lakeshore. Known for his ability to bring others together and to offer meaningful advice and guidance, he adored animals and loved to compete in tennis and golf. Richard was impressed by Buffalo's history and architecture. He valued his friendships and the many accomplishments of his friends from around the country.

He is survived by sons Dan and Rick; daughter Susan Shaughnessy and her husband, Geoff Badner; and his grandchildren, Kyle, Rhys, and Alexa Shaughnessy and Sasha Badner. He will be greatly missed and remembered as a devoted father and loyal friend.

THE CLASS OF 1956



Thomas L. Waite '56 Thomas Waite died of acute leukemia July 3, 2014, in San Francisco, with his daughters by his side.

Born in Oshkosh, Wis., Aug. 31, 1933, Tom came to Princeton from Phillips Exeter Academy, following in the footsteps of

his brother, Stanley E. Waite Jr. '53. He lived in Lockhart with Bannard, Bloch, Bodman, D'Arms, Evans, and Young. He was a member of Colonial Club, the Tuesday Night Euripides Club, and the golf team, where he earned the nickname "Bomber."

Tom majored in art history at Princeton and earned an MBA at Columbia, which led to his career in marketing research and marriage to Barnard graduate Annette Clark.

After working for several years in Princeton, Tom and Annette moved to Berkeley, Calif., where they raised three daughters. Though he continued to practice marketing research, Tom always found time for painting, weaving, and leading guided tours at the San Francisco Museum of Modern Art.

After a divorce in 1987, Tom moved to San Francisco and married Hinda Silberstein, with whom he worked in real estate and traveled extensively. Hinda died in 2008.

Tom's quiet dignity and sharp wit belied a loving playfulness that will be gravely missed by his daughters, Lucy, Josephine, and Flora; his grandsons, Stanley, Tommy, and Wesley; and his first wife, Annette.

THE CLASS OF 1957



Thomas R. Flagg '57 Thomas Flagg died June 9, 2014, surrounded by family at his home in Redding, Conn., where he lived for 40 years.

At Princeton, he majored in architecture, joined Cap and Gown, and rowed 150-pound crew. He roomed in the executive suite during his senior year. He earned a master's degree in architecture from Columbia University in 1966.

Thomas served as lieutenant in the Navy on the U.S.S. *Hanson* in the Pacific Fleet. He designed single-family residences in the tri-state area and served in numerous volunteer roles in the communities he loved — Redding and Point O' Woods, N.Y., on Fire Island.

He was on the Redding planning commission for more than 20 years. He began as an alternate in 1993 and was elected later on as a regular member and commission secretary.

His community service to Redding included being a board member of the Mark Twain Library, Limekiln Swimming Association, and a residential association. He was a committee member of First Church of Christ, Congregational and Housing for the Elderly. He also served on the paddle tennis court for the Redding Country Club.

He is survived by Terry Stratton, his wife of 50 years; his brother, Stephen; children Deborah, Christopher, and Julia; and five grandchildren.

THE CLASS OF 1958

John D. Currie Jr. '58

John died July 10, 2014, after a long illness.



John prepared for Princeton at Woodberry Forest School. A history major, he was a member of Tiger Inn. He was active in Whig-Clio, the campus fund drive, Orange

Key, and the *Nassau Herald*. His senior year roommates were Joe Day, Jim Keeseey, Jay Haws, Paul Euwer, and Jake Barlow.

After graduation from Princeton and Columbia Business School, John was a commercial-banking officer in New York and Atlanta. More recently, he was engaged in real estate in North Carolina and was active in family businesses in the state for many years.

Recipients of John's widespread service to his community included St. Andrew's Presbyterian College in Laurinburg, a local historical society, a halfway house, and his church. He also was on the Princeton Schools Committee.

John's great love was travel — internationally and throughout the United States. He had varied interests, including art. In fact, in his later life, he turned to watercolor painting.

His family and his friends will remember his gentle humor and his warm and generous spirit. To his former wife, Sally; and his sisters, McNair and Virginia, and their families, the class extends its deepest sympathy.



George M. Wilson '58 George died June 21, 2014, after a long illness.

He came to Princeton from Washington-Lee High School in Arlington, Va. At Princeton, George was a politics major and a member of Tiger Inn. He roomed with Bim Beckman and Hans Jepson.

George served as a guide at the American National Exhibition in Moscow during the summer of 1959 and met his future wife, Joyce, who was also a guide. Upon his return from Russia he began his lifelong study of Asia, earning a master's degree and Ph.D. from Harvard in 1960 and 1965, respectively. He taught Japanese history for 50 years, 35 of them at Indiana University, where he became director and professor emeritus of the East Asian Studies Center and professor emeritus of history and East Asian languages and cultures.

A 50-year member of the American Historical Association, he chaired the Conference on Asian History for 22 years. In 2003 he was honored with the Order of the Rising Sun by the Japanese government for distinguished achievement in the fields of international relations and promotion of Japanese culture.

To his wife of 54 years, Joyce; his sister Suzanne (Redmond); his children, George David (Cynthia) and Elizabeth (Sean); and grandchildren Isaac, Maxim, Grace, Grant, and August, the class extends deepest sympathy.

THE CLASS OF 1960**Christopher Hail '60**

Chris died of cancer June 17, 2014, in Rockport, Mass.

Born in Cheyenne, Wyo., June 15, 1938, he was the son of Col. Clebert and Martha Hail of Sausalito, Calif. He prepared for Princeton at the Notre Dame School in Rome, Italy, where he played football, participated in debate and dramatics, and was elected to the National Honor Society.

At Princeton, Chris majored in architecture, was a member of the Army ROTC program and Key and Seal, and became editor of the *Princeton Tiger*. He withdrew from Princeton in March 1959 and enlisted in the Navy Reserve.

He subsequently graduated from the University of California, Berkeley and had a career as a librarian, serving at the Graduate School of Design at Harvard until his retirement in 1988. While there, he compiled Cambridge Buildings and Architects, a comprehensive database. He also played the piano daily and created a scholarly website on the music of the composer Domenico Scarlatti.

He is survived by his sisters, Carolyn Morton, Leslie Hail, and Linda Godlis; and his spouse and partner of 42 years, Michael O'Connor. The class extends sympathy to his family.

THE CLASS OF 1961**G. Alan Kramer '61**

Known to many of us as "Gak," our classmate Alan died March 8, 2014, in Houston, Texas.

Born in Reading, Pa., he graduated from Muhlenberg High School, where he was class valedictorian. At Princeton, he ate at Elm, was a keyceptor, and attended the Woodrow Wilson School. His roommates were Bill Young, Marc Whitehead, and Chuck Lynehan.

Following Yale Law School, Alan practiced in Reading until 1977 and served as deputy attorney general of Pennsylvania. In 1979 he relocated to Texas, where he served as a litigator with Exxon and Chevron, and practiced as a partner with Hughes, Watters, Askana & Redford.

In his non-professional life he wrote short stories and poetry, which, as his obituary said, expressed "his philosophical, religious, and political ideas in a way that his logical mind could not." He was a loving father, brother, husband, and friend who will be remembered for his deep intellect, poetic insight, wit, and caring soul, which he extended to people and animals alike, especially his beloved dog Charlie.

Alan is survived by his children, Gretchen and Christopher; grandchildren Milo and Lola Kramer; sister Carol Lynch; his former wives, Susie Kramer and Tana Daughtery; and partner Valerie Mensinger.

**William H. Meeks III '61**

Known to many of us as "Billy," Bill died in his sleep Jan. 30, 2014, in Fort Lauderdale, Fla., where he was born and where he had lived for most of his life.

After coming to Princeton from Fort Lauderdale High School, Bill majored in economics. He was a member of Whig-Clio and the pre-law society, and participated in IAA sports. He took his meals at Cannon and roomed in the Rockefeller Suite with Jim Green, Ted Newlin, Bill Newlin '62, Drew Hyland, Scott McWhinnie, Bruce Nelson '62, Andy Higgins, Don Swan, and Bill Maar.

Bill received a bachelor of laws degree at the University of Florida and a master of laws degree at New York University. He practiced law at Dobbins, Meeks, Raleigh & Dover until his death. He was a member of the Florida Bar Association, the Broward County Bar Association, and the Lauderdale Yacht Club. In our 50th-reunion yearbook, he listed his interests as hunting, fishing, international travel, and reading.

He is survived by his children, Gennifer Jett, William Meeks IV, and Julie Davis, and their families, including seven grandchildren.

THE CLASS OF 1963**William Greenberg '63**

Bill died of pancreatic cancer June 7, 2014, in Blacksburg, Va., where he had been an award-winning professor of mathematics for four decades at Virginia Tech.

A leading light of '63 in an intellectual sense, Bill published research in pure mathematics/theoretical physics in many articles and books while lecturing in a dozen countries and visiting about 70 more because he loved traveling to remote places.

Last year he told the class that terminal illness would thwart his dream of attending our 50th reunion, then bravely lived on with good humor and without complaint.

"He was cracking jokes, and good ones, too, until he became too weak to speak more than a word or two," said classmate and close friend Paul Kirk.

Bill was unfailingly grateful to Princeton. He came from Lakewood, N.J., ate at Wilson, and roomed senior year with John Andrews, Ashin, Morris Brooks, Isherwood, and Vic Katz, who was best man at his wedding. After finishing a thesis on quantum field theory, he earned his master's degree and Ph.D. at Harvard.

Bill said marrying Barbara in 1968 was "the greatest attainment" of his life. In addition to Barbara, he is survived by his sons, Eric and Evan '00; a daughter, Loni '04; his sisters, Enid, Adelaide, and Francine; and granddaughter Ellie.

THE CLASS OF 1966**James V. Davis Jr. '66**

The class received word in July that James Davis died Dec. 9, 2013.

A graduate of The Hill School in Pottstown, Pa., and a resident of Grosse Pointe Farms, Mich., James entered Princeton with our class in the fall of 1962. He joined Dial Lodge. He later withdrew from Princeton and graduated from the University of Michigan in 1967.

At the time of his death, he had been married to Beau Jones Davis for 26 years. Over the years, they resided in Chicago; Apple Valley Lake, Ohio; and Tucson, Ariz. They were residents of Grosse Pointe when he died.

Water activities were his passion. He was an avid boatman and loved fishing.

In addition to Beau, James is survived by daughters Kathryn and Barbara, and his sister, Marilyn. The class extends its sympathy to them.

**Richard E. Fitzpatrick '66**

After a courageous battle with metastatic prostate cancer, Fitz died from unexpected complications July 12, 2014, at home in Rancho Santa Fe, Calif., surrounded by his family.

Fitz came to Princeton from Atlanta, where he was president of his class at Northside High School, president of the Interclass Council, and a member of the football and track teams.

At Princeton he majored in biology, belonged to Cannon Club, and played football and rugby. After graduation he returned to Atlanta for medical school at Emory University. He completed his internship at the University of Southern California and a dermatology residency at UCLA. He served in the Navy, reaching the rank of commander.

Fitz had a brilliant medical career and was recognized worldwide as the father of laser resurfacing. Despite serious health problems in recent years, he maintained his lifelong positive attitude, working full time until the very end. His pride in being part of Princeton, the Class of '66, and Cannon Club never left him.

Fitz was a loving family man, devoted to his wife, Betsy; daughters Palmer, Elizabeth, Maggi, and Caitlin; and son Ted. The class shares their sense of loss and extends its condolences to them.

**Peter C. Wylie '66**

Pete died June 26, 2014.

He graduated from St. Paul's School, where rowing was his favorite sport. At Princeton he majored in Latin American studies, belonged to Tower Club, and lettered in diving. He was a member of the musical group The Shades and performed with them at the 1964 World's Fair.

Following graduation from the University

of Virginia School of Law, Pete entered the Navy Judge Advocate General Corps. His first assignment was in Vietnam, where he earned a Bronze Star with combat "V." His wife, Clair, said that he requested duty in Vietnam to honor our classmate Brooke Halsey, who died in combat there. Later Navy assignments took him to London; Gaeta, Italy; and Washington, D.C., where he completed several tours, including service as Navy liaison to Congress.

When he retired in 1994, he became secretary and general counsel of the Military Officers Association of America, where he served until health concerns forced him to retire in 2009.

Besides Clair, Pete is survived by his son, Peter; daughter Jamie; and his sister, retired Navy Capt. Betsy Wylie. The class extends its sympathy to them and to Pete's extended family.

THE CLASS OF 1974



Richard A. Goodman '74

The intellect and comedic genius of Richard Goodman was taken from us on Sept. 2, 2013, when he lost his battle with pancreatic cancer.

Richie came to Princeton from the University of Chicago Laboratory Schools and majored in biology. He worked as a student manager at Commons and the pub, played in the band, and became the class poet. He roomed with classmates Allard, Brown, Castle, Dalzell, Doorey, Flynn, Luther, McGovern, Meighan, Quilter, Rosenzweig, Schlosser, and Yanik, and Henry Ibarra '77. He was a member of Cottage Club.

Richie's sharp wit gave birth to his alter ego "El Deuco Perverto," which spawned a hotly contested run for Undergraduate Assembly president during junior year. In April 1973, *The New York Times* ran an article about the campaign with the headline "Princeton Likes 'Perverto' Slate."

After graduation, Richie received a medical degree from the University of Pittsburgh School of Medicine, specializing in anesthesiology. He settled in Pittsburgh.

A provider, leader, and hero, his spirit lives on through his wife, Lauren; sons Joshua, Daniel, and Joey; daughter-in-law Jessica; and grandchildren Samantha and Gabriel. The class extends its sincerest condolences to them all.



Roger P. Yannetti '74

At all reunions to come, we will toast Roger P. Yannetti, who died of heart failure July 1, 2003, in Upper St. Clair, Pa. He was 51.

Roger was a loyal and enthusiastic class member who was a regular at Reunions and stayed in touch with classmates as his business travels took him around the country. Classmates were not surprised to get the "let's get together

for a drink" call if Roger was in town.

Roger came to us from Plum High School in Pittsburgh, and was a member of the Tiger football team. He was known for evoking the "Give me a Y!" "What's that spell?" "Yannetti!" cheer from his classmates at games. He is remembered for his outgoing personality, his booming laugh, and his great sense of humor. Roger's large group of friends included his co-workers at Wilcox, regardless of their class. He was close to many '73ers and '75ers at Princeton and after graduation.

Post-Princeton, he moved back to Pittsburgh and pursued a career in the metals business with F & S International, DCM, and later his own firm. Classmates have many fond memories of Roger. He is survived by his wife, Mary Ann, and daughter Tessa.

GRADUATE ALUMNI

Alfred Kuo-Liang Ho *44

Alfred Ho, retired professor of economics emeritus at Western Michigan University, died Jan. 26, 2014. He was 94.

Born in China, Ho graduated from Yenching University in 1941 and then received a master's degree in 1942 from the University of Washington. He went on to earn a Ph.D. in politics from Princeton in 1944.

That year, he married Marjorie Kao, who was attending Sarah Lawrence College. During World War II, Ho worked in the Chinese embassy in Washington, D.C. After the war, in 1946, under a sense of service, Ho returned to China with his family to teach. However, the Communist takeover forced his return to freedom and the United States in 1949.

Settling in California, Ho found work teaching Chinese at the Army Language School at Fort Ord for nine years. In 1958, he moved to Los Angeles, taught economics at Los Angeles City College, and earned a Ph.D. in economics from UCLA. In 1967, he became a professor of economics at Western Michigan. He taught there for 22 years until retiring in 1989 at age 70. For more than 40 years, he contributed to the Graduate School's Annual Giving campaign.

Ho's wife predeceased him in 2002. He is survived by four children, six grandchildren, and one great-granddaughter.

Elija M. Hicks Jr. *44

Elija Hicks, who retired as director of international development and operations of the DuPont Co., died Dec. 25, 2013. He was 93.

Hicks graduated with a bachelor's degree in chemistry in 1941 from Furman University and was class valedictorian. He earned a master's degree and a Ph.D. in chemistry from Princeton in 1943 and 1944, respectively. Then he went to work for the DuPont Co. and progressed through different positions until retiring in 1981.

He received many honors, including being a fellow of the American Chemical Society and

the Textile Institute of London, among other scientific societies. From Furman, he received an honorary doctor of laws degree in 1976, the Alumni Service Award in 1985, and the Bell Tower Award in 2002.

In retirement, he was president of his Sarasota, Fla., community association from 1989 to 1992. A loyal Princetonian, he contributed to the Graduate School's Annual Giving campaign for more than 50 years.

His survivors include his wife, Joanne, and two children.

John R. Treadwell *54

John Treadwell, a retired Army lieutenant colonel and corporate executive, died Feb. 16, 2014. He was 89.

He graduated from the U.S. Military Academy at West Point in 1946. He earned a master's degree in public affairs from the Woodrow Wilson School at Princeton in 1954.

During his military career, he taught social sciences at West Point and at the Command and General Staff College at Fort Leavenworth, Kan. He was a U.S. military attaché in Hong Kong, and commanded the Second Armored Division at Fort Hood, Texas.

Treadwell retired from the Army in 1967, and then joined J.P. Stevens and Co. Inc. in New York City, moving to the advertising agency BBDO in 1972. Lastly, he was at United Brands from 1977 to 1988, when he retired as vice president of human resources.

He is predeceased by his wife, Constance. He is survived by two daughters, three grandchildren, and two great-grandchildren.

Barry E. Carter *66

Barry Carter, professor of law at the Georgetown University Law Center, died of cancer at home, Jan. 15, 2014, at the age of 71.

Carter graduated from Stanford in 1964 and received a master's degree from the Woodrow Wilson School at Princeton in 1966. In 1969, he graduated from Yale Law School.

He then was an Army officer, a Department of Defense program analyst, and a member of Henry Kissinger's National Security Council staff before joining the law faculty at Georgetown in 1979.

At Georgetown, Carter's specialties included international law, and he also was the director of its Center on Transnational Business and the Law. He wrote two books on international law. During the Clinton administration, Carter took a leave of absence from Georgetown to serve as the deputy undersecretary for export administration in the U.S. Department of Commerce. There, he administered and enforced trade and nonproliferation laws.

Carter is survived by Kathleen Ambrose, his wife of 27 years; and two children.

Graduate memorials are prepared by the APGA.

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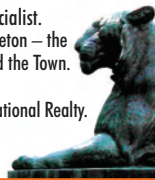
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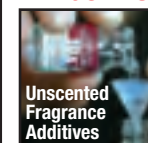
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This cartoon, which appeared in *Once a Week* in October 1872, shows Matthew Arnold as a trapeze artist, swinging between disciplines in the humanities.



Cultural Hero in a Lumber Cart

W. Barksdale Maynard '88

It was to be the lecture of the century in sleepy Princeton: Famous English poet and social critic Matthew Arnold was stopping by on his tour of America.

But things went badly when Arnold, having taken the wrong train from New York, reached Princeton Junction after the Dinky had quit its daily run. "I am an Englishman, and I can walk," Arnold declared, but the 60-year-old soon grew fatigued and had to hitch a ride to campus in a lumber cart.

This inglorious arrival amused his host at Prospect House, President James McCosh, who had not wanted Arnold to come. In a newspaper article published not long after, McCosh called Arnold "overestimated" and

sure to "go down the stream to posterity as the author of some fine poems of the second rank."

McCosh was in good company: Mark Twain and Walt Whitman blasted Arnold during this much-hyped 1883 tour for his disdainful diatribes against coarse American ways. McCosh resented how Arnold "complains of our defective civilization, of our want of 'sweetness and light.'"

The real thorn for the pious McCosh was Arnold's agnosticism: "Miracles do not happen," the Englishman declared that year in *Literature and Dogma*. McCosh was pleased to note that Arnold attended prayers in Marquand Chapel the morning after his lecture.

Still, the younger generation cheered Arnold. The students themselves had invited him to Princeton, a minor insurrection led by future English professor George McLean Harper 1884 — later famous for revealing to the world that Arnold's friend William Wordsworth had fathered an illegitimate French daughter.

Harper made sure that undergraduates crowded Arnold's Nov. 20 lecture on "Literature and Science" at Second Presbyterian Church, which even McCosh admitted was fine. *The Daily Princetonian* expressed awe at the presence in this little town of "the poet, the scholar, and perhaps the most accomplished literary gentleman of his time." ♦



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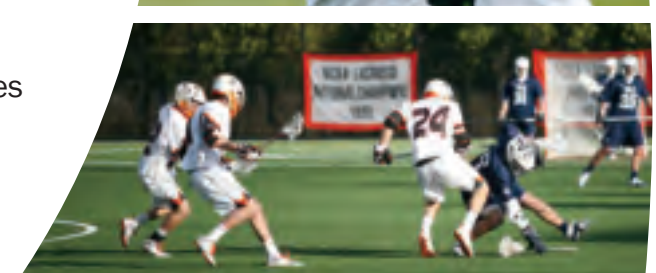
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