Residential College Changes Taking Shape

Plans to revamp Princeton’s residential college system are taking shape as the University moves forward with expanding its student body by 500 undergraduates by 2012.

The University is in the process of enhancing the residential college system to better serve all students, seeking to foster greater interaction between freshmen and sophomores and upperclass and graduate students. The new plan, created by faculty, students and administrators, establishes three four-year residential colleges and pairs them with three two-year residential colleges.

The new college system begins in fall 2007 with the opening of Whitman College and the conversion of Mathey College into a four-year college. Butler College will become a four-year college in fall 2009 after many of the existing Butler dormitories have been torn down and replaced with new construction.

The current scenario for Butler College calls for Lourie-Love, 1922, 1940, 1941 and 1942 halls to be razed starting in the summer of 2007. A new set of buildings with room configurations more conducive to residential living and exteriors better suited to the surroundings will be erected in their place. The site is located on the south end of campus, east of Elm Drive and north of Bloomberg and Scully halls, which border Poe-Pardoe Field. The five dorms, which were built in 1964, make up Butler College along with 1915 Hall and Wu Hall, which were built in 1949 and 1983, respectively, and will remain.

Whitman College, the University’s sixth residential college, is emerging between Baker Rink and Dillon Gymnasium and is scheduled for occupancy in fall 2007.

Work on the nine structures that make up the college is progressing roughly from north to south, with the slate roof and mahogany casement windows already installed on the building closest to Dillon Gymnasium. In addition to fieldstone, the exterior walls feature limestone as an accent surrounding the windows.

The dining hall on the east side of the complex and a “gatehouse” on the west side will be finished entirely in limestone. The gatehouse will contain classrooms, graduate student rooms and singles, and will be connected by a footbridge to Pyne Drive and New South.

Throughout the residential colleges, plans are under way to help transform dining halls into non-institutional, welcoming and distinctive eating spaces. Distinguished firms have been selected to renovate the Butler-Wilson and Rockefeller-Mathey dining halls and to design Whitman’s dining facilities.

Continued on page 7

Proud parents snapped pictures of Princeton’s newest graduates at the University’s 259th Commencement on June 6. Princeton awarded degrees to 1,108 undergraduates and 661 graduate students. See page 2 for the full story.
Princeton President Shirley M. Tilghman drew upon the wisdom of one of her predecessors for advice for the University’s newest graduates.

Referring to the legacy of Princeton’s 13th president, Woodrow Wilson, she exhorted students during her June 6 Commencement address to listen to one another “with open minds and mutual respect” as well as to define their lives “in terms of service to causes that are larger than ourselves.”

Tilghman reminded the crowd assembled on the front lawn of Nassau Hall that this year marks the 150th anniversary of Wilson’s birth and the 75th anniversary of the founding of the University’s Woodrow Wilson School of Public and International Affairs.

Wilson’s “insistence that universities foster lively and unfettered dialogue between students and faculty” seems especially important in a world “in which the nature and quality of public discourse has been impoverished,” she said.

“It used to be possible to describe the range of public opinion as a bell curve, with the majority finding common purpose in the middle ground, but increasingly our nation’s voices are more accurately portrayed as two bell curves, separated by a deep and bitter divide,” Tilghman said. “Never has the world seemed so adamantly polarized to me, and I fear we are at risk of losing an essential ingredient of a vital democracy and a humane worldwide community—listening to one another with open minds and mutual respect.”

She encouraged the graduates to continue to pursue ideas with the spirit of inquiry they have found at Princeton. “I hope that this inclination to doubt, to expand, to enhance, to review, to interrogate has become part of your lives, and that you relish every opportunity to exercise these qualities,” she said, urging the students to take stands on issues and add to the public discourse.

In conclusion, Tilghman said, “... as you walk or skip or run through the FitzRandolph Gates today, I hope you will carry with you the spirit of Princeton and all that this place has aspired to teach you—a determination to follow your passions in service to the common good, an openness to new ideas, and a willingness to engage in civil discourse with integrity and mutual respect. I also expect you will continue to do what you have done so well at Princeton—to aim high and be bold.”

The University awarded degrees to 1,108 undergraduates and 661 graduate students at its 259th Commencement. Tilghman shared the podium with two Princeton seniors: valedictorian Chris Douthitt, a music major from Spokane, Wash.; and salutatorian Dan-el Padilla Peralta, a classics major from New York.

Looking back on his time at the University, Douthitt said, “We should be grateful that Princeton has given us the safety to immerse ourselves in a rich suspension of people and ideas so that we could develop our intellect and our character uninterrupted.”

Padilla delivered the salutatory address in Latin, a Princeton tradition dating to an era when the entire ceremony was conducted in Latin. “Our fame will be bounded by the stars, and our names will be imperishable,” Padilla told his classmates. “I thank you for your friendship and support. I do not doubt that in the future we will all flourish in the diverse walks of life.”

Princeton also conferred honorary doctoral degrees upon six distinguished individuals at Commencement: John Bonner, Princeton’s George Moffett Professor of Biology Emeritus; Paul Farmer, founding director of the international organization Partners In Health; Mia Hamm, U.S. women’s soccer legend; Seamus Heaney, Nobel laureate poet, translator and essayist; Freeman Hrabowski III, president of the University of Maryland-Baltimore County; and Dolores Huerta, co-founder of the United Farm Workers of America.

Commencement-related activities began June 4 with the Baccalaureate service, at which humorist and best-selling author David Sedaris entertained seniors with a fanciful tale describing his fictional years as a Princeton student. The Class Day ceremony June 5 featured the presentation of student award (see story on page 3) and a keynote address by former U.S. President Bill Clinton, who challenged members of the Class of 2006 to apply the “unprecedented personal power” they have gained through education to serve an increasingly interdependent world.

class day ceremony June 5.
Claire Woo, a chemical engineering major from Hong Kong, received the Harold Willis Dodds Achievement Award, recognizing the senior who best embodies the qualities of Princeton’s 15th president, Harold Dodds, “particularly in the qualities of clear thinking, moral courage, a patient and judicious regard for the opinion of others and a thorough devotion to the welfare of the University and the life of the mind.” Woo was president of the Pride Alliance, organized the University’s first “Pride Month” and won many awards for her leadership in gender identity and expression issues on campus.

The Allen Macy Dulles ’51 Award was given to David Mann-Podrasky, an economics major from Yardley, Pa. The award goes to the senior whose activities best represent or exemplify the University’s informal motto: “Princeton in the nation’s service and in the service of all nations.” Mann-Podrasky led more than 120 campus tours as a member of the Orange Key guide service and also worked to improve accessibility for mobility-impaired individuals on campus.

Juan González, a politics major from Montebello, Calif., received the Frederick Douglass Service Award, which is given to the senior who has exhibited “courage, leadership, intellectual achievement and a willingness to contribute unselfishly toward a deeper understanding of the experiences of racial minorities and who, in so doing, reflects the tradition of service embodied in education at Princeton.” González volunteered with the migrant worker population in Princeton and was an organizer of Latino Heritage Month activities on campus. He also served as president of the Chicano Caucus and Ballet Folklorico de Princeton.

The Class of 1901 Medal, which goes to the senior who, in the judgment of his or her classmates, has done the most for Princeton, was awarded to Leslie-Bernard Joseph, a politics major from Bay Shore, N.Y. Joseph served as president of the Undergraduate Student Government and the Black Student Union, and also was involved with the Black Men’s Awareness Group and the Princeton Justice Project.

Christopher Lloyd, a history major from Silver Spring, Md., received the W. Sanderson Detwiler 1903 Prize, awarded to the senior who, in the judgment of his or her classmates, has done the most for the class. The 2006 class president for three years, Lloyd also was active in the University Honor Committee, the executive committee of the Alumni Council and the Princeton Justice Project.

The Priscilla Glickman ’92 Memorial Prize, which honors “independence and imagination in the area of community service,” was shared by Laura Collins and Sara Colon. Collins, an English major from Wilton, Conn., was involved in Community House for four years. Colón, an English major from Guaynabo, Puerto Rico, was a student administrator and member of the executive board for the Student Volunteers Council.

Athletic awards

Michael Broache, a Woodrow Wilson School major from Owings Mills, Md., won the Class of 1916 Cup, which goes to the senior varsity letter winner with the highest academic standing. Broache was a member of the men’s lightweight crew.

The William Roper Trophy, which honors “a senior woman of high scholastic rank and outstanding qualities of sportsmanship and general proficiency in athletics,” was given to Yasser El Halaby, a philosophy major from Cairo, Egypt. El Halaby put together the greatest individual career in the history of collegiate men’s squash, winning four individual national titles.

Soccer player Emily Behncke, an art and architecture major from Williamsburg, Va.; runner Cack Ferrell, a history major from Minneapolis; fencer Jacqueline Leahy, a Woodrow Wilson School major from Aurora, Colo.; rower Caroline Lind, an anthropology major from Greensboro, N.C.; softball player Erin Snyder, a sociology major from Rancho Santa Fe, Calif.; and lacrosse player Lauren Vance, a politics major from Lexington, Va., shared the Otto von Kienbusch Award. The award goes to “a senior woman of high scholastic rank who has demonstrated a general proficiency in athletics and the qualities of a true sportswoman.”

Crew member Devan Darby, an ecology and evolutionary biology major from Virginia Beach, Va.; field hockey player Lauren Ehrlichman, an anthropology major from Wellesley, Mass.; hockey player Eric Leroux, an ecology and evolutionary biology major from London, Ont.; and crew member Wes Powell, a classics major from Davis, Calif., shared the Arthur Lane ’34 Award, which is given by the Princeton Varsity Club to honor selfless contribution to sport and society by undergraduates.
Prizes, Fellowships Awarded to Outstanding Students

Princeton students recently were awarded a variety of prestigious prizes and scholarships in recognition of their academic excellence and leadership.

Jeremy Golubcow-Teglasi ’06 and James Williams ’06 shared the Moses Taylor Pyne Honor Prize, the highest general distinction conferred on a Princeton undergraduate. It is awarded to the senior who has most clearly manifested excellent scholarship, strength of character and effective leadership.

Golubcow-Teglasi, a religion major from Potomac, Md., plans to pursue his interest in legal philosophy and comparative theology at the graduate level. Williams, of Portland, Ore., majored in the Woodrow Wilson School of Public and International Affairs. His future plans include serving with a nongovernmental organization in India and attending law school in the United States.

Williams also was awarded the Henry Richardsonson Labouisse ’26 Prize along with Soraya Umewaka ’06, a politics major from Tokyo. The Labouisse fellowship provides $25,000 to support research in developing countries by a graduating senior or a first-year alumnus or alumna who intends to pursue a career devoted to problems of development and modernization. Williams will serve as an apprentice to the well-known...
From the Dean’s Office: Nancy Weiss Malkiel, Dean of the College

Update on Redistribution of Concentrators

As parents of enrolled students know, and as parents of 2010 will soon learn, we have been engaged in a concerted effort to encourage Princeton undergraduates to pursue studies in fields that fascinate them. We have a direct, simple message: Follow your intellectual passions; study what you love, not what your parents tell you to study, not what you think you have to study to go to graduate or professional school or to get a good job.

We call this effort redistribution of concentrators, because we want to see our students majoring in the many departments in which we offer instruction at Princeton rather than clustering in the handful of large departments that have traditionally enrolled close to half of our juniors and seniors.

We have no interest in persuading students who really want to major in the largest departments to do otherwise. Rather, we are targeting two other groups of students. The first group consists of those who major in the large departments because they think they have to—that is, who choose the large departments for extraneous reasons instead of pursuing studies in their desired fields. The second group is made up of students who don’t know what they want to study and end up in the large departments by default. Our goal is to help all students to take the best advantage of the many intellectual opportunities here at Princeton—to help every undergraduate find the major that most closely matches his or her intellectual interests.

We’ve been working at this effort for two years now, and I want to report here on the progress we are making.

As parents of the Class of 2010 will discover in the early fall, we now begin the academic year by distributing a little book, “Major Choices,” to incoming freshmen and their parents. “Major Choices” explains our initiative and profiles recent alumni who have majored in smaller departments and gone on to wonderfully satisfying, often unexpected, lives and careers.

Later in the fall, we make it our business to ask freshmen and sophomores which departments they are considering.

The residential colleges then send lists of interested students to each of the departments with encouragement to reach out to those students in various ways, and they use the lists themselves to invite students to the many informational events they host in collaboration with the departments and the Office of Career Services.

Each department is affiliated with one of the colleges, and the directors of studies work with faculty leaders in the departments to plan how best to present the various fields of study to prospective concentrators. The colleges then host a wide range of programs, from more traditional departmental information sessions over dinner or at study breaks to more imaginative, eye-catching ventures. Some examples:

- Dinner discussions featuring faculty and upperclass concentrators—e.g., “What Is It, Precisely, That Philosophers Do?” or “Why Major in Math?”
- Faculty talks on arresting topics—e.g., “Roman Chariot Racing,” “Computer Genomics,” “Intelligent Design and Journalism”—as well as on their own intellectual and personal odysseys.
- Faculty panels on hot topics—for example, a panel on the politics of evolution, featuring faculty from politics, anthropology and religion.
- Alumni panels featuring concentrators in small departments pursuing interesting careers, often unrelated to their undergraduate studies—for instance, a panel on “Surprising Destinations: Career Journeys on Roads Less Traveled,” featuring alumni from classics, philosophy and computer science; a panel on “A World of Choices: Foreign Languages, Real Opportunities,” featuring alumni and seniors from five foreign language departments; a panel on “Creative Majors and Creative Careers,” featuring alumni from comparative literature, English and music; a panel on “Putting Social Knowledge to Work,” where alumni from anthropology, sociology and religion spoke about their work in the nonprofit and public sectors.
- Student forums for presenting JP and thesis research, including a poster session at Alumni Day.
- Dissemination of information—e.g., one director of studies sent prospective math concentrators a link to a cover story in BusinessWeek on “Why Math Will Rock Your World”; that same director of studies prepared a document called “Four Common Myths: What You Really Need to Know Before Choosing a Major,” to distribute to students at Majors’ Night.
- Cultural activities, including trips to museum exhibitions, with departmental faculty, and films, with faculty commentators.
- Social activities bringing together graduate students, upperclass concentrators and prospective majors—one college, for example, sponsored “An Evening of Bowling With Classics.”

The Office of Career Services organized what it called a “Splash” event, “Making Major Connections,” which brought more than 40 alumni from a wide range of departments to campus for an evening program at Prospect House last February. Freshmen and sophomores were invited for “informal and informative conversations” with alumni about the academic choices they made, the careers they have pursued, and the ways their undergraduate studies prepared them for their later lives.

We also are investing our curriculum development funds in support of initiatives to strengthen curricular offerings in the smaller departments. Students tell us, not surprisingly, that their interest in a department is reinforced or discouraged, depending on the quality of the first courses they take. We want to encourage efforts in smaller departments to devise new courses or renovate existing courses to appeal more effectively to beginning students. Notable examples of the projects we funded in this spring’s Redistribution Initiative competition include a multi-pronged revision of the introductory curriculum and the junior seminar in art and archaeology; new...
The Senior Thesis: A Princeton Rite of Passage

The senior thesis, an independent work that serves as a Princeton rite of passage, gives seniors the opportunity to pursue original research and scholarship under the guidance of faculty advisers. Members of the Class of 2006 met that intellectual challenge and more. They explored topics that were near to their hearts and, as a result, produced papers and projects that meant more to them than perhaps any other exercise during their undergraduate experience.

In addition to those below, stories on a variety of thesis projects—including searching for life elsewhere in the solar system, evaluating student concerns about work-life balance and tracing the evolution of jazz education—can be found online in the Princeton Weekly Bulletin at www.princeton.edu/pr/pwb/06/0417 and www.princeton.edu/pr/pwb/06/0424.

Challenging Issues of Identity in the Art World

As an artist and a student of art history, senior Temitayo (Tayo) Ogunbiyi is drawn to works that challenge conventional notions of categorizing people by appearance, gender, nationality or other easily accessible characteristics.

While grappling with questions of identity in her studio work, Ogunbiyi focused her written project on how those issues were confronted by the 1993 Biennial exhibition at the Whitney Museum of American Art in New York.

“The exhibition aimed to give artists a place to talk about themselves and culture—topics that had almost become taboo with the Abstract Expressionists and Minimalists, whose work became very cold and very much about the artists taking themselves out of the work,” Ogunbiyi said. “This exhibition was incredibly important conceptually because it pushed culture, it pushed homosexuality, it pushed femininity, it pushed people of color. It put all of them in the forefront and said, ‘Talk about your American experience.’”

Her own exhibition included one painting depicting her forearms, twisted but linked by an eye-shaped scar—a childhood wound that still marks her right arm. Another painting featured portraits of a friend’s face in various sizes and expressions. On another canvas, swatches of denim were stretched and connected to create a cross between painting and sculpture, one of many pieces incorporating elements of different materials and art forms.

“I deal with fragmentation—fragmentation of materials, fragmentation of my own body—and the ways in which there is a sort of a healing process by piecing it back together in my own way,” Ogunbiyi said. “That’s what is really interesting to me about trying to piece things back together—they just never fit quite right, things are always left out, and it’s a strange surprise how things come together in the end.”

Fueling a Start-up Company

When they met as freshmen, Nate Lowery and Sebastien Douville, both mechanical and aerospace engineering majors, soon discovered they shared an interest in alternative energies. They never dreamed, however, that by the time they were seniors they would not only have invented a new way to produce an alternative fuel but also would be launching a company based on their idea.

Douville and Lowery have invented a more efficient way to produce biodiesel, a plant-based fuel that has been around by oil around the turn of the century.

Now biodiesel is back, with the federal government instituting tax incentives last year to spur innovation and development. Biodiesel gives off less soot and less greenhouse gas than oil-based diesel, and it can be produced domestically from renewable resources.

“We’re hitting this at a time when the field is exploding,” said Lowery.

Lowery and Douville’s invention is the basis of both their senior independent work and their company, Axios Energy LLC. They make their biodiesel from 100 percent soybean oil, converting it to combustible fuel through a chemical process that involves mixing it with alcohol.

Their adviser, assistant professor Craig Arnold, said the project has been student-driven since the beginning, as Lowery and Douville were interested in an energy-related topic that would be environmentally responsible and might benefit people around the world.

While manufacturing biodiesel involves a lot of chemistry, the important challenges behind producing it economically involve many concepts from mechanical engineering such as fluid mechanics and materials science, Arnold said. “It is a very nice project from a mechanical engineering perspective. They are actually using the knowledge they acquired over the past four years and applying it.” ■
200-level courses in classics, comparative literature, English, French and Italian, sociology, and Spanish and Portuguese languages and cultures; new introductory courses in computer science and mathematics; and further support for the new introductory engineering course sequence integrating engineering, math and physics, a major curricular initiative begun this past year with funding from the previous year’s Redistribution Initiative competition.

Let me be absolutely clear: We have no interest in discouraging students who are passionately interested in [larger] departments...from pursuing studies in those fields.

The effort to redistribute concentrators is a long-term proposition. Initiatives like the ones I have been describing will continue this coming year and in the years to come. What we’re really trying to do is to effect a significant change in the culture, and such change happens incrementally over an extended period of time. But we’ve been at it now for two years, and it’s reasonable to ask how we’re doing in liberating students to follow their intellectual passions into smaller departments.

A good way to measure our progress is to compare the average numbers of concentrators in the Classes of 2005 and 2006 (the last two classes before we began our redistribution efforts) and the average numbers in the Classes of 2007 and 2008 (the two classes that could have been affected by our efforts). For purposes of comparability, we’re looking at decisions made in the spring of the sophomore year. An important caveat: The departments listed below vary considerably in size (from single digits in a given class on the low end—e.g., astrophysics, German, Slavic—to more than 60 concentrators in a given class on the high end—e.g., psychology), so one should not over-read the percentage gains described below. That said, here is a snapshot of our progress:

- Number of concentrators up by more than 10 percent from 2005–06 to 2007–08: German, mathematics, physics, mechanical and aerospace engineering.
- Number of concentrators up by more than 20 percent: astrophysics, psychology, music.
- Number of concentrators up by more than 30 percent: French and Italian, religion, art and archaeology, chemical engineering, chemistry.
- Number of concentrators up by more than 40 percent: philosophy.
- Number of concentrators up by 60 percent or more: comparative literature, classics, Slavic languages and literatures.
- All told: humanities departments up by 15 percent; science departments up by 11 percent; social science departments down by 11 percent (including history down by 22 percent, politics down by 19 percent); engineering departments down by 3 percent.

Let me be absolutely clear: We have no interest in discouraging students who are passionately interested in departments like history or politics or economics from pursuing studies in those fields. They’re wonderful departments; they offer engaging courses; their programs of study address important matters of contemporary interest. The point is that the students who go into those departments should be the students who want to be there, not students who think they have to be there for reasons of necessity.

We ask for your help! When your sons and daughters come to you to say that they want to major in one of the smaller departments, please tell them that you are fully supportive of their desires. In addition to fulfilling their intellectual passions, it’s a good strategy for the future. Concentrations in smaller departments set students apart from their peers and give them a significant advantage in their future pursuits. The classics or philosophy or physics major will stand out and attract attention among applicants to law school. The same is true of the music or comparative literature or anthropology major applying to medical school. In today’s world, the East Asian studies expert will thrive as an international banker; the individual with a strong grounding in German language and culture will have a real edge in international law; the physician who is fluent in Spanish will be better equipped to practice in many American communities.

Residential Colleges

Plans include diminishing the institutional feel of the dining halls by creating intimate eating spaces as well as implementing a “marketplace” concept in the serveries featuring a more retail, cook-to-order format to improve the freshness of the food and the options available. New furniture, lighting and flooring will help improve the ambience in the halls.

For more information about the residential colleges, visit www.princeton.edu/rc.
Parents News

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In the Nation’s Service and in the Service of All Nations

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Academic Calendar

Fall Term 2006–07

Sept. 9, Saturday
Registration of all freshman students

Sept. 10, Sunday
Opening Exercises, 3 p.m., University Chapel

Sept. 11, Monday
Registration of all returning undergraduate students

Sept. 14, Thursday
Fall term classes begin

Oct. 13–15, Friday through Sunday
Freshman Parents Weekend

Oct. 23–27, Monday–Friday
Midterm tests

Oct. 28–Nov. 5, Saturday–Sunday
Fall recess

Nov. 23–26, Thursday–Saturday
Thanksgiving recess

Dec. 16–Jan. 7, Saturday–Saturday
Winter recess

Jan. 17–27, Wednesday–Saturday
Final examinations

Spring Term 2007

Feb. 5, Monday
Spring term classes begins

March 12–16, Monday–Friday
Midterm tests

March 17–25, Saturday–Sunday
Spring recess

May 16–26, Wednesday–Saturday
Final examinations

June 3, Sunday
Baccalaureate

June 4, Monday
Class Day

June 5, Tuesday
Commencement

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Do You Have Questions?

Parents with questions about any aspect of campus life are welcome to call Chris McKinley in the Office of the Dean of the College at (609) 258-2882. She will be happy to provide information or refer you to the appropriate campus office for assistance.

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