Priceton’s freshmen and sophomores are benefiting from a greater array of perspectives as they shape their courses of study.

Each spring the residential colleges sponsor a diverse menu of on- and off-campus events aimed at exposing students to the full range of academic departments available at the University. The events are part of ongoing efforts to encourage undergraduates to pursue a broader range of intellectual opportunities.

Freshmen and sophomores meet with faculty and graduate students from various departments in more informal settings, often over dinner or tea, and talk with juniors and seniors about their own major choices. Students also attend film screenings and panel discussions, tour laboratories and art studios, meet with alumni to discuss academic and career opportunities, or enjoy cultural trips to New York City and other areas. Among recent excursions, prospective French and Italian majors toured medieval art and architecture collections at the Cloisters, potential East Asian studies concentrators celebrated the Chinese New Year in Chinatown, and students interested in religion visited churches and mosques in Harlem.

For more than three years, the Office of the Dean of the College has been working with academic departments, the residential colleges and the Office of Career Services on the initiative known as the redistribution of concentrators or “Major Choices.” As a result, more students are opting to concentrate in smaller departments, particularly in the humanities and natural sciences, as the effort’s core message—“study what you love”—has been communicated more widely.

“I’m interested in having students think as broadly and imaginatively as possible about their range of possibilities,” said Dean of the College Nancy Malkiel. “I’m convinced that when they do that, with the strong encouragement to study what they love and with departments having refreshed their introductory programs of study, more students will pick some of the smaller departments.”

Malkiel explained, “We are saying to students: Be sure you go where you want to go because you want to go there. If you want to study politics or economics or history, by all means do it. But if you’re going there because you think you have to, because your parents told you have to, because you think you have to for whatever you want to do later, or because that’s where your friends are going, then pause, think again, and go where you really will be the most happy, stimulated and challenged intellectually.”

Emily Stolzenberg, who graduated in June with a degree in German and who is interested in pursuing a career in law, said, “At the time that I picked my department, I wasn’t sure exactly what I wanted to do, but I knew that the German department would give me the flexibility and support to pursue my interests. … My future plans aren’t set in stone, either, but I’m sure that the wide-ranging education I’ve received will help me in the future, whatever it may bring.”

Princeton’s newest graduates rejoiced with their fellow students at the University’s 260th Commencement on June 6. See page 2 for the full story.
During her June 5 Commencement address, Princeton President Shirley M. Tilghman said that the best way to measure the value of a college education is not by any standardized test, but by the ways graduates put their degrees to work once they leave the University.

Expressing concern about recent proposals by the U.S. Department of Education that “for the first time in American history” could impose standardized testing on colleges and universities, Tilghman said “the notion that a federally mandated standardized test could be used to measure learning flies in the face of one of the great strengths of the U.S. education system—the tremendous diversity among universities and colleges.”

She noted that faculty members already spend a significant percentage of their time assessing student learning and providing feedback to students.

And, with a system that is the envy of the world, students are able to choose the kind of institution that best suits their learning needs—from a large public research university to a small private performing arts conservatory. The goal of a college education, she said, is to nurture and develop students’ “distinctive talents and interests and motivate them to find not one, but many ways to use their education to make our world a better place.

“The homogeneity bred by standardization would almost certainly drain color and vitality from this rich national tapestry,” Tilghman said. “Where we see our students as prime numbers, standardization sees them as elements of the least common denominator.”

Tilghman said that when she is asked “How do you know you are providing your students with a good education?” her answer is: “We can’t really know until their 25th Reunion, because the real measure of a Princeton education is the manifold ways it is used by Princetonians after they leave the University.” Drawing from the undergraduate and graduate Classes of 1982, who celebrated their 25th Reunions, Tilghman cited several examples, ranging from renowned astrophysicist and Princeton faculty member David Spergel to Pulitzer Prize-winning journalist Bart Gellman to human rights activist Lynda Clarizio.

“They have done what Princeton asked them to do—serve this nation and all nations, and make the world a better place for us all,” Tilghman said.

Tilghman told members of the Class of 2007 that she hopes they will “use your Princeton educations to lead well-considered lives in service to the common good; that you will be open to new ideas and have the courage to stand up for your beliefs and the rights and dignity of others; and that you will adopt a global sensibility and a lifelong devotion to justice and freedom, always informed by the highest standards of integrity and mutual respect.”

The University awarded degrees to 1,127 undergraduates and 716 graduate students at its 260th Commencement. Tilghman shared the podium with valedictorian Glen Weyl, an economics major from Los Altos Hills, Calif., and salutatorian Maya Maskarinec, a classics major from Honolulu.

Looking back on his time at the University, Weyl said, “The purpose of the passion for intellectual inquiry that Princeton gave us is the use of ideas to improve the world we share. In each area of study at this university and in every profession you will enter, there are questions so important that it is, or should be, hard to think about anything else. By making present and immediate in our lives these most important challenges, Princeton has compelled us toward the nation’s service and the service of all nations.”

Maskarinec delivered the salutatory address in Latin, a Princeton tradition dating to an era when the entire ceremony was conducted in Latin. “As we prepare to scale the walls that surround us and escape into the many worlds that await us, or for the more practically minded, walk through the open FitzRandolph Gate, it is appropriate that we should cast our gaze back to that most hallowed of institutions in which we have squandered our days and years; I refer, of course, not to Princeton University, but to the library of Firestone,” she quipped.

The University also conferred honorary doctoral degrees upon seven individuals for their contributions to humanitarian efforts and athletic achievements, aerospace and public service, science, literature, medicine, history and the arts: Muhammad Ali, the legendary boxer and humanitarian; Norman Augustine, the former chief executive officer of Lockheed Martin; Maya Angelou, the author; Tim Jackson, a scholar of climate change; Maya Lin, the sculptor and architect; and John F. Kennedy, the former president.

Continued on page 7
Members of Princeton’s Class of 2007 were honored for their service and accomplishments at Class Day on June 4.

The Harold Willis Dodds Prize was given to Laura Boyce, a Woodrow Wilson School major from Belmont, N.C., and Joshua Williams, a comparative literature major from Andover, Mass. The award recognizes seniors who best embody 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 opinions of others, and a thorough devotion to the welfare of the University and to the life of the mind.” Boyce was a member of the College Democrats and P-Votes, a student-led initiative to promote student civic engagement. Williams was a leader of the Buddhist Students’ Group and the Religious Life Council.

Aitalohi (Aita) Amaize, a psychology major from Taichung, Taiwan, received the Allen Macy Dulles ’51 Award, which is presented to a senior whose activities while at Princeton best represent or exemplify the University’s informal motto: “Princeton in the nation’s service and in the service of all nations.” Amaize served as a member of the Student Volunteers Council Executive Board.

The Frederick Douglass Award was given to Danielle Hamilton, a comparative literature major from Rancho Cucamonga, Calif. The award, established in 1969 by the Association of Black Collegians, recognizes a senior who has exhibited courage, leadership, intellectual achievement and a willingness to contribute unselfishly toward a deeper understanding of racial minorities and who, in doing so, reflects the tradition of service embodied at Princeton. Hamilton was involved in the Black Student Union, serving as vice president and a member of its Leadership and Mentoring Program.

Class of 2007 president Jim Williamson, a politics major from Wilkes-Barre, Pa., was awarded the W. Sanderson Detwiler 1903 Prize, which goes to the senior, who in the judgment of his or her classmates, has done the most for the class.

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 Alex Lenahan, a politics major from Piedmont, Calif., who served as president of the Undergraduate Student Government.

Drew Frederick, a Woodrow Wilson School major from Kingsport, Tenn., was awarded the Priscilla Glickman ’92 Memorial Prize, which honors “independence and imagination in the area of service,” for his long-standing involvement and leadership in civic engagement activities on campus and in the community. Frederick was a founding member of the student-led Civic Values Task Force.

Athletic Awards

Jon Charlesworth, a molecular biology major from Richmond, Va., was awarded the Class of 1916 Cup, which is presented to the senior varsity letter winner with the highest academic standing. Charlesworth was a member of the cross country and track teams.

The William Winston Roper Trophy was shared by Jeff Terrell, a religion major and football player from Chagrin Falls, Ohio, and Peter Trombino, a history major and lacrosse player from North Huntington, N.Y. The award goes to “a male senior of high scholastic rank and outstanding qualities of sportsmanship and general proficiency in athletics.”

Elyse Colgan, Kathleen Miller and Claire Rein-Weston shared the C. Otto von Kienbusch Award, which goes to a “senior woman of high scholastic rank who has demonstrated a general proficiency in athletics and the qualities of true sportsmanship. Colgan, a Woodrow Wilson School major from Annapolis, Md., was a member of the water polo team. Miller, an art history major from Alexandria, Va., was a lacrosse player. Rein-Weston, an English major from Seattle, was on the squash team.

The Arthur Lane ’34 Award was given to Dustin Kahler, Caitlin Reimers, Brig Walker and Sandra Zaeh. The award is presented by the Princeton Varsity Club to honor selfless contribution to sport and society by undergraduates. Kahler, a Woodrow Wilson School major from Bonita Springs, Fla., was a member of the men’s soccer team. Reimers, a Woodrow Wilson School major from Greenwich, Conn., played lacrosse. Walker, a molecular biology major from Vancouver, Wash., played on the football team. Zaeh, a sociology major from Berkeley Heights, N.J., was on the swimming and diving team.

Honorary Class Members

The Class of 2007 also named five people as honorary class members: Bradley Whitford, the Emmy Award-winning actor and Class Day speaker; Maitland Jones, professor of chemistry; Murray Peyton, a 1957 alumnus; Charlie Wilder, a manager at Rockefeller and Mathey dining halls; and Fred Hargadon, who retired as the University’s dean of admission in 2003.

During his Class Day remarks, Class of 2007 president Jim Williamson told his classmates to recognize the people who had helped them reach their goals—and very visibly thanked his own mom.

Thanks Mom 2007
Key Appointments Made in Colleges

Several recent appointments in the residential colleges have been announced as the University prepares to launch its new four-year college system.

Jeff Nunokawa, professor of English, will serve as acting master of Rockefeller College for 2007-08. Nunokawa joined the faculty in 1988 and teaches and conducts research on such diverse topics as the Victorian novel, literary theory and criticism, lesbian and gay literary theory, and Asian American literature.

Rebecca Graves-Bayazitoglu, director of studies at Rockefeller College since 2003, has been named dean of Whitman College. Graves-Bayazitoglu earned her Ph.D. in French at Princeton and has been a lecturer in French and visual arts. Graves-Bayazitoglu has been succeeded at Rockefeller College by Anne Caswell Klein, who earned her Ph.D. in comparative literature from Princeton. She has served as an academic adviser in Rockefeller College since 2005 and has been a lecturer in the Princeton Writing Program since 2002.

Cole Crittenden has been appointed director of studies at Whitman College. He holds a Ph.D. in Slavic languages and literatures from Princeton and served as an assistant master at Rockefeller College from 2002 to 2005. At Harvard University since 2005, he was the Allston Burr Resident Dean of Currier House and a lecturer in Slavic languages and literatures.

In addition, each college has a newly appointed director of student life:

• Andrew Adair (Rockefeller) served most recently as director of the Office of Diversity at Friends Seminary in New York City and previously held positions at Fordham University and the University of Pennsylvania.

• Mindy Andino (Butler) served as director of special services at Rutgers University, where she also had experience in judicial affairs, residential life and academic support programs.

• Lesley Nye (Forbes) served as resident dean of freshmen and lecturer in social studies at Harvard University. She also had been an admission officer at Williams College and a middle school and high school teacher.

Students Earn Prestigious Prizes, Fellowships

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

The Woodrow Wilson School of Public and International Affairs selected the first five “Scholars in the Nation’s Service,” a new program created to encourage more of the nation’s top students to pursue careers in the U.S. federal government.

The students, all members of the Class of 2008, are: Kimberly Bonner, a molecular biology major from Medford, N.J.; Jordan Reimer, a politics major from Holliswood, N.Y.; Ishani Sud, a chemical engineering major from Durham, N.C.; Lilian Timmermann, a Woodrow Wilson School major from Cape Coral, Fla.; and Eugene Yi, a Woodrow Wilson School major from Woodinville, Wash.

They will spend their final two semesters in college completing their majors, taking selected courses in public policy and learning about career opportunities in the federal government. This summer they are working in Washington, D.C., in internships in the federal government. After graduation the students will serve for two years in the federal government and then return to the Woodrow Wilson School to enroll in the two-year master in public affairs (MPA) program.

Daniel Hawkins ’07, a music major from Hershey, Pa., won the Martin Dale Fellowship, a $27,500 prize that allows a graduating senior to devote the year following graduation to an independent project. For his Dale project, titled “Road Songs: An American Sound Story,” Hawkins will traverse America’s highways in a van, exploring various musical traditions and recording unique sounds.

Maital Friedman ’07 was awarded the Henry Richardson Labousse ’26 Prize, which 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. Friedman, a religion major from White Plains, N.Y., will develop a library in Mbale in eastern Uganda.

Welcome to the Parents of 2011

“The Parents Committee extends a warm welcome to all the new families in the Class of 2011,” Elghanayan added. “We hope many of you will become involved with the Parents Committee to help this strong program reach even greater success in the years to come.”

For information on the Parents Fund or the Parents Committee, contact director Beth Way at (609) 258-2344 or bway@princeton.edu.

Special Thanks to the Volunteers

“The Parents Fund sends a roaring ‘thank you’ to our beloved volunteers for generously lending your time to help with our effort,” said Beth Way, director of the Parents Fund. She added a special note of gratitude to the Class of 2007 Parent Fund volunteers: “Heartfelt thanks for your dedication over the last four years. You will be missed.”

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.

The Parents Fund: An Update

The 2006–07 Parents Fund campaign came to an exciting close on June 30 by reaching a total of $1,899,332. Parent participation reached 41.8 percent, representing gifts from 3,577 parents of current students and graduates.

“We are endlessly grateful for everyone’s participation this year, and we hope many of you who did not participate will consider giving in 2007–08,” said Parents Committee Co-Chair Nancy Elghanayan ’96 P’00 P’08.

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The New Residential College System

After seven years of planning, we are now ready to inaugurate our new four-year residential college system. I would like to use this column to describe briefly what your sons and daughters will find when they return to the campus (or, in the case of the Class of 2011, come to the campus) in September.

Whitman opens for the first time as a four-year college; Mathey has been renovated significantly in anticipation of its conversion this fall to a four-year college; the Butler dormitories in the “New New Quad” are being torn down as I write, and the new Butler College will open as a four-year college in 2009 (Butler will operate in the meantime as a two-year college, occupying some of its own and some other dormitories). There are some renovations under way or coming at Rockefeller, Forbes and Wilson, all of which will continue to function as two-year colleges, each one paired with its four-year college neighbor. (Just to make sure our vocabulary is transparent: A four-year college has freshmen, sophomores, juniors and seniors in residence; a two-year college has freshmen and sophomores in residence.)

We’ll have about 300 juniors and seniors in residence in the four-year colleges, and juniors and seniors who have moved out of the colleges will continue to be affiliated with their colleges for a number of purposes. They will return to see their deans and directors of studies for nondepartmental academic advising (heretofore the responsibility of a junior class dean and a senior class dean in my office) and to participate in other academic programs; they will have the opportunity (at no additional cost) to take two meals a week in the college dining room, and the opportunity as well to participate in informal college-based social, cultural and recreational activity. There will be 10 graduate students in residence in each of the six colleges, each of whom will have a specific responsibility for some programming or activity. We are confident that the interaction among underclass and upperclass students, and between undergraduates and graduate students, will enrich undergraduate life and learning. We believe that the new college system will bring a richer array of programs and activities that will enhance the undergraduate experience. We’ve taken special pains to consult widely about the sorts of things students would like to do in college settings, and we are making available facilities, resources and support that will assist them in accomplishing their purposes. As a result, we believe that the new system will afford even greater opportunities for effective student leadership.

Chef-managers have been hired for the college dining facilities; menus will vary by college, in relation to the chef’s imagination and student preferences; and renovations are planned over time for the serveries as well as the dining rooms. All told, we are optimistic that the new dining arrangements will result in both better food and more conducive settings in which to enjoy meals. Meal hours have been extended significantly; late-night snacks will be available regularly. There will be ample opportunity, in other words, to build community around the essential glue of good food.

It’s important to emphasize that the new college system will expand the range of dining and social alternatives available to undergraduates at Princeton.

In other words, to build community around the essential glue of good food.

The new college system will expand the range of dining and social alternatives available to undergraduates at Princeton. Juniors and seniors will continue to be free to join eating clubs or declare themselves independent for purposes of dining and social life. They will be able to choose now to live in a residential college and take all of their meals there. We’ve also added the option for some students to live in colleges, be members of eating clubs, and take their meals in both their college and their club. And, as I said before, we’re providing all juniors and seniors with two meals a week in the colleges at no additional cost to them.

Each college will continue to be led by a master, a senior faculty member who spends half of his or her time in the college and half on teaching and other departmental responsibilities. Each college will continue to have a dean and director of studies, who, as I’ve indicated, will now have responsibility for academic and nonacademic advising for the students resident in the college as well as for juniors and seniors previously resident there (the continuity of advising through all four years, we think, will clearly benefit juniors and seniors). As you have read elsewhere in these pages (see page 4), the college staff is being expanded to include a director of student life, who will be responsible for discipline, coordination and oversight of the undergraduate residential college advisers, and residential education programming.

From the Dean’s Office: Nancy Malkiel, Dean of the College

Community Hall, which will house Whitman’s dining facilities, bears the carved sign for the sixth residential college.

Continued on page 8
Freshman Seminar: Wrestling With Great Books and Ideas

As two of Princeton’s most prominent public intellectuals on opposite sides of the political spectrum, Robert George and Cornel West might seem to be an unlikely team to lead a freshman seminar. That notion, however, was quickly dissolved by watching George and West engage their students and each other in “Great Books: Ideas and Arguments,” a freshman seminar held last spring that grappled with virtue, truth and justice through the works of thinkers ranging from Sophocles and Plato to W. E. B. DuBois and Aleksander Solzhenitsyn.

George, the McCormick Professor of Jurisprudence and director of the James Madison Program in American Ideals and Institutions, is a vocal political and social conservative and a bioethics adviser to President Bush. West, the Class of 1943 University Professor of religion, is a forceful Bush critic and a ubiquitous commentator on race and class issues in America. But for both men, the “Great Books” seminar illustrates their own intellectual friendship and the value of “paideia,” the Greek tradition of community-building through open and vigorous dialogue.

“It’s our calling as teachers,” West said. “One of the things we do share is a profound commitment to paideia for ourselves as well as students. It’s very important for us, very important for the course, and it’s a joy to be able to enact that.”

Fatu Conteh ’10, one of 15 students in the seminar, said, “Professor West and Professor George’s conversations with us have always been enlightening and thought-provoking. I especially like the way they encourage us to question and challenge these authors and their ideas. In addition, it is always a delight to see both Professor West and Professor George engage in such interesting exchanges. … I have learned a lot about humanity, in terms of our beliefs and values, and myself.”

The professors developed their relationship and the seminar after West interviewed George in 2004 for the student-run Green Light magazine. They began to meet regularly and decided to take their debates into the classroom for a seminar that examines “books that had been meaningful and important in our own intellectual odysseys,” George said.

“These writings are not pieces in a museum called the History of Ideas,” he said. “We want to engage the authors—Plato, Aristotle, Marx, Luther, Sophocles, Augustine—and to consider the contemporary relevance of their works. We want to argue with them, to wrestle with them and to learn from them.”

To read about other freshman seminars, visit www.princeton.edu/pr/pwb/07/0409/6aa.shtml.

Student Mail Assigned to Single Address

Beginning in the fall of 2007, all undergraduate students will be assigned a mailbox at the Frist Campus Center. They will retain this box, and the corresponding U.S. Post Office address, for their entire undergraduate career at Princeton. A single address will provide continuity from year to year, while also facilitating timely delivery of mail.

Mail and packages should use the following address format when sending letter mail and parcels:

Name of student
Mailbox # Frist Center (e.g. mailbox 5353 would be 5353 Frist Center)
Princeton, NJ 08544 + Zip plus 4

The above address format is structured to take advantage of automation capabilities provided by the U.S. Post Office. This address format should be used for all correspondence and packages sent via the Postal Service. Postal mail or packages addressed to a dormitory or any other address will result in delivery delays, so it is important to use the proper address.

For more information, visit www.princeton.edu/mailbox.

Key Appointments

Continued from page 4

- Matthew Frawley (Mathey) was a lecturer in Princeton’s Department of Religion and served as an academic adviser in Mathey College as well as an assistant pastor at the Westerly Road Church in Princeton.
- Mentha Hynes-Wilson (Whitman) was associate dean of multicultural and student affairs at Smith College and had worked in admissions at Smith and the University of Oregon.
- Michael Olin (Wilson) served as assistant dean of students at the Whithead School of Diplomacy at Seton Hall University and had previous experience in counseling and student services at Columbia University and New York University.
Senior Thesis: Composing the Melody of a Novel

Scott Elmegreen ’07, a music major who also earned a certificate in creative writing, wrote two senior theses—both of which combine the written word and music in a way that’s rarely been done.

For his music thesis, Elmegreen composed 12 songs that accompany a short story, plus an academic paper that explores the way music and text can interact. For his creative writing thesis, he wrote a novel in which the thoughts and emotions of the main character, a musician named Spencer, sometimes emerge as musical notes rather than words, so that more than 30 pages of the novel are actually a written score.

“I wanted to explore the ways in which music could complement a story as it is told through the written word,” Elmegreen said. For the narrator, “there are several points where words fail and his emotions are best expressed through music.”

Elmegreen, who grew up in Westchester, N.Y., has always loved music—he plays the piano, guitar and saxophone—and his musical ambitions have focused on composing. At Princeton, he studied writing with professors Edmund White, Chang-rae Lee, Joyce Carol Oates and Gabe Hudson in pursuit of his other ambition: to write a novel.

“Reveille” is a 225-page novel about two friends—Spencer, the musician, and Isaac, a filmmaker—who are struggling to succeed as artists in New York City. Working on the novel for the last year, with Oates as his adviser, was an arduous but rewarding undertaking, Elmegreen said. “I probably wrote 1,000 to 2,000 pages,” most of which he ended up discarding, he said.

Elmegreen undertook the novel with no idea whether interspersing a musical score in a narrative would succeed. “For all I knew there was a reason no one ever did this before—it wouldn’t work,” he said.

Music professor Paul Lansky, who also advised Elmegreen, said, “Scott has confronted what is really an unknown task, to compose the soundtrack of silent reading, and he has had to face some very interesting and unusual problems. He also took the added leap of composing music for his novel in which the music represents the substance of the work in nonverbal terms—the inner voice of the novel, as it were.”

In the 12 songs he wrote to accompany his short story, Elmegreen wrote “incomplete music that could not stand up on its own,” so that the reader would not be distracted from the words. Elmegreen recorded the music as sound files that play as the reader reads an electronic version of the text.

In order to help readers appreciate the music in the novel, Elmegreen constrained himself to writing for piano and guitar—the instruments with which readers are most likely to be familiar—and kept the music spare and simple.

Educational Programs Open to Parents

Parents are welcome to participate in various educational opportunities through Princeton’s Alumni Association. This fall, programs include a lecture series on the mornings of select home football games, two online courses focusing on the Middle East and the classic novel “War and Peace,” and a monthly online book club that discusses books written by Princeton alumni and faculty.

For more information on these and other educational opportunities, visit http://alumni.princeton.edu/main/education_travel or contact Kaitlin Lutz at klutz@princeton.edu or (609) 258-0014.

To read the short story, visit www.princeton.edu/~selmegre. To read about other senior theses, visit www.princeton.edu/pr/pwb/07/0507/6a.shtml.

Commencement

Continued from page 2

and chairman of Lockheed Martin Corp.; Elizabeth Blackburn, a pioneering molecular biologist; Robert Fagles, a celebrated literary translator and Princeton professor emeritus; LaSalle Leffall Jr., a leading cancer surgeon and researcher; Fritz Stern, a renowned historian of modern Germany; and Twyla Tharp, an award-winning choreographer and director.

Commencement-related activities began June 3 with the Baccalaureate service, at which John Fleming, the Louis W. Fairchild ’24 Professor of English and Comparative Literature Emeritus, urged the “Class of Destiny” to recognize the privilege of a Princeton education and to use it to improve the world. Seniors were recognized at Class Day ceremonies June 4 (see story on page 3), where the keynote speaker, actor Bradley Whitford, discussed how politics has been tainted by show business and encouraged the new graduates to get involved in world affairs.

For full coverage of Commencement 2007, visit www.princeton.edu/main/news/archive/S18/10/66Q06.
From the Dean’s Office
Continued from page 5

We’re excited about the advent of the new college system; we’re confident that it will strengthen and enhance the educational experience of all Princeton undergraduates; and we’re delighted that your sons and daughters will be joining us as pioneers in developing the potential of the four-year colleges.