Princeton to reinstate early admission program next year

Princeton will reinstate an early admission program, beginning next year with the class that will enter Princeton in September 2012. The single-choice early action program will require applicants to apply early only to Princeton, but will not require them to decide whether to accept Princeton's offer until the end of the regular admission process.

"We have carefully reviewed our single admission program every year, and we have been very pleased with how it has worked," President Tilghman said. "But in eliminating our early program four years ago, we hoped other colleges and universities would do the same and they haven't. One consequence is that some students who really want to make their college decision as early as possible in their senior year apply to other schools early, even if their first choice is Princeton.

"By reinstating an early program, we hope we can achieve two goals: provide opportunities for early application for students who know that Princeton is their first choice, while at the same time sustaining and even enhancing the progress we have made in recent years in diversifying our applicant pool and admitting the strongest possible class," she added.

In 2006, Princeton announced its intention to adopt a single admission program, shortly after Harvard University announced its intention to eliminate its early action program. At the time, both universities expressed the hope that other universities would follow suit. Only the University of Virginia did so, and it reversed that decision last year. On Feb. 24, the day of Princeton's announcement, Harvard also returned to an early admission program.

Princeton had some form of early admission program for almost 30 years before it eliminated its early program with the class that entered in September 2008. From 1977 to 1995 it had an "early action" program in which students admitted early did not have to commit to attending Princeton, and in 1996 it switched to an "early decision" program in which students admitted early had to commit to accepting Princeton's offer of admission. Since the elimination of the University's early admission program, the number of applications to Princeton has increased from just under 19,000 to just over 27,000 this year; the number of high schools represented in the applicant pool has increased from 6,881 to 8,658; and the number of applications to Princeton has increased from just under 19,000 to 27,000 this year; the number of applicants from lower-income and minority backgrounds has increased significantly.

"One of our foremost goals in eliminating an early program was to encourage excellent students from a broad array of backgrounds and geographical areas to consider Princeton, and to assure them that their applications would be reviewed with the same care and attention as every other applicant," Dean of Admission Janet Lavin Rapelye said. "Our single admission program helped us to make progress toward those goals, to which we remain fully committed. We are confident we can achieve them while also allowing students who are ready to apply early to do so."

Since one of the purposes of Princeton's early admission program will be to identify applicants for whom Princeton is their first choice, students who apply early will be required to affirm that their only early application is to Princeton. Because Princeton's program will be "early action" rather than "early decision," students who are admitted early will be permitted to apply to other schools through their regular admission processes and to defer decisions about where to enroll until they know all their options. This process also allows students who wish to compare financial aid offers to do so before making final decisions.

The 1,313 Princeton students in this year's freshman class of 2014 were selected from a record 26,247 applicants. Overall, last year Princeton admitted 8.8 percent of its applicants — the lowest percentage ever. Almost 59 percent of the class is receiving need-based financial aid, which under Princeton's groundbreaking policy requires no need-based contribution from students or their families.

Continued on page 2

Continued on page 6
Bowen, Keohane offer lessons on leadership

Two new faculty members appointed

The Board of Trustees has approved the appointments of two new assistant professors, Kirill Evdokimov and Toshiko Takaezu, at Princeton.

Evdokimov, who has been an assistant professor of economics for a three-year term, effective July 1, 2011. A specialist in economic theorist with my experience as a political theorist with my experience as a
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Evdokimov has been appointed an assistant professor of economics for a three-year term, effective July 1, 2011. A specialist in economic and financial policy, Evdokimov has been a consultant to the Russian government and organizations such as the World Bank and the European Bank for Reconstruction and Development. He has written extensively on topics including economic growth, financial market regulation, and macroeconomic policy. Evdokimov received his B.A. from the University of Oxford and a Ph.D. from Stanford University.

Toshiko Takaezu, a renowned ceramic artist who helped shape Princeton's Program in Visual Arts over her 25 years on the faculty, and who transformed the campus, "opened the rest of her world and life to the students." He said that most of her inspiration for the book, Keohane noted in his introduction of her at the dedication was discussed at length with her.The class of 2014 includes the largest number of international students from 47 countries, constituting 10.7 percent of the class. Along with the two previous classes, this year's freshman class is the third in Princeton's history to be evenly balanced in terms of gender.

The decision to reinstate Princeton's early admission program was made by President Shirley M. H. Tilghman, Rapelye and Dean of the College Nancy Weiss Malkiel. The decision was discussed at length with the Executive Committee of the Board of Trustees, which expressed strong support for the decision.

Deadline

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Name: Susan Giranda
Position: Secretary at Butler College.
Supporting Butler's dean, master, director of student life, director of studies and administrator in the day-to-day operations of the college.

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Princeton seniors Alex Rosen and Amelia Thomson-DeVeaux have been selected to share the University’s 2011 Moses Tayloe Payne Honor Prize, the highest general distinction conferred on an undergraduate.

Graduate students Glady Damen, Marcus Hoffner, Noam Shane and Silvii Pufi have been named as co-winners of the Porter Ogden Jacobus Fellowship, Princeton’s top honor for graduate students. The fellowship supports the final year of study and is awarded to students whose work has exhibited the highest scholarly excellence.

The award winners were recognized during Alumni Day ceremonies Feb. 26.

Rosen, who is from Allentown, Pa., is majoring in economics and pursuing a certificate in global health and policy. He has served for four years as president of Princeton’s class of 2011 and is chair of the University’s Honor Committee, which investigates violations of the Honor Code for undergraduates. After graduating, Rosen plans to attend medical school and become a physician.

Thomson-DeVeaux, who is from Charlottesville, Va., is a religion major and a candidate for certificates in gender and sexuality studies and Hellenic studies. Reflecting her academic and extracurricular passions at Princeton, after graduation she plans to embark upon further study of the intersection between religion and gender and to pursue work related to social justice.

Damen, a Ph.D. candidate in the Department of Art and Archaeology, earned bachelor’s and master’s degrees in history of art from the University of Uzh in her native Italy.

Hoffner, a doctoral student in the Department of Mechanical and Aerospace Engineering, first came to Princeton as a visiting student from the Chalmers University of Technology in Sweden, where he earned a master’s degree in thermo and fluid dynamics.

Pufi, a student in the Department of Physics, earned a bachelor’s degree in physics with a certificate in applied and computational mathematics from Princeton in 2007.

More news on the Web
Visit the News at Princeton Web page at www.princeton.edu/main/news/ for other recent stories, including the following:

- A gift from Anthony A. Yoseloff, a member of Princeton’s class of 1996, and his wife, Nanar, will name a dormitory in Butler College. Yoseloff Hall is the fourth named dormitory in Butler College, whose redesign was the culminating effort in the University’s launch of its four-year residential college system.

- Princeton seniors Hanna Katz, Karen Campion, Clare Herceg and John Torrey have been awarded 2011 fellowships from Research!America.

- Princeton’s men’s and women’s basketball teams qualified for the NCAA tournament – the first time both teams made it to “March Madness” in the same season. The unprecedented success captured the attention of Princeton fans near and far.

- Using mathematical concepts, Princeton researchers have developed a method of discovering new drugs for a range of diseases by calculating which physical properties of biological molecules may predict their effectiveness as medicines.

- Princeton chemical and biological engineering professor Christodoulos Floudas led the research team.

Scientists at PPPL are collaborating with researchers across the globe to harness fusion energy, a clean, potentially limitless energy source based on the same reaction that powers the sun. The lab is managed by the University for the DOE Office of Science.

MacPherson is responsible for directing media relations at the lab and overseeing external and internal communications, for which she will collaborate with University offices as well as groups in the energy policy community and the local community. She serves as the lead media contact and spokesperson for the lab. She will write stories and edit other materials produced by the lab’s Office of Communications, and will lead an effort to develop new content employing video, social media and other communications tools to tell the story of fusion energy.

“The long time scale in making fusion energy a commercially available source only emphasizes the need for a good, balanced communicative strategy,” MacPherson said. “I am so excited to be part of this effort to convey the importance of this research.”

With the University’s Office of Communications, MacPherson won gold and silver medals from the Council for the Advancement and Support of Education for her news releases on subjects including advanced research in science, chemistry, physics, mathematics, molecular biology, music theory and public policy.

During an award-winning career in daily newspaper journalism, most of it at the Asbury Park Press in New Jersey, MacPherson reported on numerous breakthroughs in science, including Florida’s Tokamak Fusion Test Reactor experiment that attained record levels of fusion power.

She succeeds Anthony DeMeo, who retired in June as PPPL’s head of information services after 34 years.
One of the key goals outlined in the “Princeton in the World” report was to enhance international experiences for undergraduates. How does the University feel going abroad should be an integral part of students’ time at Princeton?

The notions are both practical and idealistic. First, we live in a global economy and being able to communicate with people from other cultures will help students in anything they do. Even if they never leave the United States, knowing another language and being familiar with other cultures are important skills that can help students after they graduate. We know employers are foremost looking for candidates with expertise in their particular field, but if that candidate also speaks another language and understands the cultural nuances necessary for working with clients or colleagues in another part of the world, he or she is in an even better position.

Second, Princeton is producing graduates who are likely to become leaders in their field, so we are in some ways obligated to make sure our students are open-minded and can appreciate alternative perspectives and other cultures. The best thing we can do for a lot of our students is to push their boundaries and comfort zones. One way to do this is to have them go somewhere where they may not yet speak the language very well or even where they just need to remember to look the right way when crossing the street. The horizons that opening up during an international experience can be quite amazing, and it is virtually impossible to replicate that in another environment.

About 47 percent of undergraduate students have an international experience, and we want to get that number up to 100 percent. Although many of our graduate students also study and conduct research abroad, we’d like to increase their opportunities and commitments of time studying and researching at partner institutions overseas.

How is the University working to enhance international opportunities for undergraduate and graduate students, and increase the number of students who are able to travel abroad in various ways?

A lot of our focus has been on getting rid of the barriers to international experiences, while at the same time creating more opportunities.

One institutional effort is to change students’ mindset that they cannot go abroad. When I speak with alumni, some say they were not encouraged to study abroad while they were students. Some felt they could not manage time abroad with their academic commitments and independent work, while others did not want to miss the great educational experiences at Princeton if they left for a semester. We are working to overcome those assumptions and show students there are many ways to have an international experience that complements, not competes, with their life on campus.

The Office of International Programs has developed programs targeted to students in specific majors that traditionally have lower levels of participation. We now have an exchange program with Università Bocconi in Milan for economics students and a program at the Ecole Centrale Paris that was developed with the School of Engineering and Applied Science, to name a couple. The Graduate School also supports a number of exchange programs for graduate students in a wide variety of fields, such as programs at the University of Oxford, the Freie Universität Berlin and other top-notch universities around the world. We have created an online database to see all of the offices and programs with funding available for their particular international endeavor, whether that be credit-bearing study abroad, research opportunities, an international internship or an international service program. The portal also will allow the various offices to work together to help fund a student’s trip. This way, offices will be able to better coordinate resources so more students have an opportunity to go abroad.

Another practical step has been the enhancement of the University’s travel registration database. Undergraduate and graduate students can enter their information and itineraries before traveling abroad, so we know where they are and can help ensure their safety. Faculty and staff also are encouraged to use the database. We’ve been able to use this to great effect in a number of cases where there was a natural disaster or other emergency in another country. For example, we were able to help one student who was unable to locate all of our undergraduates studying in Egypt when political unrest broke out unexpectedly in that country. This was critical to our efforts to get them assistance and make arrangements for them to leave the country as quickly as possible.

When universities talk about undergraduates gaining international experiences, many people think of studying abroad. How is the University working to enhance international opportunities outside of the traditional junior semester abroad?

Well, of course, there is the Bridge Year Program launched by the University in 2009 for incoming freshmen. Bridge Year allows a group of students to delay the start of their freshman year to participate in service projects at one of four international destinations. We are also concentrating on summer and other short-term opportunities, whether they are credit-bearing study abroad programs, international internships or senior thesis research trips. Last year, 209 students studied abroad during the academic year, while 375 studied abroad during the summer. Nearly 200 had international summer internships administered by the Office of International Programs and hundreds more conducted research abroad for their senior thesis or went abroad for other short-term opportunities. Because there are many students who do not want to leave during the academic year, a summer abroad is a value added to their Princeton experience.

One great example is the Global Seminars program organized by the Princeton Institute for International and Regional Studies. The program allows freshmen, sophomores and juniors to spend six weeks during the summer in a country at the heart of the semester’s subject matter. For example, one of the groups is traveling to Galway for a course on performance and theater in contemporary Ireland. The classes are taught by Princeton faculty and instructors from the host university, so students get outside of the “orange bubble” while still maintaining that Princeton connection. We also are looking at ways to encourage students to go abroad earlier in their academic careers. Most students do not declare their majors until the end of sophomore year, so having an international experience before then may be a wonderful way to open their eyes to different perspectives before they focus on curriculum requirements.

Speaking of the Bridge Year Program, now that the first 20 students have begun their freshman year, how do you see their experiences affecting student life on campus?

Whenever I travel abroad, one thing I often hear is that Princeton should be proud of the way we approach international service, and the Bridge Year Program is the perfect illustration of that. I see the program as a jumping-off point for a number of international and service opportunities a student could have while at Princeton.

You could imagine a future in which students go on a Bridge Year, do an international internship the summer of their freshman year, study abroad for a semester their junior year, write a senior thesis using another language and then participate in an international service program like Princeton in Africa after they graduate. We would be saying to the world, “We are not just a globally networked institution; we are a university that is interested in graduating students who are international service-oriented leaders.”

To promote this continuum of experience, we will have to look more closely at how to empower Bridge Year students once they are on campus. For instance, when we do Bridge Year students in Ghana and may now speak Twi! We will have to be creative about the ways we help students sharpen the interpersonal and linguistic skills they gained while away.

We also want to connect Bridge Year students with other students on campus and even the campus community for a gap year to keep the Bridge Year students’ spark for international service alive. These students also can serve as ambassadors, sharing their experiences and encouraging peers to think about going abroad.
**Princyclopedia will celebrate Greek mythology, adventure**

"Percy Jackson and the Olympians, Book 1: The Lightning Thief," Rick Riordan’s children’s tale of Greek mythology and adventure, is the theme of this year’s Princyclopedia, an interactive book convention hosted annually by the Cosen Children’s Library. The all-ages event will take place from 10 a.m. to 3 p.m. Saturday, April 9, in Dillon Gymnasium. Dana Sheridan (pictured), the library’s education and outreach coordinator, and the Coten staff will lead visitors through hands-on projects and demonstrations. Visitors can taste nectar and ambrosia, take a ride on a Minotaur, and participate in other activities focused on mythology, magic, art and history. No registration is required to attend Princyclopedia. For more information, visit <www.princeton.edu/princyclopedia>.

The African gallery on the Princeton University Art Museum’s lower level has been updated with several new acquisitions. The works on display in the gallery reveal the continent’s immense diversity of artistic production, including these two early 20th-century wooden masks (above). The collection features pieces from West, Central and South Africa, including objects of prestige and daily use, royal regalia, sculptures that mark rites of passage such as birth, initiation and death, and other works that represent interaction between humans and spiritual entities.

"Politics of Snow II," an exhibition of sweeping views of majestic glaciers and mountains by Philadelphia artist Diane Burko, will be on view Monday, April 4, through Thursday, May 19, in the Bernstein Gallery of Robertson Hall. Burko uses geological data to inform her work, and her paintings convey her visceral reaction to vanishing landscapes of melting ice and diminished glaciers. A panel discussion related to the exhibition will be held at 4:30 p.m. Thursday, April 21, in Robertson Hall, Room 16.
Shattering ancient art to reconstruct the past

by developing a technique to simulate how ancient art was destroyed, Hijung (Valentina) Shin hopes her senior thesis project in computer science will benefit archaeologists who are working to reconstruct frescoes painted thousands of years ago.

Chris Emery

D estroying ancient Greek art has become something of a specialty for Hijung (Valentina) Shin. For her senior thesis at Princeton, Shin, a computer science major from Yongin, South Korea, is working to perfect her method for shattering stone frescoes painted thousands of years ago — a technique designed to return the art to its former glory.

“I’m actually breaking things inside a computer,” she said. “If we can simulate how the art was destroyed, it will help us piece the shards back together again.”

The artworks in question were frescoes found on Thera, an Aegean island also known as Santorini that was devastated by a volcano around 1630 B.C. The eruption destroyed the island’s Hellenic civilization, including the frescoes painted on town walls, burying the remnants for millennia.

In recent decades, archaeologists have begun excavating the ancient ruins, but face the daunting task of sorting through the debris and reconstructing the frescoes one shard at a time. Shin’s project developed as part of an effort by Princeton computer scientists to aid these archaeologists in their work.

In 2007 a group from Princeton traveled to Akrotiri, an ancient city on Thera that had flourished in the Late Bronze Age around 1630 B.C. — to begin studying the methods used by archaeologists to piece together the fresco fragments unearthed at the site. The group led by Szymon Rusinkiewicz, an associate professor of computer science, invented a laser-based scanning system to record measurements of the shapes and color patterns of the shards.

Since then, the archaeologists have used the system to scan newly recovered fragments, and the Princeton team has continued developing ways to use the data to help the conservators find matches among the plethora of pieces.

Shin began contributing to the project for her junior independent work, under the guidance of Rusinkiewicz and Thomas Funkhouser, a Princeton professor of computer science. Her research expanded into her senior thesis project, which Funkhouser is advising.

Last summer, Shin traveled to Greece to meet with the archaeologists and learn the process of scanning and reconstructing the ancient art. She quickly discovered that computer scientists and archaeologists think differently.

“With computers you focus on speed, because you want programs as efficient as possible to improve processing time,” she said. “But archaeologists work on a single fresco for decades, and they say they could recon-struct Santorini will take centuries. One of them told me the work is like a long beaded necklace, and their contribution is a single bead. That really surprised me.”

At first, Shin focused on studying a reconstructed Thera fresco known as the “Crocus Gatherer and Potnia,” which depicts a supplicant offering crocuses to a goddess. She analyzed the crack patterns for clues to how the wall originally crumbled. This allowed her to make generalizations, based on statistical relationships among the fragments, about how any fresco would have deteriorated.

“Imagine you have puzzle pieces strewn across a table and you want to figure out a way to put them back together,” Funkhouser said. “Valentina took pictures of an already assembled puzzle and got statistics about how the pieces fit together.”

Shin’s junior independent work earned her the Outstanding Undergraduate Researcher Award 2011 from the Computing Research Association, a prestigious national honor.

Now, for her thesis, Shin is using the data she gathered as a junior to develop a mathematical model that describes how the Thera frescoes broke apart before the volcanic erup-
tion. According to Shin’s model, the materials of which they were com-posed and the forces that shattered them.

She is testing her model using modified graphics software originally developed for simulating virtual digital images and movies. Using the simulator and the rules she’s devel-
oped, she can create a virtual version of the “Crocus Gatherer and Potnia,” then compares the result with the actual crack patterns in the recon-
structed fresco.

Her goal is to refine the simulation so that it more closely matches reality, then to use her algorithm to guide how archaeologists on Thera make matches and select the process of reconstructing the frescoes.

“I really liked working on a proj-
et where I could actually see the outcome,” she said. “I’m planning on going to graduate school and this influenced the direction I’d like to go. I want to study how people perceive things — like matching two shards together — and apply that to computers to help identify objects.”

More generally, the independent work reinforced the research taught Shin about the creativity it takes to tackle a novel problem.

“Ideas come to me when I was working on problems that had a clear answer,” she said. “But more and more, as I did research, I realized that I didn’t know the answer, or even if we were asking the right question. That was exciting!”

By developing a technique to simulate how ancient art was destroyed, Hijung (Valentina) Shin hopes her senior thesis project in computer science will benefit archaeologists who are working to reconstruct frescoes painted thousands of years ago.

The senior thesis: Quintessentially Princeton

Inspired by learning experiences both in and out of the classroom — around campus and across the globe — at Princeton undergraduates tackle a monumental academic chal-

lange by completing a senior thesis. The thesis, considered the capstone of Princeton students’ academic journey, is an independ-
ent work that requires seniors to pursue original research and schol-
arship under the guidance of faculty advisors.

Reflecting on his mechanical and aerospace engineering thesis for the publication “The Thesis: Quintessentially Princeton,” 2010 graduate David Kwabi wrote: “The opportunity to delve into a subject that is open-ended by definition carries with it the chance to verify a hypothesis, but for me it also included the realization that I will do something I’d never have something remarkable to think about.”

Current seniors are finding similar opportunities for engagement as they undertake inspiring intellectual pursuits. This issue of the Bulletin profiles four thesis projects that involve writing an original musical, reconstructing art, testing the brain’s functioning in social situ-

ations and exploring the evolution of traditional Chinese medicine.

To read “The Thesis: Quintes-

cially Princeton,” visit <www.

princeton.edu/pub/ap>.
Exploring the evolution of traditional Chinese medicine

Richard Huynh, an East Asian studies major, is combining his interests in Asian culture and science for his senior thesis project. He is examining how traditional Chinese medicine—specifically acupuncture— has been combined with modern medicine.

His overarching goal was to observe how acupuncture is or is not integrated into modern practices in each of those places. Huynh's exploration of the medical procedures of numerous Chinese communities provides important insights, according to his advisor, Benjamin Elman, Princeton's Gordon Wu '58 Professor of Chinese Studies.

"Richie is looking at acupuncture in terms of discrete Chinese communities in Asia," Elman said. "I'm interested in seeing how some of these things work. In some places, the medical scene is open to traditional practices, in others more modern medicine is dominant. Overall, the traditional has to compete with the modern directly."

Elman pointed out that Huynh's interest in medicine and science has helped him bring perspective to his thesis. "It's interested in the chemistry of acupuncture. He's interested in how the traditional compares with the modern, as well as where there are influences of modern medicine" in traditional practice, Elman said.

"With acupuncture, there has been a lot of research to try to find how it works. But I'm interested in seeing how some of these things work. In some places, the medical scene is open to traditional practices, in others more modern medicine is dominant. Overall, the traditional has to compete with the modern directly."

Cultural interests provide early inspiration

While Huynh’s time in Beijing was eye-opening, his inspiration for his work came first in high school. "I grew up in Brooklyn Park, Minn. My parents came to the United States from Vietnam. His father came first, shortly after marriage, followed by his mother a few years later. Richie and his twin brother Ryan, who is a Princeton student in economics, gave me an appreciation for Asian cultures. Huynh's parents came to the United States from Vietnam. His father came first, shortly after marriage, followed by his mother a few years later. Richie and his twin brother Ryan, who is a Princeton student in economics, gave me an appreciation for Asian cultures.

Richie Huynh learned about Princeton at a science fair during his junior year of high school. "I met international students from Princeton, and I didn't even know what it was," Huynh said. "Meeting these students shifted my world."

When Huynh came to Princeton, he began connecting with students from many backgrounds and joined a cam- pus dance group called Triple 8, which showcases the art and dance of traditional and contemporary East Asia. That experience sparked an interest in Chinese culture, leading Huynh to participate in Princeton’s China Program. He also began to draw connections between his own heritage and Chinese culture.

"I have a lot of Chinese friends because of dance," he said. "I learned to speak Chinese fluently. I changed many things about my identity. I feel this connection with my American roots, but also with my Vietnamese background and Chinese culture.

"I have a lot of Chinese friends because of dance," he said. "I learned to speak Chinese fluently. I changed many things about my identity. I feel this connection with my American roots, but also with my Vietnamese background and Chinese culture.

Continued on page 8
Oates voices grief in memoir, finds solace in writing, teaching

Jennifer Greenstein Altman

When creative writing professor and famed novelist Joyce Carol Oates struggled to come to terms with the grief of losing her husband of 46 years, teaching writing to Princeton students served as a lifeline.

In her new memoir, “A Widow’s Story,” she recalls her return to 185 Nassau St., to the Lewis Center for the Arts, to teach fiction writing following seven weeks in the February 2008 death of her husband, Raymond Smith, who died from a heart attack after a long illness.

In Thoron’s experiment, each participant’s face was superimposed on the face of a computer-generated person. In the nonsocial tests, participants are asked to do simple arithmetic and memory tasks, and then are asked to do more complex tasks, such as judge a man’s character or make a social decision about him.

Oates, the Roger S. Berlind ’52 Professor in the Humanities at Princeton. “Although I have written of my personal life, I have never written a work unlike any of her previous stories.”

In “A Widow’s Story,” you describe so vividly what it is to lose a spouse. Did writing about the days following Ray’s death help you cope with your grief?

In “A Widow’s Story,” you describe so vividly what it is to lose a spouse. Did writing about the days following Ray’s death help you cope with your grief?

This book is more personal than anything you’ve written before. Why did you decide to share this story with your readers, and what do you hope they will take away from it?

Oates: “You can’t establish a whole theory of grief — or a whole theory of anywhere — in medicine with East Asian studies,” Oates said. “I always wanted to be a doctor, but how can one know? It does seem to be the case that writing — thinking about our genes. One generation must teach the next, and if personal tragedies are ephemeral and fragile — and never to be fully understood — then one can’t ‘talk oneself’ out of the most significant emotions of one’s life. It is like trying to construct a story in various languages, for “sun” — the ineffable actuality of what we mean by “sun” isn’t confined by any language.

Human beings valiantly construct narratives to contain them, but the narratives are not literal and stable — we do what we can in the aftermath of a personal tragedy, and may afterward look at things differently, think the opposite, yes, it was a good thing to have done; but how can one know? It does seem to me that the day-to-day writing — thinking, and then writing — is cathartic in some way; though it may exaggerate the condition.

The widow’s “Handbook,” which remains now in a sort of final-state as one of the final chapter-titles.

I think that, overall, journal-keeping is very healthy and for some people, a necessity of mental, emotional) life. Those who can’t take time for a journal are probably the very people who would most benefit from it. In an age of e-mail and other rapid communica- tion, journal-keeping is an exercise, too, for journal-keeping. One can be honest and direct in e-mails, as one can be in a journal, but the novelty of the act — its sense of worth, of space — and the welcome relief of the sheer process of thought. A journal should not be revised — the purpose of the journal is defeated if its breathlessness is made calculated and artificial.

At the end of the book you give us a glimpse of the start of a new life with Princeton professor Charles Gross. Was it a surprise to you that you would get married again? At the time, I had not the slightest glimmer of any idea of meeting someone else, and that in Princeton, let alone “another husband.” I found it such an effort to get through a single day — in fact, to get through 10 minutes — that I couldn’t even reasonably dream and try to work. I did not think that I could really hear to speak with people who were not close friends — who would not know who Ray was — and it did seem to me for a while that I would never have a kind of ignoble, superficial wish to “move on” (such a crude, cruel term) — that was unreal, if not in fact surreal. Of course, meeting another person in his complexity, with his own particular history and temperament, was a great, intimidating adventure, for which I felt completely emotionally prepared; but, there was Charlie, with his remarkable energy, enthusiasm, zest for life and remarkable certitude — an irresistible force.

Katz, Oates win National Humanities Medal

Princeton professors Stanley Katz, a well-known scholar of American legal history and educational institutions, and Joyce Carol Oates, one of the country’s most influential authors of fiction and essays, have been awarded the National Humanities Medal. The medal honors those whose work has deepened the nation’s understanding of and engagement with the humanities, or helped preserve and expand access to important resources in the humanities. To read the full story, visit <www.princeton.edu/main/news>.

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just figuring out how to do things rather than doing them.”

In Thornton’s experiment, each participant’s face was superimposed on the face of a computer-generated person. In the nonsocial tests, participants are asked to do simple arithmetic and memory tasks, and then are asked to do more complex tasks, such as judge a man’s character or make a social decision about him.

In the social tests, participants are asked whether the face is more or less trustworthy than the face one back in the series. In the nonsocial tests, participants are asked to do simple arithmetic and memory tasks, and then are asked to do more complex tasks, such as judge a man’s character or make a social decision about him.

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music and dance styles, including lyrical, hip-hop and martial arts. For Huyhn, who plans to go to medical school and originally intended to major in chemistry, this fusion carried into his academic work — leading him to East Asian studies and to his senior thesis.

“I wanted to combine my interest in medicine with East Asian studies,” he said. “It was a chance to major in something out of the normal and apply it to my interests.”

Huyhn hopes to become a doctor in the United States and gain professional experience in Asia some day. Through his senior thesis and his time at Princeton, Huyhn said he will bring more diverse viewpoints to his medical education.

“arhuk how time to me, my perspective would be so different,” he said. “Always wanted to be a doctor, and now I bring a different set of ideas and thoughts to this goal!”

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"You can’t establish a whole theory of grief — or a whole theory of anywhere — in medicine with East Asian studies," Oates said. "I always wanted to be a doctor, but how can one know? It does seem to be the case that writing — think-