Pardon breaks ground on path to becoming valedictorian

**Eric Quinnone**

As a high school student, John Pardon was engaged in one of his favorite pastimes — reading math papers online — when he came upon a problem crafted by Russian mathematician Mikhail Gromov that had confounded scholars in the field for more than two decades.

Over the years, Pardon would return to grapple with Gromov’s problem, which concerns an area of math known as knot theory. This fall, as a Princeton senior, he unraveled the solution that eluded so many others, and will see his results published in the Annals of Mathematics, the top journal in the field.

This rare achievement exemplifies the intellectual curiosity and scholarly accomplishments that have carried Pardon to the top of Princeton’s class of 2011 as its valedictorian. Pardon, a mathematics major from Chapel Hill, N.C., will deliver the valedictory address at the University’s Commencement ceremony Tuesday, May 31.

The son of Duke University mathematician William Pardon, he scored his first perfect math SAT score in middle school and began taking advanced coursework from an early age, including classes at Duke while still in high school. After his sophomore year at Princeton he took only graduate courses in the mathematics department, with the exception of one high-level undergraduate course.

Pardon, whose quiet demeanor balances his high levels of motivation and self-direction, said he finds inspiration in solving challenging math problems. “Doing research is much more of a creative process than, say, doing a calculation,” he said. “If you’re working on good problems, it’s very intellectually stimulating to figure out why something is true instead of just calculating that it’s true.”

Finding and conquering challenges

Pardon’s desire to conquer intellectual challenges drove his efforts to solve the problem presented by Gromov in knot theory, which is a branch of topology, the study of the properties of space and shapes. Gromov’s problem, established in 1983, involves the distortion of a particular class of knots called torus knots.

“I read a lot of math online — that’s how I’ve come to learn about most of the problems that I’ve worked on,” Pardon said. “I first saw this problem in high school and spent some time thinking about it here and there. About a year ago last spring, I thought I had a very nice idea about how to solve it. I started writing it up and two weeks later realized it was completely wrong.”

However, in his spare time last summer while working as a math researcher for the U.S. Department of Defense, he continued to think about the problem until he came up with a new direction toward a solution.

This fall he wrote a draft of a paper on the subject and shared it with Princeton mathematician David Gabai, who suggested Pardon submit the paper to the Annals of Mathematics. It is scheduled for publication in the journal’s July issue.

“A lot of very talented mathematicians would love to have solved this problem,” said Gabai, the Hughes-Rogers Professor of Mathematics. “With some problems, people make some progress and it’s clear there is a direction to go. But with this one, no one really had any idea how to get started.

“This is a true gem of mathematics that connects geometry, topology and some analytic arguments. I can imagine that in the future, because it’s so elegant, people will remember this as a special piece of work,” Gabai said. “Part of what is so impressive is that he found this problem on his own and recognized it as something he had a chance of doing.”

Pardon has amassed other impressive research achievements, having published several papers as an undergraduate and presented talks at Princeton and other institutions.

At a dinner in December, Princeton mathematician János Kollár told Pardon about a difficult topology problem he had been discussing with colleagues. A week later, Pardon emailed Kollár with a solution.

“We have been working together since, and he produced several improvements and went much farther than I originally hoped for,” said Kollár, the Donner Professor of Science, who added that working with Pardon “felt like working with a postdoc.”

For his senior thesis, Pardon produced advances in knot theory, building upon work done by Princeton alumnus Jacob Rasmussen, now a mathematician at the University of Cambridge. Pardon’s thesis advisor, Continued on page 6

Working group recommends changes to enhance social and residential life

**Ruth Stevens**

While Princeton undergraduates express high levels of satisfaction with social and residential life, a working group of students, faculty and staff is recommending several changes to enhance this essential element of the campus experience.

In a report issued May 2, the Working Group on Campus Social and Residential Life states: “The basic message is clear: Overall levels of satisfaction are high (and generally higher than at other institutions) and where there is dissatisfaction, in large measure it does not correlate with any specific demographic factor or living arrangement. In other words, while we found areas for improvement, we did not discover any definable group that is not having a meaningful and rewarding social life at Princeton.”

The 13-member group, appointed by President Shirley in September 2010, however discovered after meeting with 17 focus groups and receiving almost 300 comments on its website that there were some needs that could be better met, areas that could be improved and concerns that could be addressed. Its key recommendations include:

- Students should be prohibited from affiliating with a fraternity or sorority or engaging in any form of rush at any time during the freshman year, or from conducting or having responsibility for any form of rush in which freshmen participate. The penalty for violating these prohibitions should be severe enough to encourage widespread compliance, which probably means a minimum penalty of suspension.
- The University should significantly increase its commitment to enforce policies that prohibit serious forms of hazing wherever it occurs, and the University should become even more vigilant in imposing highly consequen- tial disciplinary penalties on students found to have engaged in hazing that seriously threatened the health and well-being of any student.
- The working group concurs with the widespread and strongly held view across a broad range of campus constituencies that it would be desirable to reinstate a campus pub that would be open to all undergraduates, graduate students, faculty and staff and help to model the responsible use of alcohol.
- The group also recommends several initiatives regarding both larger- and smaller-scale events on campus, building relationships across classes, enhancing life in the residential colleges, expanding the roles of residential college advisers and Outdoor Action/Community Action groups, Continued on page 8

What’s inside?

Marsh selected as deputy dean of the college
University curriculum continues to evolve
Alumni returning to campus for Reunions

2011 salutatorian
Shi brings Latin to life
Marsh selected as deputy dean of the college

Clayton Marsh, University counsel since 2002, has been named deputy dean of the college at Princeton, effective July 1. Marsh will succeed in this role Jennifer Greenstein Altmann, who has served in that role since 2010.

A native of New Jersey, Marsh is uniquely suited to his new role, said President Eisgruber. “During his years at Princeton, Professor Marsh has been central to the progress of the college,” said President Tilghman. “His hard work and dedication have served the University well.”

As the clear leader in the search, and with the support of the Princeton University Board of Trustees, the Princeton University Provost Christopher Eisgruber called Marsh to the role of deputy dean. “He is uniquely qualified to continue the work of Public Safety and the Department of Safety and Security,” said President Eisgruber.

Marsh will oversee the safety and security programs for the entire University, including the Princeton Police Force, and will lead the University’s physical plant operations. He will advise and support individual faculty members, academic departments and certificate programs in their efforts to create new courses and programs, and also will participate in the development of new programs and the Administration of funds for curricular innovation.

In conjunction with a faculty executive committee, Marsh will shape and oversee the freshman seminar program. He will have supervisory responsibility for the Princeton Writing Program, the Program in Teacher Preparation, the McGraw Center for Teaching and Learning, and the Community-Based Learning Initiative, while also serving as the University’s faculty advocate on the key curricular developments the NCAA and the accreditation liaison officer to the Middle States Association of Colleges and Schools.

“I am honored to be joining Val and her colleagues in West College and thrilled to have this opportunity to pursue independent concentrations. Princeton will work closely with Smith on all matters relating to the design and content of the undergraduates curriculum. As the secretary to the Faculty Committee on the Course of Study and as a member of the Council on Science and Technology, he will advise and support individual faculty members, academic departments and certificate programs in their efforts to create new courses and programs, and also will participate in the development of new programs and the Administration of funds for curricular innovation.

Memorial service planned for Dahlen

A memorial service for Elisabeth Dahlen, a senior administrator at Princeton for more than 20 years, is scheduled for Friday, June 3, in the University Chapel. She died of cancer on March 29 at age 64.

Dahlen joined the Office of Information Technology from 1987 until 2004, when she was named director of the Office of Information Technology’s Card Office. She became assistant to the treasurer for special projects in the Office of Finance and Treasury in 2007, a position she held until her retirement in 2010.

A full obituary appears on the Office of Information Technology’s website at <www.princeton.edu/oit/news/>, where it can be found for “Nassau notes,” go to <www.princeton.edu/bulletin>. The June issue will be the final issue for the 2010-11 academic year. A complete publication schedule can be found at <www.princeton.edu/bulletin/subscribe>. Deadline

In general, the copy deadline for each issue is Friday the 10 days in advance of the Mooday cover date. The deadline for the next issue, which covers June 13-Sept. 1, is Friday, June 3. The June issue will be the final issue for the 2010-11 academic year. The June issue will be the final issue for the 2010-11 academic year. A complete publication schedule can be found at <www.princeton.edu/bulletin/subscribe>. Deadline

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Graduate School applications rise amid strong international interest

EMILY ARONSON

Princeton’s Graduate School admitted 1,197 of the 11,899 applicants who applied for the 2011-12 academic year, with strong interest from international students, who made up 31 percent of the applicant pool, while the 5,573 U.S. citizens and permanent residents made up 49 percent of the pool.

“The Graduate School continues to be open to literally every applicant in the world, and our programs attract a global pool of master’s and doctoral candidates,” said David Redman, the Graduate School’s associate dean for academic affairs. “In addition to our international base of applicants, we will continue our efforts to recruit a diverse group of students from around the United States.”

The 10.2 percent overall admission rate for this year is similar to last year, when 1,193 students were admitted from a pool of 11,724 applicants. This year, the number of admitted students who accepted the school’s offer of admission by the April 15 postmark deadline was 623, or 52 percent compared with last year’s yield at this time of almost 54 percent.

For the second year in a row, the Department of Chemistry received marked interest and acceptances from doctoral applicants, with the new Frick Chemistry Laboratory and expansion of the department’s faculty attracting stellar students, Redman said.

The one new graduate program this year is the introduction of a joint doctoral degree in demography and social policy in the Program in Population Studies starting in the 2011-12 academic year.

Next year also will see a modest increase in the University’s graduate stipend, with a final endowed doctoral fellowship of $26,784, up 3 percent from this year’s standard stipend of $26,000.

“Princeton’s Graduate School has long set the standard for full funding for doctoral students,” Redman said. “Our students also teach and win outside fellowships, but the base support that we offer doctoral candidates is significant and very attractive to applicants.

Among the total applicants, 1,425 were American minorities, including 824 Asian Americans, 372 Hispanics, 219 African Americans and 10 Native Americans. Of the total number of minority students, 198 received offers of admission. Of the second year that figures for the collection of race and ethnicity have followed new federal guidelines allowing applicants to identify themselves in more than one race or ethnic category. The new self-identification option means figures for American minority groups for the past two years cannot be exactly compared to applicant data from previous years.

Continued on page 7

People

Martin Mbugua, who has more than 17 years of experience in journalism and higher education communications, has been named University spokesperson at Princeton.

Mbugua (pronounced BOO-gwah) joined the Office of Communications staff on May 2. He will coordinate outreach to local, national and international news media for coverage of the University, manage media inquiries and advise the campus community on media relations matters, in addition to serving as Princeton’s primary spokesperson.

“Martin brings with him deep expertise working in media in this country and abroad,” said Director of News and Editorial Services Cass Claitt. “Building on an accomplished career as a newspaper reporter in Kenya and New York City, he developed a proven track record in higher education for effective strategic communications, cultivating strong relationships and creative problem-solving. Martin’s contributions will be a true asset to the community.”

For the past year, Mbugua served as communications and marketing manager for the Murphy Institute at the City University of New York, where he developed and managed a new communications and marketing strategy to support growth in enrollment, identify and reach new target groups and enhance the national visibility of the institute.

From 2004 to 2010 he held the position of senior news editor for the University of Delaware, where he was a media spokesperson and was part of the school’s global reputation and its robust financial aid program contributing to a continued increase in applications.

This year saw a 5 percent increase in the number of students applying for master’s and doctoral programs — extending a trend of rising application totals in recent years — and marked the first time in the Graduate School’s history that international applicants exceeded U.S. applicants. International students made up nearly 51 percent of the applicant pool, while the 5,753 U.S. citizens and permanent residents made up 49 percent of the pool.

“By the April 15 postmark deadline, we accepted the school’s offer of admission by the April 15 postmark deadline was 623, or 52 percent compared with last year’s yield at this time of almost 54 percent.

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Sotomayor, Duncan engage with Princeton audiences

TOP: U.S. Supreme Court Justice Sonia Sotomayor (left) speaks about her rise from her humble beginnings to the highest court in the land April 29 during the “She Roars: Celebrating Women at Princeton” event. In a conversation with President Elizabeth A. Hemings, Sotomayor relayed personal anecdotes about her decision to attend Princeton and some of the highs and lows of legal practice, going through the confirmation process and sitting on the bench. BOTTOM: U.S. Secretary of Education Arne Duncan speaks April 20 in Richardson Auditorium in Alexander Hall, stressing that U.S. schools must get better faster than ever before. To read more about both events, visit <www.princeton.edu/main/news>.

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:

• The faculty of the Woodrow Wilson School of Public and International Affairs have approved a plan to restructuring the school’s undergraduate program follow- ing a yearlong committee review led by Princeton President Emeritus Harold T. Shapiro and Wilson School Associate Dean Nolan McCarty. The plan includes ending the selective admissions process for the undergraduate major and opening the major to all students who meet prerequisite requirements. The revised program will go into effect for students enrolling this fall as the class of 2015.

• Over the next year, senior Lisa Tom will combine her two academic passions at Princeton — anthropology and creative writing — by transforming fieldwork into fiction. As the 2011 winner of Princeton’s Martin Dale Fellowship, she will immerse herself in the community of Chinese Americans living in her native Baltimore to write a collection of short stories or a novel about that immigrant community.

• Princeton seniors Alissa Escarce and Lila Steinacker each have been awarded the University’s Henry Richardson Labouisse ’26 Prize, which will allow them to devote a year of service and research related to migrant workers’ rights and gender-based violence, respectively. The Labouisse fellowship provides $25,000 to each recipient to support research in developing countries by graduating seniors who intend to pursue a career devoted to problems of development and modernization.

• Princeton seniors Justine Drennan and Sukrit Silas have been awarded Gates Cambridge Scholarships, which give outstanding students from outside the United Kingdom an opportunity to pursue postgraduate study at the University of Cambridge. Drennan and Silas are among 80 winners of the Gates Cambridge Scholarships from around the world.
From gender to jazz to extraterrestrial life, a slate of new and revised academic offerings available to Princeton students starting this year reflects the continued evolution of the University's curriculum.

As of Feb. 1, the Program in the Study of Women and Gender has changed its title to the Program in Gender and Sexuality Studies to signify the changing focus of scholarship in that field. In addition, the 2010-11 academic year marked the start of four interdisciplinary undergraduate certificate programs, which allow students to supplement their work in their departmental concentrations with focused study in another area — in this case, technology, society and jazz, planets and life, and values and public life. Since 2001-02, the University has added 11 interdisciplinary programs, renamed two departments and four programs, and split one program into two separate ones.

With regard to graduate study during this period, the University has made changes to its offerings at all levels — doctoral, master, joint and dual degrees. The University also has added four graduate interdepartmental programs (which do not grant degrees but allow new students to supplement their work in their doctoral programs with concentrated study in another area), discontinued four interdepartmental programs, added two graduate certificates (which are recognized by the respective departments and renamed two doctoral programs.

These changes reflect the evolution of the University’s research interests of Princeton's faculty members. As faculty come to the University and develop new research areas, and as new knowledge is discovered, the departments and programs adapt in turn.

The new interdepartmental and interdisciplinary programs formally recognize and organize work that already is in the curriculum, he said, and it helps create new intellectual communities, Quimby said. No new faculty members are hired when certificate programs are created, but the programs are a reflection of the desire of the faculty to work across departmental boundaries.

"Take, for example, the Program in Translation and Intercultural Communication," he said, referring to an undergraduate certificate program established in 2007. "Faculty members and students certainly were doing everything from translating works from one language to another, to figuring out how to communicate across cultural boundaries. But the new program recognizes the commonalities in these experiences — that, for example, people from the Libraries and the arts and comparative literature and physics were thinking about these kinds of issues together."

Programs advance interdisciplinary work

The four new certificate programs give students the opportunity to engage in interdisciplinary work already being done at the University, and students have shown strong interest in the programs. While the jazz program has not begun formally accepting students, the three other programs established this academic year have admitted an average of 15 students.

"The Program in Information Technology and Society recognizes the technological and societal concerns involved in developing and deploying technology," said Thad Medearis, the program’s acting director and the George Van Noy Professor in Engineering. Professors in engineering, history, sociology and the Woodrow Wilson School of Public and International Affairs created the program’s core course “Technology and Society” last year to provide a common foundation for students.

"Technology does not develop in a vacuum, by virtue of its applied nature it is shaped by the needs and desires of individuals and the societies in which they're used," Medearis said. "We hope this program to attract engineering students who have an interest in the societal application of their work, as well as humanities and social science students interested in seeking a technology education and career path who will help them understand and deal with technology in their lives and careers."

"The studies of the origin of life in the astronomical and planetary contexts have emerged recently not only to become scientifically credible, but intellectually fascinating," Burrows said. "The certificate program was created in response to strong student interest in the associated fundamental questions and to tap... the excitement among the numerous Princeton faculty engaged in cutting-edge research on origin-of-life issues."

"The goal, he said, is to "accommodate new research areas of faculty" and "new research areas that students want to be instructed in." The challenge is "to continue to offer standard courses that faculty teach in their specialty, but also to have flexibility to add courses as people's research interests change or as new disciplines emerge," Redman said. For example, most recently the University has added a doctoral Program in Quantitative and Computational Biology, an innovative, multidisciplinary field that reflects modern biology's growing reliance on the more quantitative sciences and computation. And students can now pursue a Ph.D. in neuroscience without a corresponding degree in biology or psychology, reflecting the growing prominence of the field and Princeton's investment in pathbreaking research with the formation of the Princeton Neuroscience Institute.

"And, while, departmental name changes have reflected shifts in focus in the respective departments. The Department of Chemical Engineering is now the Department of Chemical and Biological Engineering, based on the Department's increased focus on technology and engineering, as a third of the department's faculty focus on applications related to biology in their research; and the Department of German and Germanic Languages is now the Department of German, with a broader focus including media studies, the visual arts and modern cultural studies generally."

The Program in Gender and Sexualities, which has seen accelerated growth over the past 15 years, now includes 37 faculty appointments, a 15 percent increase over the past 10 years.

"In the past 10 years, the Program has added three full-time faculty members — Melissa King, Adam Burrows and Melissa Lane — who have developed new programs that have received significant student interest," said Melissa Lane, also an associate director of the program.

"I wanted to develop a program that was indicative of our commitment to jazz education," Branker said. "It is my belief that the Program in Jazz Studies will provide our students with a wealth of artistic and intellectual experiences designed to develop their understanding and appreciation of the stylistic and cultural diversity that is inherent in jazz."

The Program in Planets and Life draws upon astronomy, chemistry, geosciences, biology, engineering and physics to develop an educational lecture or seminar and a research component that will help them understand and deal with technology in their lives and careers.

"The goal is to accommodate new research areas of faculty and new research areas that students want to be instructed in," he said. The challenge is to continue to offer standard courses that faculty teach in their specialty, but also to have flexibility to add courses as people's research interests change or as new disciplines emerge, Redman said.

For nearly 40 years, the Program in Theater and Dance put on elaborate productions such as the 2007 world premiere production of "Boris Godunov," which included 13 student actors, with Andy Brown (center, in white) playing Boris Godunov, and 12 student dancers. In 2009, the program became two separate entities to reflect the growing student interest in dance.

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New undergraduate certificate programs, 2001-02 through 2010-11

• Contemporary European politics and society
• Dance (formerly part of the Program in Theater and Dance)
• Global health and health policy
• Information technology and society
• Jazz studies
• Latino studies
• Plants and life
• South Asian studies
• Sustainable energy
• Theater (formerly part of the Program in Theater and Dance)
• Translation and intercultural communication
• Urban studies
• Values and public life

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Alumni to return for Reunions

More than 20,000 Princeton alumni, family members and friends are expected on campus Thursday through Sunday, May 26-29, for Reunions activities. Highlights will include:

• the P-rade throughout campus beginning at 8 p.m. Saturday;
• alumni-faculty forums and department open houses during the day Friday and Saturday;
• the “Battle of the Alumni Bands” from 10 a.m. to 5:15 p.m. Friday on the Frist Campus Center South Lawn;
• performances by student groups including Quipfire!, the Princeton University Players, Theatre Intime and Triangle Club on Thursday, Friday and Saturday evenings;
• receptions and student/alumni arch sings on Friday and Saturday evenings;
• and
• the University Orchestra’s lawn concert at 8 p.m. Saturday on Finney and Campbell fields, followed by fireworks at 9:15 p.m.

All alumni and University representatives again will be required to have wristbands to participate in Reunions activities in the major reunion headquarters, courtyards, wristbands are not required for attending lectures or performances, watching the P-rade, or attending the concert and fireworks, all of which are open to alumni, friends and the campus community.

The single fee for wristbands to cover Thursday-Saturday evenings is $30 per person. Information regarding wristband registration was emailed to faculty and staff members on May 5. Payment is by credit card only. Starting Thursday, May 26, the single fee will increase to $40 per person.

Faculty and staff members and their guests must pick up their wristbands in person in the parlor of Maclean House (enter at the front of the house) at the following times: between 1 and 5 p.m. Wednesday, May 25; between 1 and 5 p.m. and 7 and 11 p.m. Thursday, May 26; and between 7 and 11 p.m. Friday and Saturday, May 27-28.

A University ID card and valid driver’s license with photo will be required for pickup.

Attendees can access the Reunions schedule and other key content via smartphone on the Reunions Mobile website at <reunions.princeton.edu> or through the Reunions mobile app. For more information on Reunions activities, visit <www.alumni.princeton.edu/main/goinback/reunions/> or call (609) 258-1900.

Commencement activities set

Several University activities for undergraduate and graduate degree candidates and their families are planned for Sunday through Tuesday, May 29-31:

• The Baccalaureate service will take place at 10 a.m. Sunday, May 29, in the University Chapel. Guests must be seated by 1:30 p.m. The speaker will be Michael Bloomberg, mayor of New York City.

• The Pan-African Graduate will be held at 5:30 p.m. Sunday, May 29, in Richardson Auditorium, Alexander Hall.

• The Latino Graduation is set for 6 p.m. Sunday, May 29, on the Frist Campus Center South Lawn.

• The Class Day ceremony for seniors is set for 10:30 a.m. Monday, May 30, on Cannon Green. The speaker will be actress Brooke Shields, a 1987 Princeton alumna.

• The Hooding ceremony for advanced degree candidates will begin at 5 p.m. Monday, May 30, at Princeton Stadium. President Tilghman and Graduate School Dean William Russel will preside.

• The University’s 264th Commencement ceremony is slated for 11 a.m. Tuesday, May 31, on the lawn in front of Nassau Hall. Guests must be seated by 10:15 a.m. President Tilghman will preside and address the graduates.

More information about the events, including simulcast and webcast details, as well as parking instructions for members of the University community and guests, will be available on the Princeton home page at <www.princeton.edu/main>.
Salutatorian brings Latin to life as ‘something really beautiful’

**Jennifer Greenstein Altmann**

Princeton senior Veronica Shi is the daughter of two physics professors, and she grew up listening to the importance of studying science and math. But Shi harbored a different passion: She loved literature.

“She always loved to read,” said Shi, who in high school was especially fond of 19th-century American and British writers.

Once she arrived at Princeton, the aspiring English major found herself drawn not to Emily Dickinson and Jane Austen, but to Homer and Virgil. Though she knew little Latin before she arrived at the University, Shi immersed herself in both subjects and became an exceptional student of classics.

Shi’s success as a classics major led to her being named salutatorian for the class of 2011. She will continue the Princeton tradition of delivering a speech in Latin at Commencement on Tuesday, May 31.

Shi learned Latin and Greek her freshman year, taking intensive courses that squeeze a year’s worth of language instruction into 12 weeks. During the summer after her freshman year, she studied one-on-one with Denis Feeney, the Giger Professor of Latin and professor of classics, so she could enroll in a 300-level course on Virgil’s ‘Aenid’ the following semester. Feeney was astonished by her performance in the class, awarding her the first ‘A’ he had ever given in a 200- or 300-level Latin course.

“Her fingertips feel for how good Latinists do things without even realizing it,” Feeney said. “She could come in as a graduate student; in a sophomore who had known no Latin eight months before the course, it was, quite simply, utterly staggering.”

Shi went on to impress her professors with her accomplishments in several challenging graduate seminars in philosophy, language and literature, sometimes using page three of a text, which traces how Greek and Latin epic poetry became a political genre. It was “a stunning performance,” Feeney said. “She was talking the first year as if he had been given in a 200- or 300-level Latin course.

“It got me thinking about the larger question of articulating the importance of the humanities,” Shi said. “It became evident that being a responsible scholar of the classics involves knowing how to express to the public at large why this discipline, even though seemingly very rarified, is worth studying and making accessible to a wider audience.”

For Shi, part of the potency of classics is its endurance.

“A phenomenon in the classroom

A native of West Covina, Calif., Shi stands seventh in the senior class after seven terms, and has won a number of major awards. She was the 2011 Daniel M. Sachs Class of 1960 Scholarship, one of the highest honors given to Princeton undergraduates. She also received the Shapiro Prize for Academic Excellence, was elected to Phi Beta Kappa, and in 2010 was, along with this year’s valedictorian, John Pardon, the co-winner of the Class of 1939 Princeton Scholar Award, given to the undergraduate who, at the end of the junior year, has achieved the highest academic standing for all preceding college work at the University.

Professor of Classics Joshua Katz noted that Shi “is widely regarded as a phenomenon by professors and peers alike.”

Pardon, who has played cello since he was 6, has been a four-year member of the Princeton University Sinfonia student orchestra and twice won Sinfonia’s annual concerto competition.

“John has always been my right-hand man — literally, having sat at the front of Sinfonia’s cello section to my right since his freshman year,” said Ruth Ochs, the Sinfonia conductor and a lecturer in the Department of Music. “Early on I discovered how lucky I was to have his ongoing dedication to Sinfonia. He is a quiet yet thoroughly respected leader in Sinfonia. Admired by all for his technical prowess, he always is a team player. He uses his talents on behalf of the music and Sinfonia’s interpretation of it.”

Noting that Pardon has continued to take private cello lessons throughout his Princeton years, Ochs added, “He has marched through every year from cellists studying at music conservatories.”

Pardon has engaged in several other extracurricular activities in addition to music. His experience in the Outdoor Action freshman orientation program inspired him to serve as a leader for an orientation trip to the Green Mountains in Vermont prior to his junior year. He has been a member of the student Juggling Club, which includes a number of other math students. Pardon also chose to complete a year in four years at Princeton, saying he enjoyed the friendly surroundings of the residential college.

Excelling beyond the classroom

While Pardon said he appreciated the freedom he was given to take rigorous courses at all levels at Princeton, he also found himself involved in some of the classroom.

A key to his Princeton experience was “choosing what activities are important to me and putting a lot of effort into them,” he said. “There were so many things I could do, ranging from math research to interesting classes to playing the cello.”

“I hoped it would be a powerful argument for the idea that Latin isn’t a dead language,” she said. “Bringing the language to life and letting people hear it shows that it’s not mysterious and arcane, but something really beautiful.”

The same may be said of the salutatorian speech on which Shi is working. “I hope to have fun with it and do something different,” she said. “What I’m planning will be a treat to those who know Latin.”

Among those at Commencement listening to the speech will be Shi’s parents, who were initially less than thrilled with her choice to study classics. But many conversations about her studies — and a birthday present to her mother of Marcus Aurelius’ ‘Meditations,’ which Shi had read during her fresh- man year in a course on humanistic studies — won them over.

“They were actually humanists at heart,” Shi said.
**Curriculum Continued from page 4**

in the field. In the 1990s, said program director Jill Dolan, scholars began to make more distinctions between gender and sex, while also examining a broader range of gender and sexual identities.

“The name change to gender and sexuality studies allows the program to reflect the ever-evolving focus of this dynamic field,” said Dolan, Princeton's Annan Professor of English and professor of theater. “As an intellectual project that’s attuned to the social movements from which it springs, gender and sexuality studies here at Princeton will continue to honor its history in women’s studies through our courses, our programming and our scholarship, while broadening our scope to include gender and sexuality writ large.”

Founded in 1981 mainly as an undergraduate program, it was initially called the Program in Women's Studies, renamed the Program in the Study of Women and Gender in 1999, and expanded in 2006 to offer a graduate course of study and graduate certificate. The recent name change continues its evolution. The program also is growing in size, with its faculty roster, comprised of active committee and associated faculty, growing from 29 in 2008-09 to 44 in 2010-11, adding professors from philosophy, economics and molecular biology departments.

The number of courses offered by the program or cross-listed with another program has grown from 19 to 30 in the same period, with additions such as “Women in Politics, Media and Contemporary U.S.” “Inequality: Class, Race and Gender” and “Gender and Development in the Americas.”

In addition to gender and sexuality studies, the University has recognized new graduate-level interdepartmental programs over the last decade in health and health policy (which also offers a certificate), quantitative and computational biology and renaissance studies. Social policy has become an active and attractive joint Ph.D. program involving the Wilson School, the Program in Population Studies and the departments of politics, sociology and psychology. This spring, the Center for African American Studies added a graduate certificate through their interdepartmental program. These additions have allowed students to concentrate their doctoral studies in areas where a core community of scholars has arisen to support the students’ work.

Departments and programs continue to make curricular changes regarding courses also. Some social science and natural science departments recently have created methodology courses or core courses to fill gaps in the curriculum. In the general area of professional development, the university has introduced writing courses for science and engineering students and ethics courses for natural science, social science and engineering students.

And with faculty members’ assistance, students are able to suggest and initiate courses, such as recent courses in public education reform and environmental entrepreneurship. Finding ways to deepen intellectual connections among faculty members and engage students will continue to be a driving force in developing new academic programs, Quimby noted.

“Certificate programs come about because faculty members are working in an area where they see interdisciplinary connections that would be engaging to students,” he said. “They work with our office to make those things come to life.”

Steven Schultz contributed to this story.

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**New Global Collaborative Network Fund projects selected**

Princeton's Council for International Teaching and Research has selected two faculty proposals — one focused on hydrology and food security, and another on analytic philosophy — to receive funding for the continuation of new global research initiatives.

The projects will be supported by the newly selected projects and their collaborators. The Network is modeled after a partnership between the University of Princeton, the Australian National University, the University of Oxford and the Institut Jean-Nicod in Paris for research in analytic philosophy, incorporating areas such as epistemology, metaphysics and value theory. The initiative will include exchanges of faculty and students, joint research seminars and projects, conferences, and lectures. The network is modeled after a partnership between Princeton's Department of Mathematics and institutions in China, Germany, the United Kingdom, Israel and Russia that was supported by the first round of Global Collaborative Network Fund grants announced in 2009.

The Global Collaborative Network Fund, now in its third year, allocates grants to sustain collaborative initiatives of significant global scholarship and to promote career development of scholars at all stages with the purpose of enhancing Princeton scholars’ participation in global research. The fund is part of a series of international initiatives outlined by President Tilghman and Provost Christopher Eisgruber in fall 2007.

For more information about the new grants, visit www.princeton.edu/international.

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**Faculty members submit resignations**

The following faculty members have submitted their resignations:

- **Effective Feb. 1, 2012:** Lian-Tao Wang, assistant professor of physics, to accept a position at the University of Colorado-Boulder.

- **Effective July 1, 2011:** Boaz Barak, associate professor of computer science, to accept a position at Microsoft Research.

- **Taryn Dinh-Carr,** assistant professor of political science, to accept a position at Dartmouth College; Melissa Harris-Perry, associate professor of political science and African American studies, to accept a position at Tulane University; and David Stern, professor of ecology and evolutionary biology, to accept a position at Janelia Farm Research Campus.

- **Effective Sept. 1, 2011:** Alexandre D'Aspremont, associate professor of operations research and financial engineering, to accept a position at the European Research Council.

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**Graduate Continued from page 3**

The school continues its recruitment and retention efforts aimed at U.S. students from minority and underrepresented backgrounds, Redman said. The Princeton Summer Undergraduate Research Experience, an eight-week program for prospective students who express serious interest in pursuing doctoral degrees, has become particularly successful in generating high-quality applicants, he said. Some recent participants were admitted to Princeton graduate programs this year.

Among all admitted students 460, or 58 percent, are women and 737, or 62 percent, are men. International students were admitted from 56 countries, with the largest number of students expected from, in order, China, India, Canada, Korea, Singapore and the United Kingdom.

Academic fields admitting the highest proportion of their applicants were the natural sciences and mathematics with 14 percent admitted, followed by the Woodrow Wilson School of Public and International Affairs with 13 percent admitted. The percentage of admitted applicants for other fields was 11 percent for engineering, 8 percent for the humanities, 7 percent for social sciences and 7 percent for the School of Architecture.

The average Graduate Record Examination (GRE) scores for admitted students were 589 out of 800 on the verbal section, 719 out of 800 on the quantitative section and 4.2 out of 6 on the analytical writing section.

The Graduate School expects 2,300 degree students in their first five years of study to make up the total enrollment for the fall. An additional estimated 316 students are expected to be in Dissertation Completing Enrollment status held by students completing the dissertation portion of their degree requirement.
Time Warner Inc. in its merger with AOL. For seven years he was a faculty member at the engineering department at the Lawrenceville School, where he also served as a resident housemaster and coached football and wrestling.

Board approves eight promotions

The Board of Trustees has approved the promotions of eight faculty members, all effective July 1, 2011. The promotions span arts and science departments, by the academic rank to which they are being promoted, are: Nicholas B. Hatzopoulos, chemical and biological engineering; Nicole Shelton, psychology; and Stanislav Shvartsman, chemical and biological engineering and the Lewis-Sigler Institute for Integrative Genomics. Details are available on the University’s website.

...While Princeton is first and foremost an academic institution, it also cares deeply about developing each student’s non-academic interests and talents and preparing students to live healthy, productive and meaningful lives that include opportunities for leadership and service to others. The report concludes that the Princeton campus social life, the report concludes, are intended to develop core values and skills that students can deploy in the real world: to develop a sense of community and mutual respect, a sense of responsibility for themselves and others, and to help those from different backgrounds and a capacity to be refreshed, foster friendships and live a more connected campus life.

Throughout the report, students and alumni who submitted comments to the group’s website and via e-mail wrote, “I think the goals for social and residential life should be about creating opportunities for meaningful interactions of diverse students for life beyond the University, and also to provide a social network that ensures that they have support and guidance and the strength of community,” one wrote. “I also think that there must be an expectation of responsible, thoughtful, engaged participation for all campus community members in the social life of the campus.”

The working group identifies three recurring themes that emerged in its work as an “intense dialogue” by bringing students to get to know older undergraduates in order to benefit from their experience; the importance of relieving stress and building friendships through unstructured socializing; and the call for stronger sense of community. Recommendations

In recommending the changes regarding fraternities and sororities, the report states, “The working group has concluded that because of the nature of the selection process and the cost, fraternities and sororities exacerbate the divide on campus between students of means and students with limited resources. It also expresses its concern that behavior in some of the Greek organizations is demeaning, dangerous and inappropriate with regard to the full diversity of backgrounds and experiences of the student body.”

The proposal to prohibit first-year students from affiliating with these organizations grew out of a concern that “membership … in freshman year narrows students’ social circles before they have a full sense of the opportunities that Princeton has to offer or experience the full diversity of backgrounds and ideas among the Princeton student body,” the report states. “This concern is heightened by the pipeline relationship that exists between some of the Greek organizations and some of the eating clubs, which has the effect of tracking students for life beyond the Princeton careers.”

This recommendation, as well as the one on enforcing hazing policies, also emerged from a concern about the dangerous use of alcohol, according to the report. “The particular circumstances of Greek life at Princeton accentuate this concern,” the report says. “This problem (rush) takes place in freshman year when students may be more insecure and less capable of resisting peer pressure than they will be in later years; (b) students may feel surrounded by peer pressure if they believe admission to a fraternity or sorority will also get them into the eating club of their choice; and (c) the lack of a significant junior and senior presence in fraternities and sororities means that most pledging and hazing is conducted by sophomores, in contrast to the junior and senior presence that more typically exists on campuses with fully developed Greek systems.”

The group is not recommending a prohibition beyond freshman year, but is recommending the University continue with its policy of not officially recognizing fraternities and sororities. This means the organizations cannot use University resources or facilities.