



Students take spring ‘breakouts’ to pursue service



Students took time to visit the National Mall in Washington, D.C., during their recent Breakout Princeton trip that looked at the paradox of food waste and hunger in the United States.

EMILY ARONSON

Princeton University juniors Cody Abbey and Shiro Kuriwaki recently spent their spring break just a few miles from campus, yet a world away from college life. The students led a Breakout Princeton trip focused on arts and music education in Princeton, Trenton and Camden, N.J. The group was one of six Breakout Princeton programs organized by students and sponsored by the Pace Center for Civic Engagement that took place March 16-24. “The disparities between the school districts we visited was striking,” Abbey said, noting the challenges

faced by public schools in lower-income cities such as Trenton and Camden. “But no matter what school we visited, arts remained the common thread of our trip. Everybody we interviewed agreed on the importance of arts education in the development of children.” Since 2008, the Pace Center has sponsored trips during fall and spring breaks that bring together a diverse group of students to explore topics such as environmental sustainability, poverty and health care through community immersion programs and projects across the country. “The Breakout program gives students the perfect opportunity to witness

firsthand the nuances of how a particular social issue affects a community,” said sophomore Ray Chao, who co-led a fall 2012 Breakout trip. “My weeklong trip examined how the criminal justice system affected juveniles in Houston and we returned to Princeton with a deeper understanding of the issues and renewed hope for the future.” “Breakout Princeton inspires learning, shapes perspectives and changes lives,” he added. **Spring trips cover range of issues** About 70 students participated in Breakout Princeton this spring. In addition to the New Jersey program, students traveled to:

- Philadelphia to explore how art can instigate social change;
 - Washington, D.C., to examine the paradox of food waste and hunger in the United States;
 - Boston to examine education reform and innovative learning techniques;
 - Pine Ridge, S.D., to record the heritage stories of elders on the Pine Ridge Oglala Sioux Reservation; and
 - Pittsburgh to investigate the economic, environmental and political issues associated with natural gas drilling.
- “By the end of an action-packed week, we found many of our original

Continued on page 7

Class snapshot: ‘Ethics and Public Health’

MICHAEL HOTCHKISS

Class: “Ethics and Public Health”
Instructor: Jason Schwartz is the Harold T. Shapiro Postdoctoral Research Associate in Bioethics and a lecturer in the University Center for Human Values. Schwartz, a member of Princeton’s Class of 2003, focuses his research

on the role values and value judgments play in decision-making in public health and medicine. As an undergraduate, Schwartz concentrated in classics, pursued a pre-med course of study and served for three years on the Undergraduate Honor Committee. “In different ways all three of those interests coalesced in my graduate work and, more recently, led me to focus on the role of ethics and values and humanistic approaches to understanding contemporary health and medicine,” he said. Schwartz spent 2010-11 as a research analyst for the Presidential Commission for the Study of Bioethical Issues. He earned his Ph.D. in 2012 from the University of Pennsylvania in the history and sociology of science. **Description:** The course — being taught for the first time this semester — examines issues at the intersection of ethics, policy and public health, with a focus on the tension between individual rights and the common good in these areas. Students consider the proper role



Seniors Teguru Tembo (from left), Raphael Frankfurter and Elizabeth Sajewski discuss vaccines and ethical issues. Tembo said the topic allows him to merge his interests in ethics, health and science.

of government in promoting the health of individuals and communities through such topics as mandatory vaccination laws, taxes on soft drinks, tobacco regulation and health-reform efforts.

The class attracts students from a range of academic disciplines, including philosophy, anthropology,

Continued on page 7

What’s
inside?



Princeton offers admission to 7.29 percent	2
Employees honored for dedication, service	4
University of Tokyo partnership established	8

Faculty obituaries

Joseph Frank, the Class of 1926 Professor of Comparative Literature, Emeritus, at Princeton University, died of pulmonary failure Feb. 27 at Stanford Hospital in Palo Alto, Calif. His five-volume biography of Dostoevsky is widely recognized as the best biography of the writer in any language, according to Princeton University Press, which published the work. Frank is remembered as a “brilliant scholar” and was a mentor to many students. He was 94.

Frank began his career during World War II as an editor in the Bureau of National Affairs in Washington, D.C. (1942-1950) during which time he published his groundbreaking article “Spatial Form in Modern Literature,” in 1945. Based on this



Frank

influential essay, he won a Fulbright scholarship to the University of Paris and subsequently was accepted by the Committee on Social Thought at the University of Chicago to earn a Ph.D. His first contact with Princeton was as a lecturer in the Gauss Seminars in Criticism in 1955-56.

Frank taught at the University of Minnesota and Rutgers University before joining the Princeton faculty in 1966 as a full professor. He also served as the director of the Gauss Seminars in Criticism until 1983, and transferred to emeritus status in 1985. He served as a visiting member of the Institute for Advanced Study in Princeton from 1985 to 1988 and joined the faculty of Stanford University in 1985.

He was a wide-ranging writer and intellectual before joining academia, pursuing diverse topics in literature, the arts, philosophy and religion, while building a reputation as a theoretician.

Frank’s work on Dostoevsky was his magnum opus that included two decades researching and writing the five-volume, 2,500-page biography, which was published between 1976 and 2002. The biography explores the life and work of Dostoevsky in the context of the cultural and political history of 19th-century Russia to give readers a picture of the world in which Dostoevsky lived and wrote. It won a National Book Critics Circle Award, a Los Angeles Times book prize, two James Russell Lowell Prizes, two Christian Gauss Awards, among other honors. In 2008, the American Association for the Advancement of Slavic Studies awarded Frank its highest honor, the Award for Distinguished Contributions to Slavic Studies.

As a professor and as an adviser, Frank was considered a mentor in deepening not only the academic experiences of his students but also their careers beyond Princeton.

Frank was born on Oct. 6, 1918, in New York. While he never earned a bachelor’s degree, he attended classes at New York University, the University of Wisconsin-Madison and the University of Paris. He earned his Ph.D. in 1954 from the University of Chicago.

In addition to the awards for his Dostoevsky biography, Frank’s numerous academic honors include two Guggenheim Fellowships, 1956-57 and 1975-76. He was also elected a fellow of the American Academy of Arts and Sciences in 1969.

In addition to his wife Marguerite, Frank is survived by his daughters, Claudine and Isabelle — members of Princeton’s Classes of 1978 and 1980, respectively — and two grandchildren.

ONLINE: More information
blogs.princeton.edu/memorial

Employee retirements

Effective Jan. 1: in Building Services, janitor **Garry Hull**, after 13 years; in the library, librarian **Gisela Kam**, after 28 years; in site protection, site protection mechanic **Ralph Ridolfino**, after 23 years.

Effective Feb. 1: in purchasing, sourcing manager **Mark Aanonsen**, after 29 years; in University Services, special assistant for business **Kathleen Cannon**, after 27 years; in molecular biology, lecturer **Philip Felton**, after 25 years; in the art museum, chief registrar and manager of collections services **Maureen McCormick**, after 28 years.

Effective March 1: in East Asian Studies, department office support staff member **June Balint**, after 26 years; in the Office of the Dean of the Faculty, senior systems manager **Kristina Miller**, after 33 years; in public safety, shift supervisor **Corliss Napier**, after 33 years.

Effective April 1: in Admission, department office support staff member **Patricia Buczek**, after 11 years.

Effective May 1: in the library, librarian **Katharine Farrell**, after 42 years.

Employee obituaries

Retired employees

December 2010: **Dorothy Wheeler**, 88 (1957-1978, community and regional affairs).

August 2012: **Eleanor Weld**, 96 (1947-1982, library).

November: **Gabriella Eggers**, 67 (1991-2009, linguistics); **Selma Lapedes**, 91 (1962-1988, energy and environmental studies).

December: **Delmar Reynolds**, 88 (1982-1995, PPPL); **Anthony Schannel**, 74 (1975-2004, public safety); **William War-rack**, 85 (1964-1992, PPPL).

January: **Willet Carver**, 86 (1974-1991, physics); **Angelo Cefaloni**, 85 (1974-1989, Dining Services); **Mary Gordon**, 88 (1952-1984, Research and Project Administration); **Sharon Matarese**, 63 (1967-2010, mechanical and aerospace engineering); **Gladys Seeman**, 91 (1976-1991, Building Services).

February: **Earl Cranstoun**, 92 (1967-1983, Dining Services); **William Derry**, 73 (1959-2001, PPPL Engineering and Infrastructure).

Ethics

Continued from page 1

engineering, and ecology and evolutionary biology. And during a class session this month, students drew on a diverse set of experiences as well — from work in a Native American health clinic in the United States to research in Sierra Leone in West Africa.

“There’s great energy, great investment in the U.S. and around the world in thinking about public health approaches to improving the health of communities and individuals,” Schwartz said. “This course gives me the chance to introduce students who have thought about health as a scientific, public policy or philosophical issue to integrate those perspectives and highlight the ways values shape public health decisions and are shaped by them — highlighting the spectrum of ethical considerations that go into how scientists, public health officials and citizens think about public health today.”

A focus on vaccines: Schwartz has done extensive research on ethical issues surrounding vaccines, including the controversy about the risks and benefits of a rotavirus vaccine, substance abuse vaccines and vaccine refusal. Discussion during a class session this month touched on those issues and more from a variety of perspectives. Schwartz opened a recent class with a personal example that emphasized the significant role of individual decision-making about vaccines.

“This is a topic I’ve thought about from a theoretical perspective for a long time,” Schwartz said. “But just last night I was sitting in a pediatrician’s office with my expectant wife for an orientation session and, of course, one

of the topics that came up among the couples sitting there was the question about vaccines.

“Someone asked about the safety of the vaccines, and the physician leading the session said he has given the vaccines to his children and all the physicians in the practice believe wholeheartedly in the importance of following the evidence-based recommendations of the pediatric professional group and the CDC [Centers for Disease Control and Prevention]. We know this is happening all the time in doctors’ offices — parental concern, parental confusion about vaccination issues.”

Such concerns about the risks — and perceived risks — of childhood vaccines make discussions about vaccine promotion and compulsion ethically rich, Schwartz said, especially given the dangers of vaccine-preventable diseases and the risk that vaccine avoidance can

make the population as a whole more susceptible to those diseases.

Students say: Teguru Tembo, a senior concentrating in ecology and evolutionary biology, said he is drawn to the vaccine issue as part of a broader interest in how scientific discovery is portrayed in the media and understood by the public.

“In the scientific community, the vast majority of people accept these three things: the theory of evolution through natural selection; man-made climate change is occurring; and vaccines do not cause autism. However, in the general public, these issues are much more hotly debated,” Tembo said. “I am interested in looking at the intersection of science and the media and determining where the disconnect arises. I also look forward to determining the ethical implications of attempting to implement public health interventions when the public is unable or unwilling to accept

scientific conclusions. Is coercion justified? Is it paternalistic to make people do something for their own good? Vaccine policy seems like a particularly good topic since it will allow me to realize my goal for this course: merging my interests in ethics, health and science.”

Cecilia Di Caprio, a junior concentrating in sociology who is pursuing a certificate in African American studies, said she has benefited from the different perspectives of her classmates. “We have some people from the philosophy department who are able to give fantastic insights into the ethical theories that we base our discussions on,” she said. “Some molecular biology majors and engineers give practical accounts of the specific medical and science issues we talk about, and we also have people from the social sciences who provide other points of view when we discuss specific cases in history or hypothetical situations.” ♥

Breakouts

Continued from page 1

preconceptions challenged and our conversations buzzing with new perspectives and ideas,” said junior Laura Du, who co-led the Boston trip examining the issue of education reform in the K-12 public school system.

Breakout Princeton allowed students to hear directly from stakeholders rather than just studying an issue from afar. In New Jersey, students visited traditional public schools and charter schools, talked with

school district officials in the town of Princeton, met with state policy-makers and worked with children in community arts programs.

“Our mission is not to create artists of kids, but to create an artistically literate population,” said Dale Schmid, visual and performing arts coordinator for the New Jersey Department of Education.

During his conversation with the Breakout participants, Schmid advocated for arts, music, dance and theater classes, as well as teaching methods that weave the arts into other disciplines, such as using dance movements to demonstrate geometric figures.

“It was nice to get to the root of things and learn about the vision of the Department of Education and how they make the decisions that affect schools and teachers,” said freshman Audrey Meng.

In Philadelphia, hands-on learning meant spray painting a neighborhood mural and visiting artists’ studios.

“Though not all of our participants will ultimately end up within creative fields, I am incredibly glad that those who might not have had direct contact with artistic processes and artists were able to gain a better understanding of the topics — especially by getting down and dirty with painting and priming,” said sophomore Kemy Lin, who co-led the trip. ♥