Students take spring ‘breakouts’ to pursue service

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

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Class snapshot: ‘Ethics and Public Health’

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 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,

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Princeton offers admission to 7.29 percent
Employees honored for dedication, service
University of Tokyo partnership established
Ethics
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engraving, and ecology and evolutionar- 
y 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 invest-
ment, in thinking and talking about the 
world in thinking about public health 
approaches to improving the health of 
different populations throughout the 
world,” said Harvard professor Michael 
Schwartz. “But I also see the need for 
students to have thought about health as a scien-
tific, public policy or philosophical issue 
that integrates these perspectives and 
highlights the ways values shape public 
health decisions and are shaped by them — 
highlighting the spectrum of ethical 
considerations that go into how scien-
tists, public health officials and citizens 
think about public health today.”

A focus on vaccines: Schwartz has done 
extensive research on ethics with 
surrounding vaccines, including the 
controversy about the risks and benefits of 
the rotavirus vaccine, substance abuse 
vaccines and vaccine refusal. 

Schwartz touched on all these issues from a 
variety of perspectives. Schwartz 
opened a recent class with a personal 
example that she said illustrated 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 
couple 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 
giving vaccines to children who 
are healthy.

Such concerns about the risks — and 
perceived risks — of childhood vac-
cines 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: Tiguru Tembo, a senior concentrating in ecology and evolu-
tionary biology, said he is drawn to 
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 concepts — the theory of evolution through natural selection; man-made climate 
change is occurring; and vaccines do 
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 determin-
ing 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

breakout

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

Breakout Princeton allowed students to 
hear directly from stake-
holders rather than just studying an 
issue from afar. In New Jersey, stu-
dents 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.

“More mission is to create 
artists of kids, but to create an artistically 
literate population,” said Dale Schmid, 
visual and performing arts coordina-
tor for the New Jersey Department of 
Education. “In this conversation with the 
Breakout participants, Schmid advo-
cated for arts, music, dance and theater 
classes, as well as teaching methods 
that weave the arts into other disci-
plines, such as using dance movements to 
demonstrate geometric figures.

Frank’s work on Dostoevsky was a magna opus that included two decades 
researching and writing the five-volume, 2,500-page biography, which was 
published between 1976 and 2002. The 
bio-graphy 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 
rote. It won a National Book Critics 
Circle Award, a Los Angeles Times 
book prize, two Jacobean Prizes, two Christian Gauss Awards, 
among other honors. In 2008, the Amer-
ican 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 deep-
ening 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 
the State 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, the University’s 
outstanding academic honors include two 
Guggenheim Fellowships, 1956-57 and 1972-73. He also was 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

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**Employee retirements**

Effective Jan. 1: in Building Services, 
janitor Gary Hull, after 13 years; in the 
library, librarians Giola Karam, after 28 
years; in site protection, site protection 
mechanic Ralph Ridolfino, after 23 
years.

Effective Feb. 1: in purchasing, sourc-
ing manager Michael Wolf; in biologi-
cal libraries, librarian Philip Felton, 
after 27 years; in University Services, 
special assistant for business Kathleen Cannon, 
after 27 years; in molecular biology, 
lector Arthur Wu, after 33 years.

Effective March 1: in Asian Studies, 
department office support staff member 
June Ballington, after 26 years, in the 
Office of the Dean of Faculty, senior systems 
manager Kristin Miller, after 33 years; in 
safety, shift supervisor Cecilia Di Caprio, 
after 33 years.

Effective April 1: in Admission, 
department office support staff member 
Eleanor Weld, after 67 years; in the 
Office of the Dean of Faculty, 
senior systems manager Kristin Miller, 
after 53 years; in public safety, shift supervisor 
Carlo Capitelli, after 26 years.

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

Retired employees

December 2010: Dorothy Wheeler, 88 
(1937-1978, community and regional 
affairs, staff librarian for Special Collections),

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

January 2013: Gabriella Eggers, 67 (1991- 
2009, linguistics); Selma Lapides, 91 (1920- 
2009, energy and environmental studies).

December: Delmar Reynolds, 88 (1928- 
1989, PPLP, Anthony Hall), 74 (1975-2004, public safety); William War-

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*Employee obituaries*

Professor of Comparative Literature, 
Emeterius, at Princeton University, 
died of pulmonary failure Feb. 27 at 
Stanford Hospital in Palo Alto, Calif. His 
work on Dostoevsky is widely 
recognized as the most complete and 
most authoritative single 
Biography of Dostoevsky is 
widely recognized as 
the most complete and 
most authoritative single 
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 
influential essay, he won a Fulbright 
scholarship to the University of Paris and 
subsequently was accepted by the 
French Academy. He taught 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 
1983 to 1988 and joined the faculty of 

He was a wide-ranging writer and 
intellectual before joining academia, 
publishing satires in the 
art, the arts, philosophy and religion, 
while building a reputation as a theoretician.

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to hear directly from stake-
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issue from afar. In New Jersey, stu-
dents visited traditional public schools and 
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cated for arts, music, dance and theater 
classes, as well as teaching methods 
that weave the arts into other disci-
plines, 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 
nearby and visiting artists’ 
studios.

“Though not all of our participants 
will ultimately end up within creative fields, I 
was 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 
Kenny Lin, who co-led the trip.

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