

PRINCIPIA PURPOSE

WINTER '12



WANTED: COMMUNITY BUILDERS—INCLUDING YOU

ALSO IN THIS ISSUE:

Celebrating Science in the Lower School
Community-Based Discipline: Encouraging Students to Reconsider



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The mission of the *Principia Purpose* is to build community among alumni and friends by sharing news, updates, accomplishments, and insights related to Principia, its alumni, and former faculty and staff. The *Principia Purpose* is published twice a year.

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From the Chief Executive



Dear Readers,

Living and working in a community of practice is a real privilege. I'm continually reminded of this when interacting with Principia's students, faculty, and staff.

Here at Principia, we embrace each other's practice and work to support and refine the emerging capabilities of each member of the community. As author Elie

Wiesel has suggested, we should develop our community of practice based on "the desire to give a noble and humanizing meaning to a community in which all members will define themselves not by their own identity but by that of others."

Communities are organic and develop over time. In this issue's cover story, you'll find an inspiring update about the way community is cultivated in the Preschool and what a group of freshmen at the College learned about building community this fall.

Of course, it's not always easy to work things out as a community. Our School and College deans of students, Lee Fletcher-McGookin and Dorsie Glen, have worked tirelessly to update and improve the community disciplinary processes. Don't miss the article describing how students' missteps are handled at the Upper School and College.

Everyone at Principia comes to this community of practice with differing levels of expertise and experience. A good analogy might be playing the piano—some of us are at the "Chopsticks" level while others are already playing Chopin. Nevertheless, the entire community joins together in the expectation of a continuing commitment to practice—even when we hit some wrong notes or face a piece of music that's challenging to learn.

Principia founder Mary Kimball Morgan often commented on the importance of practice and discipline. "We want students that are learning to demonstrate Principle in their thinking—students with a purpose in life and enough self-discipline to fulfill that purpose" (*Education at The Principia*, p. 119).

Enjoy diving into this issue of the *Purpose*. Along with the articles mentioned above, you'll find "Working Knowledge," which highlights faculty publications, and "Praying for Principians Across the Globe," which shows our community at work.

Jonathan W. Palmer

Chief Executive

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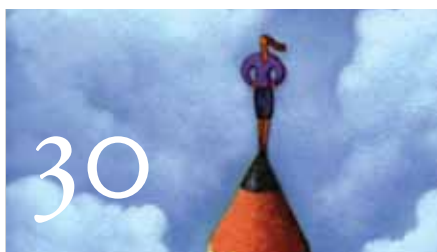
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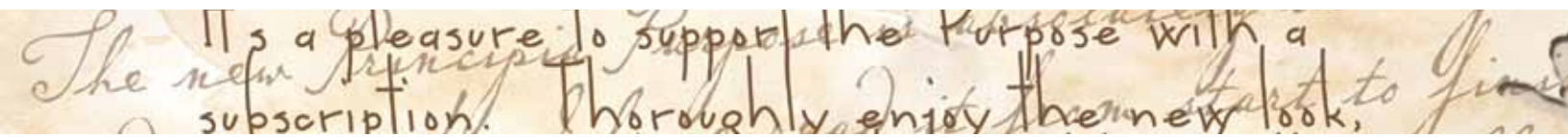


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Community-Based Discipline:
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While there are a number of valid points in the “Women in Leadership” piece [“Ceilings and Ladders: Women Leaders’ Route to the Top” in the Summer ‘11 issue], several comments need to be addressed. In this writer’s around 30 years in management positions with several major insurance organizations, I saw no evidence that women as a group outperformed (or underperformed) men, that they worked harder (or less hard), or that any organization with a preponderance of female managers was more or less organized or performed better or worse than those run by men. Despite the poll mentioned in the piece, real-world experience does not support such differences between the genders.

When women reach whatever equilibrium they seek, we’ll find no change in how business and government perform. Men and women are equally honest and unethical, straightforward and duplicitous, competent and incompetent, altruistic and self-obsessed. There are plenty of power-hungry women, contrary to the assertion in the article.

In our society, women are praised for doing what men are expected to do, and this translates to organizations, where women’s accomplishments are often magnified and highlighted, while those of men are taken for granted. This may support the thought that women as a group are more capable. It comes down to the individual, not the gender.

Ladies, jump into the fray and compete straight up. If your work is good enough, you’ll be rewarded, but if it’s not, don’t complain about how the deck is stacked against you. As is usually the case with men, more than likely your technical ability or experience need to be addressed. When men don’t succeed, they are advised to “man up” and try again. You should do the equivalent. Don’t use your gender as a crutch, and don’t hide behind it when things don’t work out. After all, aren’t we trying to get beyond gender as a determinant and qualifier? I think we’d all agree on that. This issue cuts both ways.

We welcome the contributions of women who succeed on their own merits. My comments are intended to bring some balance to what is often a very one-sided debate.

Mike Fullerton (C’66)

Response from David Wold (US’79, C’84), Director of the Principia Leadership Institute

I appreciate Mr. Fullerton raising some good questions, and I suspect he’s not alone in thinking the obstacles for women are overstated. However, I believe his arguments help highlight, rather than refute, the unique challenges women face.

Suggesting women “compete straight up” presumes that the playing field is

level, but it’s important to remember that the processes by which we select our leaders were developed largely by men for men. And the overwhelming majority of decisions about who will be named a leader are made by men. As a result, men tend not to see the tilt in the field. It seems level to us because we designed it.

Use of the term “man up” is emblematic of the tendency to view leadership from a masculine perspective. Imagine if the roles were reversed and most of the people occupying the executive suites were women. How would a man feel about being asked to “woman up”?

I don’t think anyone is suggesting that a woman be given a pass on her qualifications for a leadership role. If anything, that would undermine efforts to create more balance by setting up unqualified women to fail, thereby reinforcing the idea that they are less capable than men. But we have to be willing to explore whether our cultural biases and leadership selection processes unintentionally give men an advantage. Until we do so, asking to get beyond gender differences is disingenuous.

Correction

In the caption on page 30 of the last issue, the far left peak was incorrectly described as Malchin Peak. Students climbed Malchin Peak, but it is not in the image.



First-Ever Walk-a-thon a Success

The entire campus showed true Principia spirit on the day of the School's first-ever walk-a-thon in mid-October. Principians big and small, short and tall turned out to "walk the walk" in support of renovations in the Middle School.

Both adults and students obtained and contributed substantial pledges and donations for their efforts—more than \$32,000 to date, about half of

which came from a generous donor's "matching grant."

As Alyssa Henn (US'97, C'01), the Middle School director, noted, "The walk-a-thon completely paralleled our school's metaphysical theme, 'Walk in the Spirit.' I was really grateful to be a part of it, and it will carry us forward as we move ahead with the renovations."

The Voice—In Full Color and on Facebook

Upper School students in Journalism class have given *The Voice* a new look and brought it into the digital age.



Beginning with the first issue of the school year in October, the newspaper was published in a magazine-style format in full color, with content,

design, and images all produced by the students themselves. The move to the new look also means *The Voice* can now be printed in-house—in less

time and for less money than the prior, somewhat smudgy, newsprint version.

With the second issue in December, the publication went on Facebook as well, where it has become a lively, interactive venue to keep in touch with student readers.

Prose Reading Winner

Junior Bethy Diakabana won the third-place trophy in the Prose Reading Event at the annual Brentwood High School Speech and Debate Tournament held in mid-October. She went through three judging rounds, alongside seven contestants, and won the prize for her reading of the Roald Dahl classic *Lamb to the Slaughter*.

Upper School Athletes Shine

In December, Kaden Keller was named to the All-State 2nd team for soccer, a rare achievement for any high school freshman. Kaden has been playing soccer since he was four and attributes his success to the coaches and trainers he has worked with. As he put it, "Without Coach Brantingham, this wouldn't have happened. He is so supportive." No surprise, Kaden's goal for his sophomore year is to be named to the All-State 1st team.

On a cold weekend in early November, freshman Merran Waller led the Principia girls' cross-country team to an excellent showing at the State Championships. Happily surprised at herself, Merran finished in 7th place. The team took 11th place overall, after capturing second position in the qualifying district meet.

The Upper School varsity football team advanced beyond districts to regionals this year, learning many lessons along the way. In addition, several players were named to the All-District team:

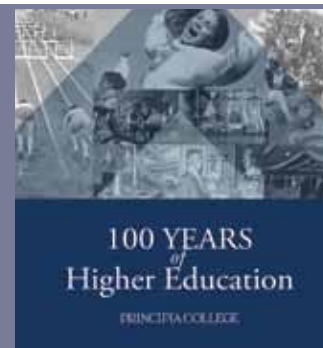
Offense/1st Team—Isaiah Laster (US'12), Curtis Atkins (US'12), Nate Gaubatz (US'12), Austin Moyle (US'13), Conrad Bollinger (US'12)
Offense/Honorable Mention—Matt Gilman (US'14)

Defense/1st Team—Remington Lutz (US'12), Jemlock Farson (US'13), Dylan Steedman (US'12), Will Allen (US'13)

Special Teams/1st Team—Garrett Moulton (US'12), Isaiah Laster

Celebrating 100 Years of Excellence

2012 marks a century of higher education at Principia; the first Junior College class graduated in 1912. To mark this milestone, a historical display and centennial timeline will be unveiled following Winter Convocation, and alumni and guests will be invited to campus for special events during College Commencement weekend in May, alumni reunion in June, and Summer Session in July. Updates about centennial activities will be posted at www.principiacollege.edu/100.



Conference Success in Competition and Coaching

The women's soccer team was undefeated in St. Louis Intercollegiate Athletic Conference (SLIAC) play, earning the title of SLIAC Champions for the fifth consecutive year. The team then went on to the first round of NCAA DIII National competition, where they lost to Wartburg College 0–2.

The men's cross-country team also claimed the title of SLIAC Champions and sent sophomore Wylie Mangelsdorf to the NCAA DIII Cross Country National Championship in Oshkosh, Wisconsin, where he ran a personal best in the 8000-meter, finishing 89th out of 279 runners with a time of 25:15.12.

In addition, three College coaches were named SLIAC Coach of the Year: Jess Semnacher (US'02, C'05) for women's soccer, Mary Ann Sprague (C'84) for volleyball, and Chuck Wilcoxon for men's cross country.

International Conference on Peacemaking

On October 27 and 28, the Euphrates Institute held an international summit on campus entitled "Our World Beyond 9/11." More than a dozen speakers

from the Middle East, Canada, and the U.S. participated, including the former Deputy Assistant Secretary of State for Iran and the head of the Arab American Institute. The summit also featured working sessions for sharing, strategizing, and ushering in a new way forward. Watch a video about the summit at www.principiawire.com.

Programming Panthers

Every fall, the best student computer programmers in the world pit their skills against the clock and each other to solve a series of challenging problems in five short hours as part of the Association for Computing Machinery's annual contest. Principia's Programming Panthers have competed most years

since 1990 and more often than not placed in the top third of all regional entrants—twice in the top tenth.

This fall, two Principia teams entered the competition held at Webster University's St. Louis campus. Our Blue Team, featuring seniors Vladimir Darmin, Emily Sander, and Ross Vincent, placed first among the eight teams at Webster and 19th among the 141 teams in the Mid-Central Region! They ranked above much bigger schools such as Northwestern, DePaul, St. Louis University, and even large state universities. Our Gold Team—Casey Dutro (C'12), Julianna Hensey (US'09, C'13), and Michael Ward (US'09, C'13)—competed for the first time, placing lower but gaining valuable experience.

Weeklong Dance Intensive

From December 15–21, 10 dancers from the College, two from the Upper School, and five from Webster University in St. Louis had the rare opportunity of studying under three world-class dancers and choreographers. Professional dancer and choreographer John Gardner (of the American Ballet Theatre and Baryshnikov's White Oak Dance Project), ABT prima ballerina and Tudor Trust Répétiteur Amanda

McKerrow, and choreographer Margaret Eginton, former principal dancer with the Merce Cunningham Dance Company, traveled to the College to lead this special, intensive workshop. Mornings were devoted to technique classes; afternoons were dedicated to the creation of two original pieces choreographed by Gardner and Eginton. Both pieces will debut at the College Dance Production, April 12–14.



by Trudy Palmer

WANTED: COMMUNITY BUILDERS—INCLUDING YOU

Is there a community you love belonging to? A group you call your own, with an interesting mix of people who work together effectively—and enjoyably—to advance a common concern? Your neighborhood, perhaps, or your office or church? If no group in your life meets this description, you may be the person your would-be community is waiting for!



That's right. You could be the one to shift wherever you live, work, or worship from a place of isolation to a "structure of belonging." That's community development expert Peter Block's definition of genuine community, where people feel a sense of 1) "membership, . . . of being at home in the broadest sense of the phrase," and 2) "emotional ownership," of being responsible and accountable for their community (*Community: The Structure of Belonging*, p. xii).

Lucky for you (and me), Block says we're all capable of creating this type of community. No particular vision is necessary. No special personality type is needed. "We can create structures of belonging even if we are introverted and do not like to make eye contact," writes Block, whose work was studied at the College this fall (p. xiii).

But why bother? And how do you do it? Block answers the first question on two levels. From a global perspective, he says our ability "to reduce suffering and increase happiness in the world" depends in large part on strong communities. He even asserts that "the vitality and connectedness of our communities will determine the strength of our democracy" (p. xi). From a more personal perspective, he contends that our "capacity to . . . discover our authenticity and whole selves" is fulfilled within community (p. xii).

As for the "How?" . . . well, you could read Block's book *Community: The Structure of Belonging*. Or you could visit Principia's Preschool.

>>



Students planting flowerpots
with Diana Conrad



Creating community codes

One of the keys to creating community is getting everyone involved in the decision-making. That might not sound like a realistic plan for three- and four-year-olds, but it's a guiding principle in Principia's pre-kindergarten class. On the first day of school, the teacher establishes the Golden Rule as the foundation for their interactions. From there, the students make the rules.

"As a value, [sustainability] refers to giving equal weight in your decisions to the future as well as the present. You might think of it as extending the Golden Rule through time, so that you do unto future generations (as well as to your present fellow beings) as you would have them do unto you."

~Robert Gilman, founder and editor of *In Context: A Quarterly of Humane Sustainable Culture*

If a problem arises . . . OK, *when* a problem arises (they are preschoolers after all), the group determines whether the Golden Rule covers it or a new rule is needed. Maintaining order at Morning Meeting needed something more, so after discussion, the children settled on three rules and even signed their names to them. Here's what they arrived at:

Sit on your dot.
Watch.
Listen.

Alas, not all rules can be summed up so simply, not even in Preschool. The senior kindergarteners recently came up with this more nuanced rule about standing in line: If a teacher asks a child to get out of line to help with something, the child may return to his or her spot. But if the child chooses to leave the line, he or she must return to the end.

Whether a rule is simple or sophisticated, children (like adults) have an easier time remembering and following it if they've seen a need for the rule and had a hand in creating it.

Taking ownership through unselfish effort

Another strategy for building community in the Preschool is good, old-fashioned elbow grease. Since taking responsibility for a community gives

Left: Preschoolers preparing for Thanksgiving
Below: Linda Warner with kindergarteners in their garden



one a vested interest in it—or in Block’s terms, “emotional ownership” of it—each student has a classroom job, such as setting the table at lunch. Recently, a child got tired of putting forks at everyone’s place and stopped before finishing, so when the group sat down to lunch, some didn’t have the utensil they needed. After group discussion and problem solving, the halfhearted table setter could see the importance of thinking of others and following through.

In fact, the Preschool encourages unselfishness as a way of solving problems. If the class is waiting for a few children to finish cleaning up before the group can go outside, those waiting often choose to help with the cleanup so that everyone can get outside sooner.

Including nature in your community

After forging bonds within their classroom, the youngest Preschool class eagerly reaches out to others—older children, adults, and even plants and animals. They share what they’re learning with the kindergarten class and enjoy connecting with their Lower School reading buddies. They also notice and appreciate the service workers who fix their lunches and maintain their building and grounds. With their teachers’ help, the students write thank-you notes to these workers and recently baked a pumpkin cake and cookies for them—from pumpkins they’d picked themselves.

The campus’s hundreds of acres offer fertile ground (pun intended) for including nature in the Preschool community, too. Last year’s junior kindergarteners so appreciated the natural beauty around them that they asked to write a thank-you note to the woods. The teacher encouraged them to find a more practical way to say “Thank you,” so after discussion and a vote, the group decided to purchase native plants for the woods. What’s more, the students paid for the plants themselves! By selling their artwork and holding a bake sale (of goods they’d made at School, not items mom or dad had baked at home), they raised enough money to buy \$34 worth of native plants for the woods (and some additional ones for their class garden). Not only did the children thank nature, but they did so in a remarkably sustainable way.

At the Heart of Character Education

A list of six character qualities, posted in each Preschool classroom and in the Early Childhood Program office, succinctly describes the core elements of character education at Principia. The teachers know the list backwards and forwards, of course, and the children become quite familiar with it over time. Here’s the list:

- Selflessness
- Obedience
- Respect
- Moral Courage
- Honesty
- Responsibility

The concept of moral courage can be a little hard to grasp for three- to five-year-olds, but the teachers have a handy way of explaining it. They remind students, “Do the right thing, even when no one’s watching.” Good advice for preschoolers and adults alike!

>>



A Byzantine-era mosaic of the Virgin Mary

Putting sustainability into practice

Unbeknownst to them (or their teachers), these preschoolers were following a college curriculum. Well, that's a bit of a stretch, but the way the children thanked the woods loosely follows the Gaia Education sustainability curriculum used in colleges and universities around the world, including Principia College.

Briefly, the Gaia curriculum defines four keys to sustainability: **ecologic**, **economic**, **social**, and **worldview**. Projects are most successful when all four keys work together. Obviously, the ecologic focuses on the environment. The economic seeks ways to generate income that neither deplete the Earth's resources nor impoverish one group for another's profit. The social concerns community building—that feeling of belonging Block emphasized. The fourth key—worldview—describes a community's spiritual view of itself and the world. Christian Science is Principia's worldview, but the Gaia curriculum defines the term *spiritual* broadly, so a worldview need not be religious.

In thanking the woods, the preschoolers fulfilled the **social** key by building a close-knit community whose codes they had created. Next, they not only included nature, the **ecologic** key, in their community but decided to nurture nature with native plants—which they paid for themselves, thereby satisfying the **economic** key. The foundation of it all—their desire to say “Thank you” in the first place—was, of course, their **worldview**, especially their day-to-day practice of the Golden Rule.

College—starting all over again

Fast forward from the start of school to the first year of college. Though older and hopefully wiser than when they were three or four, college freshmen are the new kids on the block, needing to form community all over again. This time, they'll get a lot less guidance than they did in preschool, and mistakes that were teachable moments then could come with serious consequences now. To help freshmen settle into college life as successfully as possible, Principia requires them to enroll in a First Year Experience (FYE) cluster of courses—two thematically related classes from

different disciplines and a learning skills course that fosters college-level research, writing, speaking, and critical thinking skills. The students in any given FYE get to know each other well because they take classes together, but learning to build community is not a goal of the program per se—with one exception. This year's Sacred Ecology FYE focused on building sustainable communities.

The paired courses in Sacred Ecology were *Women in the Bible*, taught by Helen Mathis (C'70) of the Religion Department, and *Environmental and Social Change*, taught by Dr. Jackie Burns (US'78) of the Sociology and Anthropology Department. A first-time joint venture for these professors, the class was designed to help students make connections between the Gaia curriculum's four keys of sustainability and Biblical precedents for living sustainably. The class also asked students to act as “planet managers” by assessing an aspect of the Earth's well-being and designing a sustainable community.



The entrance to Dancing Rabbit in Northeastern Missouri. Photo courtesy of Dancing Rabbit.

"I wanted students to analyze how the sustainability practices of Dancing Rabbit can and do occur in the urban environment."

Rural sustainability in action

Sacred Ecology students got to peek behind the scenes of sustainable community building when they visited Dancing Rabbit, an ecovillage in northeastern Missouri. Residents there follow strict ecological covenants, including no use of fossil fuels for heating, cooling, or refrigeration. They also use natural and alternative building technologies (such as straw bale and cob) and have developed their own currency. Professor Burns chose this for the class's first field trip in order to show students an all-out effort at sustainability in a less restrictive environment than most people live in. From there, the class visited increasingly urban settings, using Dancing Rabbit as their model for comparison.

"Since half of the world's population live in cities," Burns explains, "I wanted students to analyze how the sustainability practices of Dancing Rabbit can and do occur in the urban environment. However, the change in the organizational structure of a community (rural versus urban) alters the form the sustainability practices take." She goes on to offer the following example of car sharing:

Both Dancing Rabbit and Principia take advantage of the simple idea of sharing ownership and use of vehicles. The Dancing Rabbit Vehicle Co-op provides two cars for their 50 members on a per use basis. Principia's "co-op" is much larger and serves two organizational communities, the School and College campuses, on a per use basis. In both cases the basic principle behind car sharing is increased cost- and energy-efficiency.

Award-winning urban sustainability at work

The most urban area students visited was Old North, a neighborhood near downtown St. Louis where residents have, against all odds, built a strong community committed to sustainability. Once a thriving neighborhood, Old North experienced nearly half a century of depopulation and property deterioration during the mid-1900s, resulting in scenes of extreme urban blight just about everywhere—except in the hearts and minds of residents and small business owners loyal to the area.





In 1981, this remnant formed the Old North St. Louis Restoration Group (ONSLRG), “a community-based non-profit organization established . . . to revitalize the physical and social dimensions of the community in a manner that respects its historic, cultural, and urban character.” Taking the phrase *community building* literally, the group began by helping renovate each other’s homes, something they liken to “the ‘barn raisings’ of close-knit communities of the past.”

By the mid-1990s, ONSLRG was able to win a few grants, hire a staff member, and gain designation as a National Historic District. Today, that original all-volunteer organization is a full-fledged community development corporation, fueling the renovation of buildings, the building of relationships, and the launch of local businesses. Though

ONSLRG doesn’t name environmental sustainability per se in its mission statement, the desire to “respect” the area’s “historic, cultural, and urban character” has guided them to renovate in environmentally sustainable ways. Most notably, they have resisted demolishing dilapidated buildings whenever possible, choosing instead to restore (i.e. recycle) them. ONSLRG also sponsors a farmers’ market in the summertime and helped start a year-round food co-op that features some items grown just steps away in the neighborhood’s community gardens.

Old North’s remarkable revitalization received national recognition on December 1 when ONSLRG won the 2011 national award for Overall Excellence in Smart Growth from the Environmental Protection Agency’s Office of Sustainable Communities.

Per the EPA’s website, Smart Growth Achievement awards “recognize exceptional approaches to development that respect the environment, foster economic vitality, and enhance quality of life.” (Notice the references to three of the four keys to sustainability—the ecologic, economic, and social.)

Owning the Earth

On a much larger scale than the preschoolers’ “Thank you,” Old North’s revitalization proves what a committed community, or “structure of belonging,” can accomplish. As Block says, “What I consider mine I will build and nurture” (xii).

One might expect the Bible to support that kind of nurturing perspective, but as Professor Mathis explains, not everyone sees it that way. In the Bible’s first

Left: Old North's new business district
Below: Fresh produce for sale at the Old North farmers' market
Both photos courtesy of ONSLRG



reference to the earth (Genesis 1:26), God gives man "dominion over" all creatures and, by implication, the earth. *Radah*, the Hebrew term for *dominion*, means to reign, rule, subjugate, or subdue, but the model is harsh, that of a king subjugating his people. As a result, Mathis explains, "There is a practice among some Christians today of interpreting this *radah* or 'dominion over' as license to exploit the environment."

But literary study of the Bible at Principia is guided by the community's worldview (Christian Science), which allows Mathis and her class to move beyond the literal meaning of *dominion* to a more inspired view. "If we take into consideration (which the class did) our understanding of the true nature of God as very good and as Father-Mother," Mathis says, "we can interpret these texts in a way that nuances that Hebrew term to allow us a more partnered relationship with nature and stays close to our partnership with God as God's representative."

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Leveraging thought through sustainability

That sense of partnership is central to sustainability studies. Burns sees it play out in the interdisciplinary nature of sustainability majors and minors at

To Learn More

Gaia Education
www.gaiaeducation.org

Dancing Rabbit Ecovillage
www.dancingrabbit.org

Old North St. Louis Restoration
Group
www.onsl.org

Environmental Protection Smart
Growth information
www.epa.gov/smartgrowth

colleges around the world, including the new minor at Principia College. She views sustainability as "a fulcrum for leveraging thought" and believes Principia is the perfect place for it. "Principia has the potential to be a premier sustainable community," Burns comments. "We can take ownership of the built environment and, with Christian Science as our worldview, foster a 'structure of belonging' across both campuses that includes adult learners as well."

There are no plans right now for taking Principia in this direction, but forming sustainable community is more than just an academic pursuit. Wherever we are, each of us can, as Block says, "transform the isolation and self-interest within our communities into connectedness and caring for the whole" (*Community*, p. 1).

Remember, eye contact is optional. 12



Christopher Minnes (C'78)
Photo by Nathalie Coutou

Earth Day 2010 at Eco Echo
Photo by Sylvia Spring



Standing Up for Sustainable, Rural Communities

by Christopher Minnes (C'78)

Forty years ago, my father, a geologist, purchased a 160-acre farm near the fair-trade tourist town of Wakefield, Quebec. He'd discovered a deposit of diopside (a gemstone and mineral that can be melted to make pure, clear glass or insulation), and he ran a small quarry there for several years. While the quality was excellent, the high cost of processing meant the project would not make any money. He stopped work soon after, instead becoming an avid sculptor of the gorgeous green and white stone. When dad passed away in the late '90s, I became the steward of the land, which included forested hills, meadows, and a 100-year-old barn surrounded by rolling hayfields that had never seen fertilizer or chemicals.

Eco Echo—from thought into action

My experience fundraising from 2003 to 2005 for TreePeople's environmental education center in Los Angeles, California, shaped my thinking about what to do next. There, a private/public partnership had invested \$12 million in an environmental center devoted to restoring the urban watershed. If that was possible in as urban a mindset and landscape as

LA, I was sure my pristine, rural farm in Quebec could be used to benefit people and the environment, too. Instead of having to react to damage that had already been done, which was the case in LA, the land I'd inherited could become a model for sustainable development to discourage urban sprawl in our rural community.

After years of visioning, brainstorming, and market studies—and with the help of a young consulting team—we developed a business plan to transform our old barn into workshop space and the abandoned quarry into a seasonal amphitheater for concerts and events.

The result? In April 2008, Outaouais Environmental Campus (Eco Echo) began a series of lively programs, including music festivals on Earth Day, nature camps for kids, an environmental sculpture exhibition, permaculture workshops, and mushroom hunting expeditions. In addition, inspired by a fruit-tree grafting session led by the Green Barn Nursery, a group of neighbors planted an acre of fruit trees. The harvest was spectacular!



To Learn More

TreePeople
www.treepeople.org

Green Barn Nursery
www.greenbarnnursery.ca

Living Machine
 (natural wastewater treatment)
www.livingmachines.com

Christopher Minnes and the
 Outaouais Environmental Campus
 (Eco Echo)
www.ecoecho.ca
cminnes@ecoecho.ca

Moving forward sustainably

Shockingly, two years ago the municipality publicly announced their intention to expropriate our farm to create a sprawling industrial park—wiping out the last 40 acres of arable farmland in the immediate area. Realizing what was at stake for the community, neighbors responded by spontaneously organizing, protesting, showing up at town meetings, reaching out to politicians, and taking legal action to support our sustainable vision for Eco Echo. While a neighboring farm has been expropriated for an 80,000-square foot styrofoam insulation factory, as of today we remain untouched.

Eco Echo remains a “work in progress.” Going forward with a commitment to protect the integrity and natural beauty of the land, we’ve found investment partners willing to create a co-operative housing village of sustainably designed homes with agriculture as a primary focus. The quarry amphitheater and environmental center will attract residents and visitors with year-round programming. And one of Eco Echo’s mission-based, income-producing components will be a pick-your-own organic orchard and a marketplace for local products. On Earth Day 2012 we’ll host a design workshop to engage the community in this exciting new venture. Along with such

sustainable practices as passive home siting and design, we’re exploring the unique Living Machine, which transforms wastewater into clean water naturally, attractively, and inexpensively.

As the next chapter unfolds, our volunteer team continues to seek programs and partnerships that are educational, inspirational, and transformational. It’s deeply satisfying to play a role in supporting the Wakefield community as they stand up for its core values and inspire others doing similar work worldwide.

The fact that I live and work in Texas, visiting Canada about five or six times a year, underscores the collective effort that helped create Eco Echo and continues to support it. Throughout this process, as I’ve learned to blend patience, persistence, and flexibility, my years at the College have taken on new meaning. My time in Maybeck’s clustered village on the bluffs taught me how place, history, and a shared vision can support a community founded on Principle—weathering organizational and personal challenges and ultimately enriching the lives it touches. 📖

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UPCOMING VISITING WEEKEND DATES

February 9–12

February 23–26

April 5–8

April 19–22

WORKING KNOWLEDGE

College Faculty Teach Scholarship By Example

by Marla Sammuli

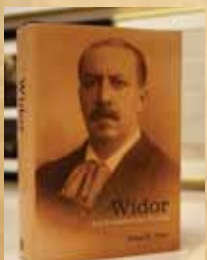
Principia's professors have always been one of the College's greatest assets. They're scholars and experts in their fields. They conduct research, publish articles, books, and recordings, compose and arrange music, present at conferences, stage shows, and lead and serve in the community. And all this is in addition to their number one priority: teaching and supporting Principia students.

In the past year, many of our faculty members have had work published. Below are a few examples of the wide range of projects completed and underway. In literature and religion, music and anthropology, art and political science, College faculty members continue to chart new academic territory.



Doing Justice to Widor's Life

Dr. John Near (C'69), Professor of Music



Last year, Dr. Near, the William Martin and Mina Merrill Prindle Professor of Fine Arts and the College organist, completed a comprehensive biography of French organist and composer Charles-Marie Widor (1844–1937). Titled *Widor: A Life beyond the Toccata* and published by University of

Rochester Press, the book marks the culmination of a nearly three-decade effort.

When Near began researching Widor in 1982 for his doctoral dissertation, he discovered that the musician's renown as an organist and composer constituted only a fraction of his remarkable life. As he says, "It became clear to me that it would have done Widor a grave injustice if I had considered him only from the single aspect of his career as an organist."

As Near's post-doctoral research progressed, and after a decade of untangling the knotty composition and publication history of Widor's organ music, in 1997 Near published a ten-volume critical edition of his ten organ symphonies—a genre invented by Widor. Then, at the Philadelphia Orchestra's

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request, Near published a critical edition of Widor's Symphony in G Minor for Organ and Orchestra, which was performed in 2002.

With the completion of the full, 616-page biography, Near illuminates Widor's diverse accomplishments and contributions to the arts, the Institute of France, and society. Response to the book has been extremely positive. As Dr. Hugh Macdonald, the Avis H. Blewett Professor Emeritus of Music at Washington University in St. Louis, notes, "Widor deserves the splendidly full treatment of his life and work that John Near gives us here. At last it is possible to get beyond the narrow perceptions attached for too long to Widor's name"

Most recently, Near was commissioned by Oxford University Press to write a short history of music in the Christian Science Church. The article briefly details the development and role of music in the church service. It will appear in the soon-to-be-released *Grove Dictionary of American Music*.

Wordsworth's Compassion for the Poor

Dr. Heidi Snow (C'79), Assistant Professor of English

Dr. Snow's research spans three centuries of British literature, from the Renaissance through the Victorian era, with the Romantic period as her area of specialization. Her publications focus primarily on the writings of William Wordsworth, particularly the intersection of religion and poverty throughout his poetry.

One of Snow's most recent articles, "Reconstructing the Poor," was given as a conference paper at the Wordsworth Summer Conference in Grasmere, England, in the summer of 2010 and chosen to be published in the Spring 2011 conference edition of *The Wordsworth Circle*. In September 2011, Snow presented an expanded version of the paper in a talk on Wordsworth and the Quaker theology on poverty at the Quaker Centre in London, where scholars are invited monthly to deliver papers on various aspects of Quaker heritage.

In this article, Snow describes Wordsworth's environment in 1783: "From his cottage, Wordsworth would look across the village common to the Friends Meeting House." He also likely attended services there when the weather prevented him from

walking to the Anglican Church in town. Snow goes on to argue that compassionate Quaker attitudes toward and treatment of the poor, which "rested on their foundational beliefs of equality and justice," influenced young Wordsworth's writing and set "the course for his approach to the question of poverty" throughout his body of work.

Snow's current interests include extending her examination of Wordsworth, religion, and poverty into his later years, as well as exploring how other authors address poverty in their writing and poetry.

Explaining and Predicting Our Digital Society

Dr. Scott Schneberger (C'70), Dean of Academics

Theories are the bedrock of scientific studies, guiding researchers toward the key concepts that need testing, explaining the factors and causes behind everyday events, and predicting what will likely happen when key variables change. As it has often been said in research circles, there is nothing more practical than a good theory.

Dean Schneberger's co-authored, two-volume book *Information Systems Theory: Explaining and Predicting Our Digital Society* was published in September by Springer. Together with an earlier edition on the topic that came out in 2009, the authors provide another almost 1,000 new pages of analysis and insight on the theories that have been used in research on computer-based information systems over the past fifty years.

This book is not intended for casual reading; it is a comprehensive reference-style book that information systems researchers can use to find applicable theories to test in new situations, to expand or refine, and to guide business leaders in new situations.

On the following page are briefer glimpses into additional scholarship by Principia professors in a variety of disciplines.

Mrs. Eddy and St. Paul

Barry Huff (US'98, C'02)

Assistant Professor of Religion

"*Mary Baker Eddy: Liberating Interpreter of the Pauline Corpus*" is the title of Professor Huff's chapter in a new book published by the Society of Biblical Literature examining female interpreters of patriarchal biblical texts.

Brave Heart

Dr. Virginia Slachman

Associate Professor of English

Dr. Slachman's latest poem, "Brutal



Materials," was published in the fall edition of *Mead* literary magazine and nominated for a 2011 Pushcart

Prize—an annual competition recognizing the best poetry of the year. She is the author of two collections of poetry, recipient of the Elliston Prize in poetry, and publishes regularly in magazines such as *River Styx*, *Salmagundi*, and the *Mudlark Electronic Journal of Poetry & Poetics*. Her latest book, *Inside Such Darkness*, was published in June 2010, and she recently completed a memoir, *Many Brave Hearts*.

Uncovering Hidden History

John Williams (US'87, C'91)

Associate Professor of Political Science

John Williams' ongoing research project on the lives of African Americans in Jersey County—the county in which Principia College is located—is being published as a series of articles in the *Jersey County Journal*. Among his

discoveries are two Jerseyville brothers who were Tuskegee Airmen; the existence of the segregated Lincoln School near the county courthouse; and the struggle within the local school board over the concept of "separate but equal," resulting in integration decades before the famous case of *Brown v. Board of Education*.

The Voice of Contemporary Art

Dinah Ryan (C'78)

Associate Professor of English

As well as teaching creative writing and literature, Dinah Ryan is an art critic and contributing editor for *Art Papers Magazine*. The journal's July/August 2011 issue features her latest review on Ann Hamilton's exhibition, *Stylus*, at the Pulitzer Foundation for the Arts in St. Louis.

"Now Villagers Are Not Backward. Now They Also Sell Pepsi in the Villages."

Dr. Sally Steindorf (US'93, C'97)

Assistant Professor of Anthropology

Dr. Steindorf will have an article published this month in the French-language anthropology journal *Anthropologie et Sociétés* about the impact of urban-based television programming on rural India. The content of the article comes from Steindorf's dissertation research in Kothariya, a village in Rajasthan, India.

Sharing the Inspired Word

Helen Mathis (C'70), Instructor of Religion

Over the past six years, Professor Mathis has worked as managing editor of an ongoing Bible study curriculum project for the nonprofit Bible Study

Seminars. The series' nine workbooks contain current scholarship, group activities, and discussion questions designed to draw out both ancient and contemporary meaning. Thousands of these workbooks have supported groups around the country in their study of the Gospels, the Acts of the Apostles, Proverbs, the Epistles of John, and more.

"Our Favorite Chopin"

Dr. Marie Jureit-Beamish, Professor of Music

Laura Garritson Parker (US'97, C'00)

Assistant Professor of Music



Dr. Jureit-Beamish and Professor Parker collaborated with Lindsay (C'08) and Ashley


Garritson (US'99) to complete a double CD—39 pieces in all—celebrating a lifelong passion for the music of Frédéric Chopin in honor of the 200th anniversary of his birth.

Dr. Jureit-Beamish will lead the Principia Arts on Tour of the Northeast over spring break with nine College musicians and actors performing six programs in Boston, Connecticut, New York City, Washington, DC, and Philadelphia.

Readers Respond to Polygamist Raid

Mike Hamilton

Assistant Professor of Religion

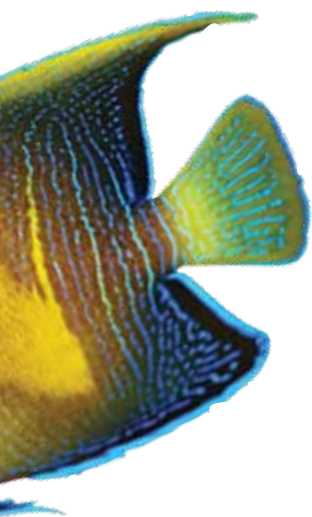
In October, New York University Press published Professor Hamilton's research on responses to a 2008 raid on a Mormon fundamentalist polygamist compound. His study appears as a chapter in the new book *Saints Under Siege: The Texas State Raid on the Fundamentalist Latter Day Saints*. 

Academic Partnership Brings Marine Sciences Program to the College

by Marla Sammuli

Being hundreds of miles from the ocean is no longer an obstacle to students interested in pursuing marine sciences at the College. Through the ongoing work of Dr. Scott Eckert (C'79), chair of the Biology and Natural Resources Department, Principia College has become the newest member of Duke University's Marine Sciences Education Consortium (MSEC).





“In addition to the courses we offer at Principia, through the Duke Consortium our students will have access to exciting upper-level courses, hands-on, experiential activities, travel programs, and opportunities to learn from some of the best mentors in the field.”

The Consortium was developed to help member institutions like Principia provide a formal curriculum in the marine sciences (including supervised research opportunities) in the absence of a full-scale, on-campus marine sciences program. The 36 participating colleges and universities were invited to become MSEC members through a formal agreement with Duke University.

What does this mean for Principia’s students?

Those preparing for careers in marine science or just interested in ocean life and conservation will be able to enroll in courses, conduct field research, and get clinical experience at Duke’s state-of-the-art Marine Lab in Beaufort, North Carolina. “This is an amazing lab,” Eckert explains, “with a world-renowned faculty. In addition to the courses we offer at Principia, through the Duke Consortium our students will have access to exciting upper-level courses, hands-on, experiential activities, travel programs, and opportunities to learn from some of the best mentors in the field.” Of course, all of this is excellent preparation for graduate school as well as future scientific careers.

And it couldn’t come at a better time. During his more than 30 years of experience in the marine sciences, Dr. Eckert has

observed a growing interest in the field as young people increasingly “recognize and appreciate the importance of ocean and marine systems.” Eckert joined Principia’s faculty full time in the fall of 2010, bringing with him close ties to Duke University as a former Marine Lab faculty member and as the director of science for WIDECAST, the Wider Caribbean Sea Turtle Conservation Network. His experience in the field as well as in the classroom prompted Eckert to pursue this creative partnership with Duke.

Qualified students will be recommended to the program by Principia faculty and earn credit from Duke University that applies toward their degree from Principia. “It’s a win-win situation,” Eckert comments. Duke gets top-notch undergraduates who are passionate about their studies and Principia students benefit from the Lab’s advanced courses and coastal facilities.

Dean of Academics Scott Schneberger was delighted to confirm Principia’s partnership with Duke University and is looking forward to seeing students take advantage of the unique

opportunities it brings. He explained, “This is another, important step in our ongoing efforts to increase the range and depth of academics at Principia College.”

This article was originally published online at www.PrincipiaWire.com.



Dr. Eckert examines turtles with students on the College campus.

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CELEBRATING

SCIENCE

by Armin Sethna

AT THE LOWER SCHOOL



Fourth grader shows off geode discovered on a class trip to the College.

When Principia Lower School science teacher Mary Jane Hoff (C'92) was in school, she thought science was the worst subject ever—full of hefty books, memorization, and the never-ending periodic table. Yuck!

It wasn't until her first science course at the College—"just to get a requirement out of the way," she says—that Hoff had a light-bulb moment: science could be fascinating and fun.

The course took her out of the classroom, required getting her hands dirty, and taught her to observe, do, and record. It made her realize that science is interesting, real, and relevant. And that nothing in science merits a "yuck"—not a long, convoluted Latin name, not even a tank full of giant Madagascar hissing cockroaches!

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Fifth grade team figures out what to build for project on simple machines.



Hoff gets students thinking like scientists.

Diving into science at an early age

The good news is that Principia Lower School students won't have to wait nearly as long as Hoff to discover these truths for themselves. In 2010, the School brought her in as a specialist science teacher and created a dedicated laboratory for the elementary grades.

"Having a teacher trained in the science field provides students with a wonderful opportunity to develop an attitude of inquiry and an understanding of scientific processes and principles," says Lower School Director Mike Moyle. "Having a designated laboratory, rather than just a corner of the grade-level classrooms, gives a sense of permanence, improves student engagement, and allows for exhibits and easy access to learning materials."

In addition, classroom teachers now have "more opportunity to focus on other subject areas (English, math, and social studies) and especially to provide differentiated instruction in these areas," Moyle concludes.

Incorporating experiential science that is driven by questions is an essential element of improved teaching and learning. This requires providing project-focused opportunities for students themselves to ask and answer questions, test theories,

create and experiment with possible solutions, and then figure out and explain why these work—or don't work.

Jane Rieder, Principia School's director of teaching and learning, sees the impact of Lower School's fresh approach to science "in the enthusiasm the students express when arriving at the door of the lab." And once they're inside, "It is evident in the thoughtful questions students ask that 'thinking' is taking place," she comments.

These days, science in school is about learning how to learn and developing enduring understandings.

Lower School classroom teachers work together with Hoff to ensure intentional cross-curricular collaboration between class themes and science units. For example, an overarching theme in first grade this year is community. The students have already walked to the local fire station and grocery store to get to know the different members of their community. On their way, as they passed Lasky Pond and the campus fields and woods, they took the time to examine and document information about the animal and plant "communities," too.



Lower schoolers found this fossil on the Elsay campus.



Second graders prepare to explore a cave at Meramec State Park.

Science in the twenty-first century

Across the country, many educators are weighing how best to keep science instruction abreast of contemporary society. For example, the New York State Board of Education stresses the importance of experiential learning in its elementary science curriculum, noting, "Children's natural curiosity leads them to explore the natural world. They should be provided opportunities to have direct experience with common objects, materials, and living things in their environments."

"Future assessments," this document says, "will test students' ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to [memorize or] recall specific facts."

Surprising? Not really. In this electronic age, where so much information is so instantly accessible, science involves far more than learning facts, Moyle and Hoff concur—especially since those "facts" themselves are constantly evolving apace with technological advances. These days, science in school is about learning how to learn and developing enduring understandings.

"Little questions lead to big questions . . . which lead to truth constantly," says Hoff. >>



Wow! First grader views wildlife images in science class.



Fourth graders examine rocks during their geology unit.



Third grader transfers pollen between plants with a cotton ball.

Indeed, today's science lab is, in many ways, a lab for life, where students learn essential transferable skills like collaboration, which Hoff says is "a huge character lesson," because younger students often find it difficult or distracting to work with others. She also credits science study with developing these key skills:

- **Communication**—being able to express observations and findings clearly
- **Inquiry**—learning to ask the right questions to solve a problem
- **Analysis**—sifting through information and selecting what's pertinent

Moyle agrees, emphasizing that students need to understand "the scientific method of inquiry and evidence gathering," as this approach "applies to many other aspects of schooling and our lives."

Following this method also means "getting the opportunity to fail," as Hoff puts it—which is not a bad thing! Failure teaches students "how to handle a situation when something does not go according to plan," she explains. It also underscores "what it takes to succeed," Moyle says, recalling Thomas Edison's hundreds, if not thousands, of unsuccessful experiments before he designed a reliable light bulb that could be successfully mass produced.

An emphasis on hands-on learning

The Lower School's experiential learning strategies compare favorably to current national practices in science teaching and learning. For example, Principia students regularly conduct experiments and report on them—something many children rarely get to do.

"All students should carry out and reflect on engaging science projects, yet many U.S. fourth graders say they hardly ever do," states a 2011 issue of *Vital Signs*, an occasional report published by Change the Equation (CTEq), a coalition of more than one hundred corporate CEOs who are pushing for better science and math education. CTEq claims that "fifty-four percent of the nation's fourth graders . . . report that they 'never or hardly ever' write reports about science projects." Perhaps even more startling, "Thirty-nine percent of eighth graders report that they 'never or hardly ever' design a science experiment."

In comparison, the Lower School's entire curriculum integrates ongoing documentation and illustration of observations, as well as learning-by-doing opportunities (in other words, experiments). Naturally, reports range from simple to increasingly complex and thorough as students move through the grades. Typically, however, they all include some type of science journal, worksheets, and project summaries.

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OUT AND ABOUT:

Hiking, Digging, and Designing for Science

Active science learning opportunities abound in the Lower School! All grades work in the garden. In the fall, they dug, measured, and prepared beds for sowing in the spring. Each grade is in charge of one bed, and the students jointly decide what they would like to plant and how to go about it.

Here's a peek at some of the other hands-on adventures each class enjoyed during the fall term.

FIRST GRADE regularly headed outdoors to study plant and animal habitats and communities, tying in with their class-wide theme of community.

One fall morning, they were asked to lay down three-foot lengths of string in the woods and then "hike" this course. Initial wails of "I don't see anything!" soon gave way to "Wow!" as the children used their magnifying glasses to discover a whole new world of little life forms—snails, ants, moss, fungus, and more. Now they're eager to do "micro hikes" in other habitats to see what they find.

SECOND GRADE practiced the scientific skills of observation, sorting, and classifying as they studied soil and rock formations. They drew, measured, and described the properties of substances such as clay, silt, sand, pebbles, rocks, and boulders. They also learned how and why these different items are used in construction. Their challenge? To work in teams to build a small outdoor structure that could withstand the elements for a few days. And, more important, they had to explain why they used different materials for different purposes.

THIRD GRADE studied plants in depth to understand their role within the larger habitat and community, why they are shaped or formed in certain ways, and why they produce seed, fruit, or leaves of a particular type. During their Seed Discovery Journey, they explored these concepts, which they then discussed, documented, and analyzed.

FOURTH GRADERS engaged in some serious geological pursuits. They visited the College campus to collect and crack open geodes, revealing their sparkling crystal interiors. They used hammers and picks to dig up the plentiful fossils in the limestone soils. And in the science lab, they crushed and tested rock samples to see how they reacted with different substances.

THE FIFTH GRADERS, having studied simple machines such as levers, pulleys, and wedges, invented their own machines to make a chosen task easier. Working in teams, they designed and built pet feeders, a ball thrower for dog owners, an easier way to turn off a light when already in bed, and more!



Experiential learning: first graders tend their class garden.



Students observe specimens and record data in fourth grade science class.



Budding inventors build labor-saving devices.


Of course, one of the major advantages Principia has over many schools is its lush 360-acre campus, which includes woods and grasslands, ponds and creeks, and a wide variety of plant and animal life. "The use of the campus as a laboratory has increased dramatically in recent years," Moyle notes. It offers myriad opportunities for learning, observing, and testing—not just for science, but in other subject areas, too.

For instance, when last year's third graders read *Sarah, Plain and Tall*, a story set in the Midwest in the late 1800s, class teacher Kathy Bailey worked closely with Hoff to bring alive the protagonist's long-ago experience. Hiking to a far corner of the campus that is given over to prairie grasses, the children observed, felt, and better understood what this landscape signified to Sarah, a transplant from Maine. They smelled and even tasted plants; they wove grass ropes; they encountered the heat of the prairie and the strangeness of not being able to see the horizon as the tall grasses waved over their heads.

Meanwhile, this year's third graders have already been out on a Seed Discovery Journey, identifying various plants and trees on campus, observing leaf forms and discussing why they are that way, and collecting leaf and seed samples. The slightly acidic persimmon fruits were not a big hit. But most thought the messy cracking open of the black walnuts great fun, while

finding the tiny seeds of the soft-needled white pine took some patience and perseverance.

This is "authentic science," Hoff says. Having served as a college biology professor for ten years, run her own business teaching science programs and training teachers, and worked in outdoor environmental education before joining the Lower School team, she should know. Hence, the tank full of giant Madagascar hissing cockroaches in her lab. And the one with caterpillars, chrysalides, and newly hatched butterflies. And the one with the speckled king snake.

Remember, squeamish adults: It's not yuck. It's science, authentic science. And the kids love it! 





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MEMORABLE MOMENTS

Last spring, the *Purpose* contacted dozens of former faculty members from both campuses requesting a brief description of one of their most memorable teaching moments at Principia. We were open to funny, poignant, surprising, silly, or inspiring moments, and we got all of the above.

Many faculty members responded, so we're spreading responses over several issues. The first installment ran in the Summer '11 issue. You can find it at www.principia.edu/purpose. Enjoy this installment, and keep an eye out for more memorable moments.

**LOVIS (SMITH, US'53, C'57)
BRODBECK**
Lower School Teacher

As a student I heartily disliked writing of any kind, but I overcame this aversion after making a major decision to minor in creative writing at Principia College. As a result, teaching children to enjoy writing became my highest academic priority. I was enthusiastic and encouraging, and most of my students seemed to think writing was fun.

I got some great ideas from a class called The Writing Process that I took one summer at the University of New Hampshire with other Lower School teachers. We were encouraged to have lots of sharing times during which the children would read their pieces to the class and receive positive feedback in response to the question, "What did you like?" This got amazing results!

Inventive spelling was allowed initially, and grammar came easily by means of a brilliant, short Daily Edit on the board in which the children found and corrected my mistakes. By the end of the year, they were sharp on punctuation and could recognize fragments and run-on sentences. The children wrote many booklets during the year. Some of them were sure they would become authors. I told them they had to save a few of their best booklets to share with their own children some day. I hope they did!



DR. COLIN CAMPBELL (C'49) **College English Professor**

In the spring of 2000, after 43 years in the English Department, I retired, having taught about 6,000 students and having graded about 10,000 of their essays. My only class that quarter was the one I always enjoyed the most—a seminar on James Joyce, the Shakespeare of modern literature. The last paper I read was an essay by Lauren (Moore, C'03) Hardage, a very gifted wordsmith. Her topic was Molly Bloom, the Penelope of Joyce's epic novel, *Ulysses*, and her goal was to unpack the symbolic meaning of Molly's last name. This she did with a flourish that would have delighted Joyce himself.

Among the novel's other virtues, Lauren celebrated the link between the flower imagery—which springs up everywhere—and Joyce's baptismal theme, the same theme we find in Homer's *Odyssey*. It flows through both epics like an underground river. (With the hope that readers of the *Purpose* will become readers of Joyce, I will not say here what that theme is, but I promise you, it will change your life if you find it and dive in.)

As I was about to put a 98 on Lauren's paper and praise her prose, I realized that never in my entire career had I given any undergraduate essay a grade of 100. That I was finally able to do so pleased me mightily, especially since the paper was about Molly Bloom, an iconic mermaid.



MARGY (GEISLER LIPPERT, C'67) **McKELVIE** **Upper School Spanish Teacher**

The four girls in the Advanced Placement Spanish class smiled as they realized I was crying tears of unsuppressed joy. We had been reading aloud, translating, and discussing our novel *Caramelo* by Sandra Cisneros. One of the students announced that she was not aware what language she was reading in. She was totally free from the restrictions of thinking in one language while reading in another. It was pure joy for me to see a student experience that level of competence, and the tears flowed. The students were amused while I was moved.



DR. TOM QUIRK

College Business Professor

One quarter I was teaching a Marketing course at 8:00 a.m. to a group of about 35 students. The first two weeks were a dismal failure in terms of getting the students to come to class at eight o'clock sharp. I asked them to consider our class as an important business meeting that needed to start on time. I coaxed them. I pleaded with them. I begged them.

After two weeks of this foolishness, I laid down the law and told them, "Starting next Monday, if that classroom door is closed when you arrive, do not open it. Go away and do something useful."

On Monday morning, I eagerly waited to see if my "law" had the desired effect. As you would guess, after I closed the door at 8 a.m. sharp, some students arrived, peeked in the window, and opened the door. I told them to go away and come to class the following day on time. (I found out later that these students went to the Pub and ran into other students who were also late to class, and they all had a grand time in the Pub.)

About halfway through the class, one unsuspecting student opened the door and walked very softly (I swear her feet never touched the floor) toward her seat on the far side of the room. I pretended I did not notice her until she reached the center of the classroom, and then I announced, "Ah, Miss _____, how nice of you to grace us with your presence."

She turned beet red and hustled to her seat amidst laughter from the students. She gave me her "schoolteacher stare" for the rest of the class.

After class, she came to me and said, "That was a dirty trick!" I said, "I know. I loved it."

After this adventure, on-time arrival was the norm instead of the exception for this group. And I'm happy to say that Miss _____ and I remain close friends to this day.

DR. NORMAN ANDERSON (C'49)

College English Professor

I had two teaching stretches at Principia, one in the '50s and later in the '80s-'90s. In the first stretch I had Robert Duvall as one of my students in Freshman English. Of course I followed his subsequent career in theatre and movies with admiration and proprietary pleasure.

When I returned to Elsah in the '80s, I offered a course called Film and Literature. Among the films I used in class was *Tender Mercies*, for which "Bodge" Duvall was awarded an Oscar for Best Actor. His friend, the Pulitzer Prize-winning playwright and screenwriter Horton Foote, won an Oscar for the screenplay. *Tender Mercies* is a heartwarming story of a fall and redemption, and I regard it as a flawless piece of art, a product of impeccable integrity. Not a line, shot, or character could have been improved.

As supreme serendipity, Mr. Foote appeared on campus to give a talk at the very time my class was seeing *Tender Mercies*, so I invited him to my class to talk about the film. He was himself, courtly, courteous, and deeply religious. He discussed the film with enlightening insights and wisdom, giving credit to all involved in the production. My students learned more about filmmaking from that one hour than they could have learned from me in a month of class hours. 📖

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Community-Based Discipline: Encouraging Students to Reconsider

by Trudy Palmer

We all make mistakes—some little, some big. And then there are the whoppers. The ones that make you cringe when someone asks, “What were you *thinking*?” Usually, the answer is, “I wasn’t.”

Whether the error is a whopper or not, there’s always a need to think more—and more clearly—after making a misstep. That age-old truth is distilled in the Greek verb μετανοώ, (metanoeo), often translated in the New Testament as *to repent*. It means to think differently or reconsider. Much of that thinking has to be done privately, but sometimes a little help is nice. Nowadays, at the Upper School and College, students get help thinking through their errors during the course of the disciplinary process.

Although the goal when facing student disciplinary needs at Principia has always been healing, the process at the School and College has evolved considerably in recent years. There was a time when students who did something seriously wrong met behind closed doors with administrators who showed compassion, shared wisdom, and then handed down a consequence—anything from a warning to suspension. That kind of closed-door process rarely happens anymore.

These days, students at the Upper School and College sign a pledge to uphold certain values and standards. In the vast majority of cases when someone violates the pledge, a small group of community members talks with the person, discussing the values he or she needs to strengthen and affirming the individual’s contributions to the community in spite of this misstep. Then the group either determines the consequence or recommends one.

Keeping wrongs in perspective

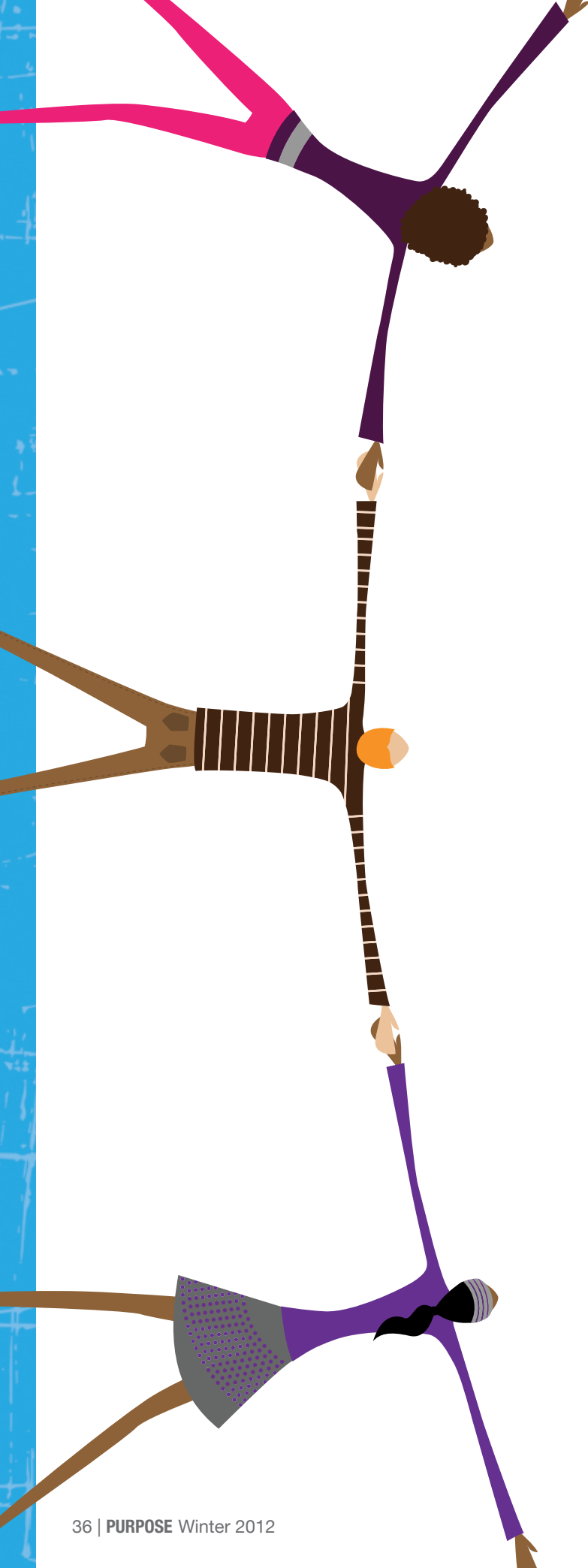
Of course, not every infraction of the pledge requires a formal process. At the College, one-on-one conversations in keeping with the Matthew Code (see Matt. 18:15–17) are sufficient to resolve some issues. As the orientation book given to all new students this year explains, “The [Matthew] Code states that we should love our neighbors enough to talk with them directly if there is a problem. Doing this takes

moral courage and selfless love, but it allows healing to begin.”

At the School, students who self-disclose an infraction can often work through it informally with their parents’ and a School administrator’s support. If the family needs time to be together or the student needs an opportunity for metaphysical study, a short “time out” can be arranged. Depending on the circumstances, the student may have to remedy the problem (cleaning up after a prank that went awry, for example) and/or meet periodically with an adult mentor on campus. But if there are no prior infractions, the student usually won’t face any other consequence. At the College, students who self-disclose violations receive confidential counseling instead of going through a formal discipline process.

Engaging the community

When situations require a more formal process, a community-based approach is followed. The Upper School’s >>



Reconciliation Advisory Board (Rec Board) is made up of the Dean of Students (Lee Fletcher-McGookin), the residential heads from both dorms, a faculty member, and nine students (sophomores through seniors) who have nominated themselves, been voted on by the student body, and been interviewed by a committee of student leaders. Once the committee makes its selection, new Rec Board members undergo training about confidentiality, the protocol for asking questions, and so on. Serving on the Rec Board is a prized position. Last fall, 21 students ran for only six openings.

The College's Community Board (CB) is similar. Faculty, staff, and students apply to serve, but the student body does not vote for representatives. Instead, the student body president and vice president make initial recommendations. Final CB selections are made by Joy Booth (C'74), freshman housing director, and Josh Sprague (US'87, C'91), residence director, who also facilitate cases together. Just as at the School, those chosen for Community Board undergo extensive training.

Hearing cases

At the School, when a pledge violation is brought forward (not through self-disclosure), Dean Fletcher-McGookin meets individually with the student and others to gather the facts. Next, the student's parents are contacted, and a Rec Board meeting is scheduled. Depending on the violation, a student may be suspended until the meeting takes place.

Three students, a faculty member, one or both residential heads, and Fletcher-McGookin hear the case. (The larger pool of students on the board is necessary due to busy schedules and the possibility of someone needing to recuse him or herself.) The student's parents are asked to attend the hearing (by phone if that's the only option), but they are expected to remain silent. The student may also invite a silent supporter of his or her choice (a friend or house parent, for example).

Similarly, prior to a Community Board hearing at the College, both the offender and the person bringing the case are interviewed by Booth and Sprague, and the interview is shared with the rest of the panel—two faculty/staff members and two students. If the offender chooses to bring witnesses, they

are interviewed beforehand as well. The offender may also bring a silent supporter.

At both Rec Board and Community Board hearings, the student “tells his or her story,” as Fletcher-McGookin describes it—“what happened, what brought the person to that point, what led to the behavior.” The Board members then ask questions and offer advice. If the facts of the case are unclear or in dispute, they consider relevant, reliable evidence in order to determine whether the student is responsible.

But the goal isn’t to point the finger. Far from it! Healing is the objective in each and every instance. Both Fletcher-McGookin and Dorsie Glen (C’68), dean of students at the College, underscore that point. “The purpose of the discipline process is to touch the Christ in the student,” Fletcher-McGookin notes. “Our purpose at Principia is to practice ‘standing porter’ at that gate of thought and to wrestle with whatever comes to thought. We’re all practicing this—students as well as staff—and we should be sure students realize this wrestling is part of Christian Science healing, part of moving forward.”

“True discipline rarely creates a breach . . .”

~ Mary Kimball Morgan

In keeping with that idea, panel members strive to discern how the student is thinking about the violation and how best to support his or her spiritual growth. Questions like these come up all the time:

Why do you want to be at Principia?
What do you love about it?
How has your thought grown?
What have you been wrestling with?

As one student serving on the College’s Community Board puts it, “We always try to separate the wrong from the person and to do a good job of loving the person, whether in thought

or out loud.” Often, that “out loud” love takes the form of telling the student how much his or her contribution to the community is appreciated in spite of the violation. Dean Glen notes, “It’s not just a matter of saying, ‘here’s what you did and it was negative and it broke our standards,’ but rather ‘here’s how we care about you, here’s what we really think about you and how we see you and view you.’”

Determining Consequences

In deciding what consequence to recommend, School Rec Board members must strike a balance between the wrongdoer’s and the community’s needs. As Fletcher-McGookin explains, “Board members have to consider whether this is someone they can still have in the community and adequately support him or her moving forward, or whether the violation is too much for the community to handle with the person still on campus.”

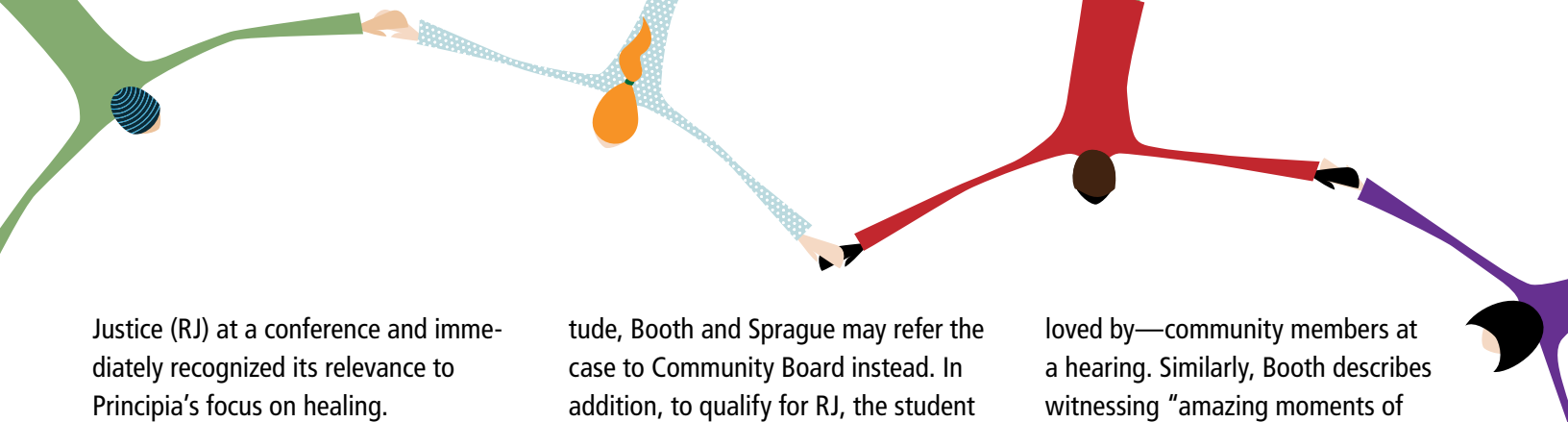
Following discussion among themselves, Rec Board members recommend a consequence to Head of School Marilyn Wallace (C’72), who makes the final decision. Typically, she follows their recommendation.

Similarly, in determining College Community Board sanctions—which can range from a warning to a one- or two-semester suspension—panel members strive to balance the nuances of each case with the precedent for violations of that type and any prior discipline the student may have received. The panel then makes a recommendation to Glen and the College president, who make the final determination. As Sprague points out, whatever the case and whatever the outcome, the panel takes its lead from Principia’s founder Mary Kimball Morgan’s advice: “No matter how annoying, how resentful, how malicious the error may be in its mani-festations, . . . our attitude toward the person should be one of tenderness and love” (*Education at The Principia*, p. 18).

Restorative Justice

About six years ago, that spirit of “tenderness and love” found expression in an additional approach to pledge violations at the College. Glen learned about Restorative

>>



Justice (RJ) at a conference and immediately recognized its relevance to Principia's focus on healing.

No two sessions are alike because the composition of each group is unique. Those affected by the offense or connected to the offender make up the Restorative Justice circle—friends, house members, or a coach, for example—along with Booth and Sprague. The circle includes up to 10 people, all remain in the room for the entire two-hour discussion, and everyone must speak. The goal is to help the offender see the impact of his or her actions on others and for the group to see what the wrongdoer is learning from the experience.

Consequences are determined by the entire group—including the offender. "The goal is literally to restore the individual to the community," Booth explains. Over the years, consequences have included personal and group apologies, community service, or having to request help from one's housemates. Restorative Justice cases never result in suspension, but they can be referred to Community Board, in which case suspension could occur. Such referrals are rare, however.

In spite of its less weighty consequences, Restorative Justice isn't a walk in the park. It's not supposed to be intimidating, but it *is* meant to be taken seriously. As of this year, wrongdoers must apply for Restorative Justice; if the application shows a cavalier atti-

tude, Booth and Sprague may refer the case to Community Board instead. In addition, to qualify for RJ, the student must take responsibility for the infraction, and it must be a first offense that did not involve police intervention or arrest. Also, both the offender and the person bringing the case must agree to pursue Restorative Justice.

Glancing back and looking forward

The College's Community Board process began in 2000; Rec Board started at the School roughly four years later. Both were developed by representative groups of community members (faculty, students, and administrators) working to arrive at a more transparent discipline process that supported healing and transformation for the wrongdoer *and* the community. (At the School, parents were part of the planning as well.) Both of the processes that resulted reflect Principia's growth as a *community* of practice.

Indeed, one of the biggest benefits of Restorative Justice, Community Board, and the Reconciliation Advisory Board is their representativeness. Even though the latter two processes are confidential, students know they're being represented at the hearings. "That representation," Fletcher-McGookin notes, "empowers students to take responsibility for their community." She has also seen students shift from anger and resistance to a willing acceptance of their consequences once they've been listened to—and

loved by—community members at a hearing. Similarly, Booth describes witnessing "amazing moments of realization and transformation" once students see their actions from the community's perspective.

Of course, it's not all sweetness and light, and not every case is harmonious. But things are moving in the right direction. As Glen says, "We continue to improve our process. We are constantly looking at what we're doing, and I hope we have gotten better at helping students realize how much they are loved." In fact, the success of the discipline process is measured largely by love. Fletcher-McGookin is adamant about this. "If a student walks away from the process feeling unloved or feeling like a bad person," she says, "then we have failed as an institution in our process."

To be sure, there've been some failures, but if students' unusually high rate of re-enrollment following suspension is any indication, many are feeling loved and finding healing. On both campuses, a surprising number of students not only return but thrive once they're back, becoming student leaders, house presidents, convocation speakers, even Community Board members.

No one would say Principia's discipline system is perfect, but everyone seems to agree that transparency and community involvement are huge improvements. ■



To Learn More

Watch video highlights and listen to a Principia Chat on character education and discipline at www.principia.edu/chat.

Principia's Pledges

All Upper School and College students sign a pledge, committing to key values and standards of conduct. Though both campuses call their pledge the "Principia Pledge," they are not identical. Each pledge is printed below.

Upper School Pledge

The primary purpose of The Principia is to serve the Cause of Christian Science.

This pledge is my promise to serve the Cause of Christian Science by striving to live in accord with God's law—thereby blessing the Principia community, the world, and myself.

As a student at The Principia, I commit to serve God and humanity through the study and healing practice of Christian Science, expressed in principled thought and action, unselfed love, and moral courage.

I agree to support the school's purpose by:

- expressing a desire to grow in my understanding of Christian Science as a way of life, including turning to and studying the Bible and *Science and Health with Key to the Scriptures*, by Mary Baker Eddy, to meet my intellectual, social, physical, moral, and spiritual needs, and through regular Sunday School and church attendance.
- holding a high moral standard for myself and encouraging the same in others. This standard includes such commitments as expressing integrity in my dealings with others; keeping my actions and speech pure and respectful (refraining from bullying, hazing, and swearing); abstaining from the use of tobacco, alcohol, marijuana, and other drugs; and abstaining from lying, cheating, vandalism, stealing (including plagiarism), and sexual misconduct.
- expressing a spirit of cooperation by following the standards, rules, and expectations willingly and respectfully.

I recognize and understand that by signing this pledge, I am making a year-round commitment to these standards (on and off campus).

College Pledge

I commit to serve God and humanity through the study and healing practice of Christian Science, expressed in principled thought and action, unselfed love, and moral courage.

College Community Commitment

In addition to the pledge, College students sign a Community Commitment, which outlines the following goals meant to guide their behavior:

STRIVE to understand and express
God in all you do
CONQUER "all that is unlike God"
(*Science and Health*, p. 262)
LOVE "God . . . and your neighbor
as yourself" (see Luke 10:27)
GIVE unselfishly

The Community Commitment goes on to discuss spiritual dominion and provide details about some of the ways students are expected to demonstrate this dominion.



Thanksgiving 1950

by Patricia Green Thomas (US'53, C'57)

I stood at the window of my dorm room in Kimball Hall, watching. Immaculate snow dressed the tree limbs and nestled in curled, fallen leaves. This surprise snowfall blurred my view of the academic buildings and laid soft, thin coverings on the campus benches. A few boot prints led from the dormitory porch, footsteps made by boarding students invited to join families off campus. I licked a salty tear from my cheek and turned cautiously. Was my roommate observing me? It was my first Thanksgiving away from home.

I felt "shipped out," exiled from the traditional family gathering. I would not be able to watch Uncle Jim stand before the turkey and sharpen his bone-handled knife. There would be no friendly competition among the aunts for cooking accolades. No heated political and religious debates would

color my mother's face. I would not hear my cousin play the piano by ear nor collect a few hand-me-down cashmere sweaters.

I had phoned my parents that morning and begged them to let me leave this boarding school. I was six hundred miles from home. There were rules for everything. Just when I had started wearing lipstick at home, I was now forbidden to wear it except on weekends. I must dress for dinner. Imagine wearing stockings just to eat food that was inferior to my mother's cooking! My parents had persuaded me to stay at least until Christmas vacation. They used every tactic known to parents, including a promise of more food packages and a reminder I had a new dress to wear for this occasion. My

mother had made a blue velvet princess-style dress with small glass buttons all the way down the front.

Multiple dress regulations plagued me. I was a scholarship student, and the need for dinner dresses, concert dresses, and formals had generated a flurry of sewing and borrowing. Some of these homemade dresses had been "bombs." At times I felt outclassed, though I was surely never snubbed. Eventually

I appreciated the sense of myself that developed in part due to "living up to" the high standards fostered in my new surroundings.

Still, it was the snow that was getting me. Snow is personal. Snow brings with it intimate memories and feelings. In my life it represented many family memories: sledding; sitting on the lap of a seven-foot snow statue of George Washington; snowball fights with the boy next door; tracks from my dog, Lady; shoveling the pond in order to skate, freeze, and return home to hot chocolate. Now my childhood had been wrenched from me.

I had not yet secured a friend in this school. Friends had never been plentiful in my childhood. I waited for friends to happen. But just prior to this year at

Still, it was the snow that was getting me. Snow is personal. . . In my life it represented many family memories . . .

Principia, I had been included in a circle of girlfriends back home. I did not know as I stood before the window that, in the months to come, that group would be replaced by a new circle of friends, some of whom I am still in touch with. I had not yet learned about the strong bonds of friendship created at Prin.

My blue velvet back was sensing the room. Girls from my floor stepped in briefly to see if my roommate was ready

for church. With each greeting I shrank further within myself. No one must know how I felt. Cold air seeped in around the large wooden window frames. The radiator hissed. Someone placed an arm around my shoulders. A familiar voice said, "That's OK, I felt the same way once." It was my roommate.

Just when I needed empathy, I was not friendless. Eventually, a new circle of friendship surrounded me. I did not know then that I would continue some of these connections into my years as a grandmother. In one instance a very special and musical friend, Richard Dow (US'53), inspired me to compose for the piano and write lyrics to a song. The wonders of e-mail and a notation computer program allowed us to send notes and notes from coast to coast. Ultimately, one of these pieces was performed in a piano recital.

As hard as it was to be away from home that first Thanksgiving, I am thankful for the friendships I formed at Principia. 📖

What's *your* Principia story?

To submit a story about your Principia experience, send up to 800 words to purpose@principia.edu. Submissions selected for publication will be edited with the author's permission.

Morning

By Patricia Thomas
July 2003

Now that morning's come
With pale and tender light,
Something new may flourish
On the edge of night.

Darkness quiets day,
Puts the earth to rest,
Covers with its shade
The effort and the jest.

In the deep of night
Day selects its tunes.
Notes are rearranged.
A new idea blooms.

In the dawning light
What seemed far is near.
Listen for the promise,
Music in the ear.

These are the lyrics my friend and classmate Richard Dow set to music. Later, during a recital, someone from a local chorus sang them while I played the piano. It was a high point in my musical life!

Richard and I also composed an unpublished group of pieces called Waltz Suite. The pieces evolved from Richard's original base line for a waltz. ("Here's a base line; see what you can do with it," he wrote.) I composed the melody and other parts above that basic line. Variations followed. Mixed in with all our e-mails about music are many priceless Prin memories, including some very amusing ones!

Quite a bit of my history has roots in Prin friendships.

PARTICIPATE IN YOUR LOCAL PRINCIPIA CLUB

With Principia Clubs all over the country, you don't have to travel to the campuses to connect with Principia. Simply renew your Principia Club membership or become a member today.

Principia Clubs sponsor a variety of local activities ranging from speakers to Christmas Sings. In addition, clubs use dues and donations to help pay for prospective students from their area to visit the School and College.

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Go to www.principia.edu/princlubs or call 800.218.7746, ext. 3149.

Getting Students Started in the World of Work

by Catherine Speer

Sarah McGuigan (US'88, C'92) is a finance director at Nestlé Purina, a wife, and the mother of two girls at Principia School (a seventh grader and a sophomore). She also volunteers as a career contact and externship sponsor for Principia College's Academic and Career Advising Office (ACA). Why add the latter to an already full plate? Because she knows firsthand how valuable it is for students to develop professional contacts and get real-world exposure to the workplace. "My first job came through networking," Sarah explains.

While on the College's field program in San Francisco her senior year, Sarah connected with various professionals through her internship. Then an alum visiting the College for Alumni Week that summer heard about Sarah through the professor who sponsored the field program and offered her a job as a temp. After a short while, Sarah was hired full time. "Getting out there and letting people know what you're interested in and what your skills are is really important," she notes. "You just never know where it's going to go."

Now Sarah fosters the same type of connections that meant so much to her. She has participated in a number of ACA Career Conferences as an informational interviewee, answering students' questions about Purina and the larger animal nutrition industry. Sarah has also hosted two externships—three-to-five-day job shadowing opportunities. "I do it because it's a great way for students to see how a company works," Sarah says. "It's kind of like 'a day in the life.' With a company as big as mine—we have something like 7,000 employees just in Purina—there are so many facets of a business one can get involved in."


Sarah's contact with students also reminds them of the value of their liberal arts education. She describes two aspects of her Principia education as instrumental in her career growth: her writing skills and the ability to think critically through different points of view. While she was at Weatherhead



Sarah McGuigan (US'88, C'92)

School of Management at Case Western Reserve University, where she earned her MBA, a professor praised her writing skills as the best in her class.

In addition, the combination of her business administration major and her economics and art history minors helped Sarah see things from different angles. She believes the broad academic exposure at Principia College "helps you understand and work with others who are coming from a different perspective. That comes from the liberal arts and Christian Science background."

While it's possible Sarah could meet a future Purina employee in the course of her work with Principia students, that's not the reason she volunteers with ACA. Personal satisfaction and the desire to give back keep her involved. "I enjoy being able to support the students and help them see all the different opportunities there are," she explains. "In my career, I've seen that you can do just about anything. It's good to be able to share that with them." 

Catherine Speer is the alumni program coordinator in the Alumni & Field Relations Office.

Benefit Principia with Your Purchases

by Ben Sheridan

Would you like to help Principia without altering your routine at all? It's easy! Whenever you charge a purchase, use the Principia affinity credit card, and a percentage of each purchase will help cover travel costs for prospective students to visit the campuses. Whether you're buying lunch or charging airline tickets, if you pay with the Principia affinity card, you'll be introducing young people to all that Principia has to offer!

Background and benefits

Following the recommendation of students in a College marketing class, Principia began its first affinity credit card program in 1987. Since then, programs with various bank sponsors have provided the School and College with more than \$920,000 in royalties!

Our current affinity card program is with UMB Bank. A win-win for Principia and cardholders* alike, the program provides big benefits. Here are a few of the highlights:

Cardholders . . .

- Earn 1 bonus point per dollar on all purchases and balance transfers
- Earn up to 15 bonus points per dollar at select retailers
- Redeem bonus points for travel vouchers, merchandise, account credit, and more—or donate points to Principia

Principia . . .

- Receives a \$50 donation from UMB if you use your card within 90 days of activation
- Receives .3% of every purchase made with the card
- May receive bonus point donations from cardholders

*Students currently enrolled at Principia are not eligible for the card.




“I signed up for the Principia affinity card because of UMB’s reputation for sound banking practices. I can use the card with confidence and enjoy the benefits it provides me and my alma mater.” — Susan, current cardholder

What a difference a visit makes

During visiting weekends, prospective students meet teachers and coaches, sit in on classes, and stay overnight in a dorm. For many, their visit is the deciding factor. That was true for this student: “I applied to nine other schools and was pretty sure I wasn’t going to attend Prin. Then I came on a visiting weekend. I got into most of the other schools, but when it was time to decide, I don’t think I spent more than ten minutes thinking about it. I knew Principia was it.”

If you’d like to help students discover firsthand what Principia School and College offer, put your purchases to work with the only affinity credit card that benefits Principia every time you make a purchase!

To learn more, go to www.principiagiving.org/affinitycard, or call UMB at 800.821.5184. If you’re ready to apply, go to www.cardpartner.com/app/principia. 

Ben Sheridan is Principia’s affinity credit card coordinator.



SCHOOL CAMPUS

Create a paver or bench at the John Jamerson Stadium and Jack Eyerly Track.

LAWRENCE
AND
DOROTHY
HARRISON



Spencer Rand
Sarah Neale Rand
C'03

MAKE YOUR MARK ON PRINCIPIA



COLLEGE CAMPUS

Create a seatback nameplate at the recently renovated baseball field. Or engrave a paver for the entrance of the Coach Crafton Athletic Center and Natatorium.

Visit www.principiagiving.org/capitalprojects for more information or to place an order. You can also call Terese Tetstill at 314.275.3526 to request a brochure.

Awards and Achievements

SCHOOL

Connor Savoye (US'12) has been recognized by St. Louis County as an Outstanding Student Leader.



In September, Connor attended an all-day leadership conference at Washington University as part of the select group of 60 students nominated by their schools for this honor "by virtue of [their] academic, athletic, extracurricular and community service achievements and contributions." Connor has been at the forefront of the Upper School's community service activities since taking his first class on philanthropy as a freshman. Since then, he has thrown heart and soul into raising awareness and assistance for needy communities in the St. Louis area—and as far afield as Africa.

Principia upper schoolers—past and present—have received accolades for their performance on nationwide Advanced Placement (AP) tests administered by the College Board. AP scores range from 1 to 5 (low to high), and the College Board awards the titles of AP Scholar, AP Scholar with Honors, and AP Scholar with Distinction.

Seven students from the Class of 2012 were recognized by the College Board, and eight students from the Class of 2011 received awards.

AP SCHOLARS

Students who achieve a score of 3 or higher on three tests

Class of 2011—Cameron Douglas, Ross Furbush, Christian Thomas, Holly Wilder, Jessica Wingert

Class of 2012—Bre Benbenek, David Ritter, Hannah Towle

AP SCHOLARS WITH HONORS

Students with an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more exams

Class of 2012—Sarah Bell, Annika Frederikson, Corbin Sellers, Andy Takao

AP SCHOLARS WITH DISTINCTION

Students with an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams

Class of 2011—Carrie Blanton, Gavin Thomas, Garrett Wells

In addition, the following seniors were named Commended National Merit Scholars on the basis of their PSAT scores and overall academic achievement: **Sarah Bell, Emily Dickerson, Andy Takao, and Anna Tarnow.**

COLLEGE

Each year, the Lincoln Academy—a not-for-profit, nonpartisan organization—honors college seniors throughout the state of Illinois for overall excellence in both academics and extracurricular activities, noting that "by celebrating the Great Citizens of Today and encouraging the Great Citizens of Tomorrow, the Academy acknowledges that our state and nation continue to need what Vachel Lindsay called 'Lincoln-hearted' men and women." **Christian Richardson** (US'08, C'12), from Chesterfield, Missouri, is Principia's 2011 student laureate.

A math major and the current student body president, Christian is also director of Lazy Zipper, the College's much-loved improv comedy group. In addition, he takes his leadership skills with him to Camp Owatonna in Maine, where he was head counselor last summer.



Dean of Academics Scott Schneberger with Lincoln Academy student laureate Christian Richardson

When asked about the November ceremony honoring student laureates, Christian said he particularly appreciated the event's conclusion—a Lincoln impersonator's performance of the Gettysburg Address.

Awards and Achievements



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Business Professor **Dale Matheny** is designer and developer of an app for The Mother Church's *Your Daily Lift* podcast series, which features inspirational podcasts by Christian

Science lecturers. The app—a first for The Mother Church—is available for both the iPhone and iPad. Professor Matheny has also designed apps for Christian Science practitioners.

After completing his master's degree in learning technologies at Pepperdine University in July, **Christian Borja (C'99)** was awarded the 2011 CPsquare Award for Community Development through Action Research, which "recognizes skill and excellence in leveraging technology to support the formation, growth, and development of a community of practice through action research." Borja's project focused on using communities of practice to help share technology among faculty. He also presented his project in the CPsquare Research and Dissertation Series.

Last fall, **Patrick McCreary (C'73)**, an assistant professor of theatre and technical director in the Theatre and Dance Department, captured second place in his age division in the 2011 Sprint Triathlon World Championships in Beijing. McCreary has been competing in triathlon sprint and Olympic distance races for 23 years, averaging eight events per year. The Beijing triathlon was his 171st competition, and he has already qualified for next year's world championship in Auckland, New Zealand.

ALUMNI

Pat (Lindgren, C'47) Kurtz

After publishing a historical work, *Mountain Maidu and Pioneers: A History of Indian Valley, Plumas County California, 1850–1920*, Pat Kurtz has written a related memoir, *Picking Willows, With Daisy and Lilly Baker, Maidu Basket Makers of Lake Almanor*. The latter received Editor's Choice recognition from the publisher.

John A. McKinney, Jr. (C'70)

John McKinney has been selected for inclusion in the 2012 edition of *Best Lawyers in America*, a highly respected peer-review publication. McKinney, who joined the firm Wolff & Samson in 2003, has worked in the area of environmental litigation for over 30 years.

M. Jacqueline Regis (C'75)

Last summer, Minnesota Governor Mark Dayton appointed Jacqueline Regis as a district court judge in Hennepin County. Prior to her appointment, Regis was senior associate general counsel at UnitedHealth Group Inc. In 2010, she served as co-chair of the Minnesota State Bar Association's Haiti Earthquake Relief Fund, and she is on the board of the Minnesota Advocates for Human Rights.

Patti Kirkpatrick (C'78)

Last year, Patti Kirkpatrick was one of three people honored at Arizona's Broadcasters Hall of Fame luncheon, which annually recognizes those who have a "positive impact on the broadcast industry in Arizona" through their role in radio and TV and their service to

their communities. Kirkpatrick has over 30 years of experience in television news as a reporter, producer, and anchor. She currently hosts *Good Evening Arizona* on Channel 3 (KTVK).

Juliana Ko (C'08)

After teaching math for two years with Teach for America at Thoreau Middle School on the Navajo Reservation, Juliana Ko founded the Thoreau Community Center to provide a safe place and constructive activities for students after school. Since then it has expanded to serve adults as well. In recognition of her work on the reservation, Ko received a Service Impact Award at last year's National Conference on Volunteering and Service. The award recognizes "the outstanding impact made by everyday citizens who serve their communities."

Praying for Principians ACROSS THE GLOBE

by Grace Hathaway



Christ's healing message of love is constantly being put into practice at Principia College. One example stands out to me in particular.

Fall of 2010, 22 Principians embarked on a ten-week study abroad program in Nepal. Although they were often out of contact for extended periods of time, none of us back on campus feared for our friends' safety. Towards the end of the term, however, we learned that our friends were stuck at nearly 10,000 ft. in Lukla, home to one of the world's most dangerous airports. Bad weather was keeping the Principia group, along with thousands of other trekkers, stranded and unable to fly out. I dedicated an hour that evening to consecrated prayer and went to bed fully confident that my declarations of truth were effective.

Knowing that my prayers each day for "the reign of divine Truth, Life, and Love [to] be established in me" were equally true for all of God's children in all time and space allowed me to joyfully pursue my activities the next day free from worry (Mary Baker Eddy, *Church Manual*, p. 41).

That evening, I was able to quickly organize a group of students to come together and share ideas on how best to support the situation. So on the night before our final exams, about

30 students met in the Brooks House living room. We began with readings from the Bible and *Science and Health*, which were followed by ten minutes of silent prayer. The meeting then opened up for students to share inspiration.

"I dedicated an hour that evening to consecrated prayer . . . "

To me, the most striking thing was that new members of the student body who had never even met those on the abroad were willing to take up the cause and prayerfully support our global community. One freshman, for example, shared the idea that God's care knows no limits and that there are no geographical restraints on God's authority.

Late that night, I was notified by one of the resident counselors that our group in Lukla had made it onto helicopters and was safely back in the capital city.* Lacey Crabill, a senior who participated on the abroad, recalls feeling so blessed by the Principia community's support. Another abroad participant recollected the clarity brought to the situation as

people around the world united through prayer.

In 1924, Mary Kimball Morgan, the founder of Principia, wrote, "The Cause of Christian Science in the next few years will need strong leaders from today's young people—men and women who are willing to take their stand for the right, regardless of the influences brought to bear upon them to compromise with the beliefs of the world" (*Education at The Principia*, p. 167). I'm so grateful to be a student at an institution whose primary purpose is to serve this divine Cause. ■

Grace Hathaway (C'12) is double majoring in secondary education and mathematics.

*A note from the College Abroad Office: The College had been making every effort to arrange the group's transit out of Lukla and eventually secured a private helicopter (flown by none other than the pilot made famous by the movie *Into Thin Air*). In addition to the students' prayers described above and the prayerful work done by the students and faculty in Nepal, many other individuals (family members, administrators, staff, resident counselors, and a *Journal*-listed practitioner hired by the College) were engaged in metaphysically supporting a harmonious resolution.

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