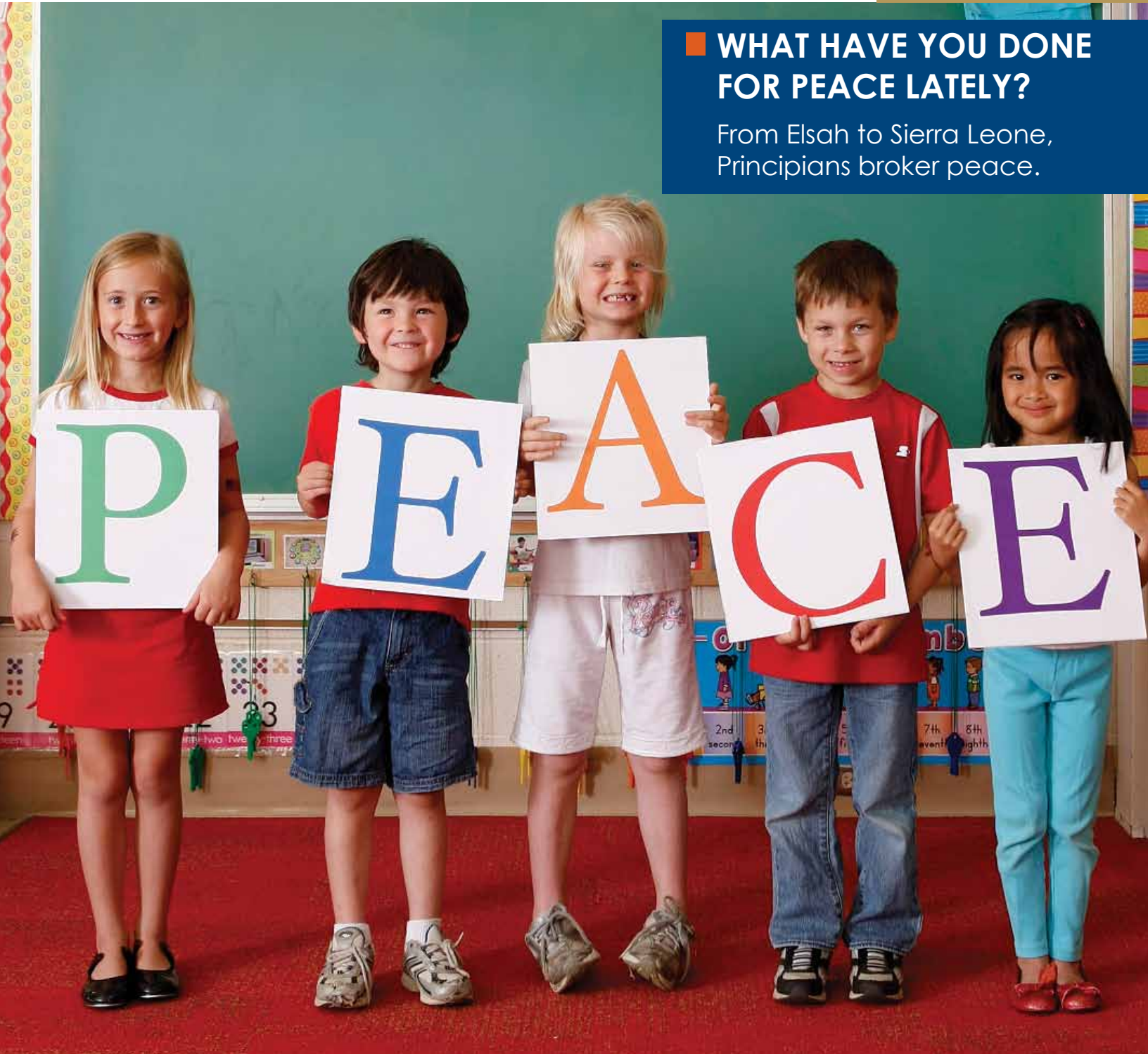


# PRINCIPIA PURPOSE

Summer '09

## ■ WHAT HAVE YOU DONE FOR PEACE LATELY?

From Elsalh to Sierra Leone,  
Principians broker peace.



**PLUS:** MEET A FEW OF THIS YEAR'S GRADS • DEMOCRACY IN THE CLASSROOM



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October 15-17

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## PRINCIPIA PURPOSE

Summer 2009, Issue No. 360

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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### Submissions

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## From the Chief Executive

Dear Readers,

A warm welcome to Principia's redesigned *Purpose*! This is a beloved magazine, with a long and important tradition of serving and informing its readers. We trust that you will continue to find it attractive, lively, informative, and helpful.

Improving and simplifying our communications has been one of my primary goals since coming to Principia 18 months ago. We need to keep our alumni, supporters, and friends up to date with all

that is going on here. We face many challenges—so what else is new?—but we also have a great range of good news to share.

So let me start off with some excellent news: the Board of Trustees' appointment of Dr. Jonathan Palmer to become Principia's new Chief Executive July 1. I have been getting to know Jonathan for nearly two years—first as a candidate for College President and, for the past year, as my colleague. Since July 2008, he has brought to the College presidency a remarkable blend of spiritual vision, practical vigor, academic credentials, and managerial know-how. It's been hard to keep up!

Now, Jonathan is adding the role of Chief Executive to his duties as College President. I am confident that—supported by his wonderful wife Sue—he will do a superb job and provide fine leadership for Principia as a whole. I am particularly grateful that Jonathan is a vigorous supporter of the School. Already, he has been working closely with Head of School Marilyn Wallace to coordinate programs and raise standards across both campuses.

Our recent focus has been not only on running a tight ship appropriate to today's financial challenges, but also on trying to peer ahead to see how Principia can best fulfill tomorrow's opportunities. This "strategic planning" process is well underway.

Before I close, let me say how much we appreciate all the comments, suggestions, and advice we have received in response to this magazine's recent reader survey. The Letters page fills you in on some of the responses and provides more details about the changes to the *Purpose*.

Finally, a big and heartfelt "thank you" to all those who have been so supportive during my "interim" tenure here at Principia. I have felt that uplift and encouragement whenever it was most needed. Keep it up!

A handwritten signature in blue ink, reading 'David Anable'.

David Anable  
Chief Executive



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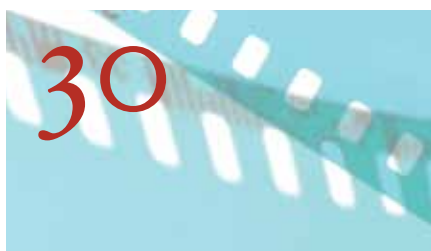
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Our cover features a few of Mrs. Warner's kindergarten students, members of the class of 2021.

## Welcome!

A warm thank you to all our readers, and special thanks to those who completed either a *Principia Purpose* or *Progress at Principia* survey. Your comments highlighted how greatly you value this publication as a vital link to Principia. Your thoughtful responses also influenced several key production changes, as well as the magazine's new look and feel.

We'd like to call your attention to a few significant shifts:

- > We've created a **new publication called *Connections*** that includes expanded alumni updates and news as well as other pertinent alumni information.
- > ***Connections***, which is being mailed with the *Purpose* to Principia alums, **takes the place of the "Keeping in Touch" section** that used to appear at the end of the *Purpose*.
- > The introduction of *Connections* allows the ***Purpose* to be sent to both alumni and friends of Principia**, so we have discontinued *Progress at Principia*.

We received a variety of comments about how often you'd like to receive the *Purpose* and have decided to publish it (and *Connections*) biannually—in June and December. We've also taken steps to minimize production and printing costs and eliminate duplicate mailings to the same household.

Now, dive in and enjoy this first issue of the redesigned *Principia Purpose*! Then, share your thoughts with us for possible inclusion on the next issue's Letters page. Until then, here are a few of your survey comments.

## Letters

"Please resume printing letters to the editors, even critical and controversial ones, to keep democratic dialogue going."  
~ a College alum from the '60s

"Please consider including at least one in-depth, scholarly article per issue—something thought-provoking and stimulating. Also, the graphic design/format should convey a sense that Principia is keeping up with the times. It's time to step it up."  
~ a College alum from the '80s

"I thought the profile on Eric Norris (Fall 2008) was a good one, connecting some aspect of his Principia experience to what he is doing today. More like this one, please. Also, how about links from the print version to online resources? For example (and because I'm a university adjunct), from that same issue, why not include a link from your article about professors building a community of excellence to a video of a professor, his or her syllabus, or a podcast from the classroom that demonstrates an example cited in the article?"  
~ a College alum from the '70s

"I want to learn more about what makes Prin great and how well our alumni are doing. I want to feel more proud of my school when I'm done reading the *Principia Purpose*."  
~ a College alum from the '90s

"The *Principia Purpose* is often an inspiration in my own teaching and theatre career. It's helpful to read articles that highlight the positive and progressive practice of Christian Science in career settings."  
~ a College alum from the '60s

"As an alum who cherishes Principia, tell me more about the quality and rigor of thought and education that continues to develop and progress!"  
~ a College alum from the '60s

"Keep your articles relevant, realistic, true to life, and ask yourself, 'Will these articles inspire others to want to get a Principia education?'"  
~ a non-alum *Progress at Principia* reader

"I look forward to receiving the *Principia Purpose*. It's always a confirmation to me that things are alive and well, and that good is continuing."  
~ an Upper School alum from the '80s

"The *Principia Purpose* is like a friend from Principia coming to my home. I love hearing the news and learning how students are progressing."  
~ a former Principia employee

"Profiles of alumni are especially important. They remind us of the quality education we received."  
~ a College alum from the '60s

"The *Principia Purpose* is wonderful. I always keep my copy until a new one arrives."  
~ a College alum from the '40s

Going forward, the *Principia Purpose* welcomes signed letters to the editor. If you would like to comment on something you've read in the magazine, please write us. Letters will be published as space allows and may be edited for clarity and brevity. Please write to: *Principia Purpose*, 13201 Clayton Road, St. Louis, MO 63131. You can also e-mail us: [letters@principia.edu](mailto:letters@principia.edu).





**Savoring Biodiversity in Costa Rica**

Thirteen Upper School students recently traveled to Costa Rica for an eight-day, non-stop adventure filled with breathtaking discoveries, inspiration, and healing. The trip was sponsored by the Foreign Language Department and led by Spanish teacher Jon Hinthorne (US’03, C’07) and Principia College resident counselor Ali Summerlin (US’80, C’85).

From whitewater rafting down the Rio Sarapiquí to hiking through two Cloud Forest Reserves in the Monteverde/ Santa Elena area of the Tilaran Mountain range, the students were enveloped in the natural beauty of Costa Rica.

The group was fortunate to see two majestic Scarlet Macaws, 12-foot crocodiles, two and three-toed sloths (extreme patience required), three types of monkeys, and countless species of birds and insects. Students also got a taste of Costa Rican culture and daily life through homestays with local families. If you’d like to see pictures from the trip, go to [www.picasaweb.google.com/principiacostaricatrip](http://www.picasaweb.google.com/principiacostaricatrip).

**A Day of Giving**

On most Fridays, the Upper School hallways and classrooms are buzzing with activity, but on Friday April 17th, you could hear a pin drop. All students and faculty were taking part in Prin Giving Day. Organized by Bob Yeates’ (C’62) philanthropy class, students raked, cleaned, planted, painted, completed special projects, and enjoyed making others feel special.

With more than 250 volunteers to coordinate and fifteen different service locations, a significant amount of planning and follow-through was required. “That all fell on the shoulders of the four students—junior Devin Sinner, sophomore Nate Waters, freshman Justine Roy, and freshman Connor Savoye—enrolled in my class this term,” Yeates explains. “Their dedication, no-fail policy, and support of each other made this day come together so beautifully. They deserve a lot of credit.” On this day, like all others, Yeates stressed to students that the real accomplishments are not the projects or activities they complete, but the love, kindness, helpfulness, and thoughtfulness they express.



**A Special Delivery across Continents**

During spring break, Melody Collatie, an Upper School junior, traveled farther than most—to the southwestern corner of Kenya. She had a delivery to make to the Ngochoni Petals of Africa School. For months, Collatie had been collecting money and supplies for this elementary school in a remote town bordering the Luo and Kuria tribes. Formerly at odds, the tribes now live peacefully, thanks in large part to the Petals School, where both groups work together to educate their children. The school’s faculty and staff are Christian Scientists, and scores of Petals families attend the local Christian Science church.

Collatie is an experienced international traveler and community servant, having built houses in Mexico, assisted refugees in Thailand, and replenished the rain forest in Costa Rica. But Collatie’s trip to Kenya was particularly meaningful because she helped organize it.



**The Ocean Doctor Visits Principia on His 50-State Expedition**

Principia was honored to have been selected as the sole Missouri school to receive a visit from Dr. David Guggenheim, also known as the Ocean Doctor. Spending most his time above sea level these days, Guggenheim is journeying on a 50-state adventure to share stories of exploration and discovery and to deliver important messages on the privilege and responsibility of exploring and protecting our magnificent seas. He describes students—his target audience—as those who’ll soon be “in the driver’s seat of the sub.”

Lower, Middle and Upper School students, faculty, staff, and visitors listened intently to Guggenheim’s stories of deep sea inhabitants—giant purple sea slugs, swarms of squid in the Bering Sea, and vast forests of coral off Florida’s coast. The audience was even more captivated by Guggenheim’s description of challenges facing the oceans today—worldwide overfishing, nutrient pollution, and the phenomenon of “shifting baselines,” or forgetting what the sea used to be like in the past as when Christopher Columbus described a sea “covered with turtles too many to number.”

Far from being pessimistic, however, Guggenheim assured students their

generation would do great good and correct many of the imbalances in the ocean. He urged them to start now by writing messages to the Obama administration, which he will hand-deliver during a special ceremony in Washington this fall. You can download and listen to Dr. Guggenheim’s talk at [www.principia.edu/radio](http://www.principia.edu/radio) and visit his site at [www.oceandocto.org](http://www.oceandocto.org).

**Midnight Magic**

*Cinderella*, the classic tale of the girl with the glass slipper, came to life in April during the Upper School’s annual spring production. More than 90 students participated as actors, singers, dancers, musicians, or technicians, convincing the audience that “impossible things really do happen every day.” It was hard work rather than magic, however, that allowed this diverse group of students to give such a memorable gift to the community, and it certainly embodied the essence of a Principia education. As Sheila Alioto, production coordinator and choreographer explains, “It’s a complete idea—embracing the whole man—a beautiful expression of Soul. And watching the unity of spirit that develops . . . it’s priceless.”

**Seniors Make College Decisions**

After great deliberation, planning, and prayer, Upper School seniors made their college decisions. Here are some of the colleges and universities the graduates will be attending this fall:

- Bates College
- Bennington College
- Colorado School of Mines
- Cornish College of the Arts
- Evergreen State College
- Mercyhurst College
- Miami University in Ohio
- New York University
- Northeastern University
- Northland College
- Prescott College
- Principia College
- Purdue University
- Spelman College
- Sweet Briar College
- University of Colorado, Boulder
- University of Georgia
- University of Hawaii at Manoa
- University of Michigan
- University of Missouri
- University of Oklahoma
- University of North Texas

**David Anable Speaks at Commencement**  
*The Purpose went to print prior to this activity.*

On June 6, the Upper School will hold its graduation exercises, with outgoing Chief Executive David Anable serving as commencement speaker. To listen to and download his full address, go to [www.principia.edu/radio](http://www.principia.edu/radio).

**ANNOUNCEMENTS**

**Peacemaker and Author Greg Mortenson to Speak on Both Campuses**

This fall, Principians will learn from Greg Mortenson when he visits on October 8<sup>th</sup> and 9<sup>th</sup>. Since 1996, Mortenson’s Central Asia Institute (CAI) has established more than 75 schools, primarily in remote tribal villages in Pakistan and Afghanistan. CAI focuses on education, especially for girls,

because, as Mortenson notes, “You can drop bombs, hand out condoms, build roads, or put in electricity, but until the girls are educated a society won’t change.”

The Towle Family Foundation has generously supplied all faculty, staff, and students from fifth grade through the College with their own copy of the best-selling book Mortenson co-authored with David Oliver Relin, *Three Cups of Tea: One Man’s Mission to Promote Peace . . . One School at a Time*. Both cam-

pus will hold special dinners and discussions, and students on the School campus will conduct an all-school, student-led Pennies for Peace drive to raise money for schoolchildren in Pakistan and Afghanistan. You can tune in to his talks on PIR ([www.principia.edu/radio](http://www.principia.edu/radio)).

**Principia Wire Makes Its Debut**

Have you discovered Principia Wire? Unlike its predecessors, PrinLink and e-newsLINK, Principia Wire allows you to receive “real time” updates and news stories, rather than having to wait until the next newsletter hits your inbox. We’ll still send you a monthly e-mail alerting you to the top stories on Principia Wire, but you can also subscribe through an RSS feed or go to [www.principia.edu/wire](http://www.principia.edu/wire) anytime to see what’s new.



From the Mountains of Nepal to the Bluffs of Elsay

For two weeks in May, Principia College was home to three faculty members from the Institute of Forestry (IOF). The IOF is the only institution in Nepal training mid- and high-level professionals in forestry and natural resource management. During their stay, each visiting professor gave individual lectures in his area of concentration and took part in an all-campus presentation. "In addition to the education we receive by having these visitors on campus, they're getting exposed to the ways we work with our students—different teaching pedagogies, formal and informal mentoring, and the experiential learning activities that occur here," says Dr. Mike Rechlin, the Roy W. Johnson Distinguished Professor of Biology.

The Nepalese professors visited as part of a three-year collaborative project sponsored by the U.S. Agency for International Development to assist the IOF in improving the quality of their educational offerings. In addition, Principia College has collaborated with Virginia Tech, Yale University, and the World Wildlife Fund to establish the Memorial Center of Excellence, which opened a year ago at the IOF. The center, which honors 24 of Nepal's leading natural resource conservationists who were killed in a 2006 helicopter crash, promotes excellence in forestry research, education, and outreach.



Environmental Educator Wendy Paulson Addresses Grads

The Purpose went to print prior to this activity.

On June 7, commencement activities will take place with Wendy Paulson, a leading environmental educator, delivering the address. College President Dr. Jonathan Palmer is delighted to welcome her to campus and onto the stage. "Wendy is coming to us at a time when we are deeply engaged with the idea of sustainability and conservation at the College," he notes. "She is one of the world's experts in conservation, and we look forward to hearing her speak on this topic as we move towards a new minor in sustainability and the establishment of a Center for Sustainability. The timing couldn't be better."

Ms. Paulson currently serves as the chairman of Rare, an international conservation organization that trains local leaders to inspire conservation in communities around the world. In addition, she shares her conservation expertise as an educational associate and trustee of the Cornell Laboratory of Ornithology, a member of the National Council of the Student Conservation Association, and a member of the National Forum on Children and Nature. She is married to Henry "Hank" Paulson, former Secretary of the Treasury. To listen to and download Ms. Paulson's full address, go to [www.principia.edu/radio](http://www.principia.edu/radio).

July Launch of the Principia College Teaching Excellence Center

Dean of Academics Dr. Scott Schneberger announced recently that Libby Scheiern (C'81), associate professor of education, will be the first director of Principia College's new Teaching Excellence Center (TEC) opening in July. The TEC will bring together the First Year, Second Year, and Visiting Faculty Community Group and the Teaching Excellence Committee, both of which are already working to improve students' learning experience. In addition, the Center will help implement several key initiatives: a new general education program, the transition to semesters, and a new daily class schedule. The TEC will also support assessment of college-wide and departmental course learning themes and help keep the campus at the forefront of leading educational techniques.

China Rising: Politics, Economics, Resources, and Culture

Napoleon's warning that "when China awakes it will shake the world" provided an interesting backdrop at this year's 60th annual Public Affairs Conference (PAC), titled "China Rising." Given the formidable economic force



China has become, there's general consensus that it's shaking the world, but less agreement about how that shaking will shape the global landscape of today and tomorrow.

More than 70 off-campus student delegates and faculty from over twenty different colleges and universities took part in the conference, which was co-directed by Chelsea Kendrick and Will Buchanan, both junior political science majors. Buchanan, who is also student government president, was thrilled with the powerhouse of presenters from Yale, Johns Hopkins, the Brookings Institute, and the Carnegie Endowment for International Peace, to name only a few. "One speaker commented to me that we had really brought in the 'A team,'" Buchanan said. "Never before had this particular group of speakers been together at the same conference to talk about China. Several of them ended up staying for the whole conference in order to hear all of the presentations and meet each other face-to-face."

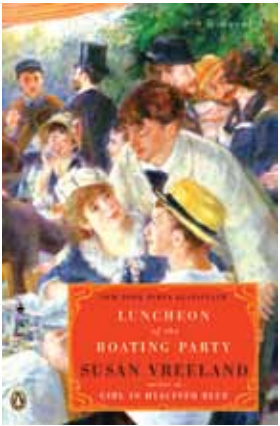
New Worlds to Discover

The Principia Abroad Office recently announced its roster of trips for the 2010-11 academic year, including four new programs, two of which feature first-time abroad destinations, along with the perennial favorite to Japan:

- > Nepal
- > Japan
- > Brazil
- > China
- > Prague



Curious how Principia's abroad programs began? See page 40.



Best-Selling Novelist Chosen as Annenberg Visiting Scholar

In May, author Susan Vreeland spent a week on campus as the College's 2008-09 Annenberg Visiting Scholar. "We chose Susan Vreeland as one whose skills and body of work cross curricular boundaries," Dean of Academics Dr. Scott Schneberger explains. "She's a highly experienced teacher. So, she not only talked about her books and writing career but also taught workshops, gave guest lectures, and conducted seminars for multiple departments, including the library."

A 30-year veteran English teacher, Vreeland has published five books. Known primarily for writing historical fiction based on art-related themes, she is a two-time winner of the Theodor Geisel (Dr. Seuss) Award. Three of her novels, *Girl in Hyacinth Blue*, *The Passion of Artemisia*, and *Luncheon of the Boating Party* have landed on the *New York Times* Best Seller List.

ANNOUNCEMENTS

College President Dr. Jonathan Palmer to Become Chief Executive

At their April 2009 meeting, Principia's Board of Trustees elected Dr. Jonathan Palmer to succeed David Anable as Chief Executive of The Principia, effective July 1, 2009. Palmer will also continue to serve as President of Principia College.

This announcement comes after the Board, assisted by the executive search firm Ridgeway Partners, conducted an extensive search. More than 70 prospects were identified and the top five, interviewed. An internal memo announcing the selection explained the choice: "Dr. Palmer's educational experience, leadership and management skills, and current understanding of Principia identified him as the right choice for the position. He has demonstrated his deep love for the entire institution and has worked closely with the Head of School on various management and educational issues affecting both campuses."

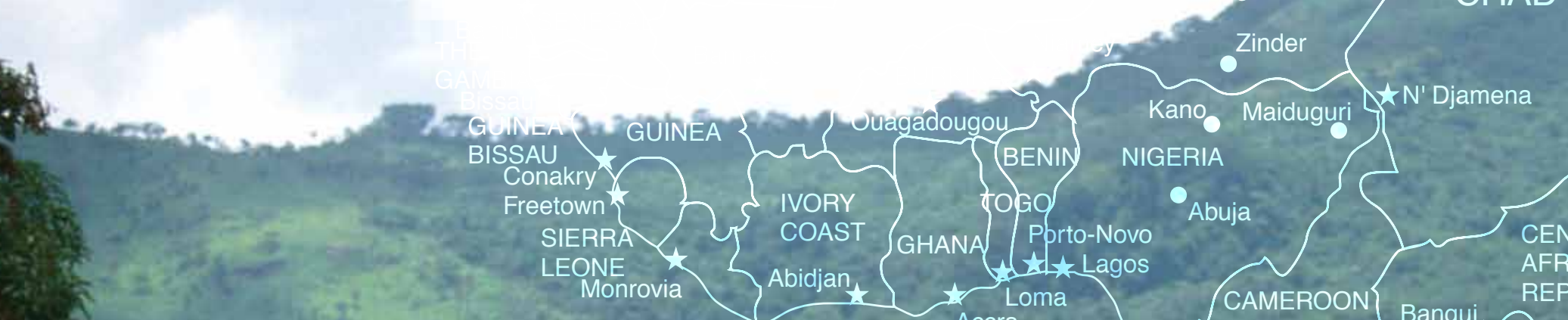
Changes on the Board of Trustees

Two new members have been elected to Principia's Board of Trustees: **Hans Fredrikson** (US'84, C'88) of Friendswood, Texas, and **Allan Marquardt II** (C'82) of St. Louis. Hans is a Managing Director of J.P. Morgan Private Bank and just completed a three-year term on the Alumni Association Board. He and his wife, Adriane (US'84, C'88), who currently serves as house mom in the Middle School girls' dorm, have three daughters enrolled on the St. Louis campus. Allan is a real estate broker

and consultant with MarqRealty. He and his wife, Lois, have two daughters in the Middle School.

After seven years of dedicated service, **Chris Towle** (US'86) is stepping off the Board. While chair of the Investment Committee, Chris provided valuable insight on the financial markets; he has agreed to remain on that committee. **Tony Wayne** is also leaving the Board. Since his next assignment for the State Department is in Afghanistan, continued service as a Trustee is unworkable. His broad, insightful perspective will be missed.





# WHAT HAVE YOU DONE FOR PEACE LATELY?



A village in Sierra Leone

**Does peace trickle down or rise up? Can governments create peace or only end war? What's the tipping point for peace? From Elsalh to Sierra Leone and back again, Principians are brokering peace, village by village, thought by thought.**

*by Trudy Palmer*

## Finding peace among the ravages of war

Libby Hoffman, a former College faculty and staff member, has spent her life in charge of things—classrooms, dormitories, foundations—yet she purposely avoids positioning herself in front of the pack. Instead, you'll find her alongside it.

A firm believer in listening for answers instead of imposing them, Hoffman taught political science at Principia College by letting her students lead. "As an educator," she explains, "you're not looking at your students as empty vessels that you're trying to fill up. You're seeing them as already complete and whole. Your task is to help uncover that, to help them see more of their own intelligence." Hoffman took a similar approach working with students on everything from adjusting to college life to thinking through moral dilemmas when she was the resident counselor in Sylvester. That same perspective guides her work today—in the villages of Sierra Leone, instead of on the bluffs of the Mississippi. The founder and president of Catalyst for Peace, an operating foundation based in Portland, Maine, Hoffman facilitates community-based peacebuilding around the world, with a focus right now on post-conflict Africa. Her flagship project in Sierra Leone exemplifies the way in which Catalyst walks alongside people seeking peace.

**"Your task is . . . to help [students] see more of their own intelligence."**  
~ Libby Hoffman

In 1991, communities throughout Sierra Leone were ruptured when one of the most brutal civil wars on the continent broke out. The peace treaty signed 11 years later did little to restore relationships between victims and perpetrators. Ditto for the \$300 million spent by the international community to prosecute fewer than ten men for war >>





Libby Hoffman and John Caulker, partners in Catalyst for Peace programs in Sierra Leone



Sierra Leonean community peacebuilders. © Sara Terry for Catalyst for Peace



Three frames from the Fambul Tok film trailer on the Catalyst for Peace website



crimes. Instead, the people themselves—living with burned-out buildings, maimed family members, and vivid memories of loved ones slaughtered—are proving to be their own best resource, a fact that doesn’t surprise Hoffman a bit. “That’s the standpoint we work from,” she explains. “Even in the most devastating circumstances, the answers are there. We’re not bringing solutions from the outside. We go to magnify the good that’s there, to walk with communities as they discover the resources they already have.”

### Rich cultural resources foster forgiveness

One of the most potent cultural resources Sierra Leoneans have is a distinctly non-Western view of community. “What the world has to learn from Africa,” Hoffman asserts, “is the healing power of community—for both the individual and the collective. Both victim and perpetrator are needed for a healthy, whole community.” John Caulker, a native of Sierra Leone and Hoffman’s partner in her work there, underscores this point. “Before the colonial masters came to Africa, there were no prisons,” he explains. Wrongdoers aren’t exiled from their villages in Sierra Leone. Instead, Caulker says, “We rehabili-

tate them to be very good citizens, to be productive . . . .”

Another resource Catalyst is helping uncover in Sierra Leone is what Caulker describes as a “culture of storytelling in the evening, when people sit around the fire to talk.” Through community conversations and the innate spiritual principles of forgiveness and reconciliation, Sierra Leoneans are moving beyond the cessation of conflict to a sustainable peace. Catalyst’s Fambul Tok program, created with and directed by Caulker, provides the framework for this progress.

### Reaping the harvests of reconciliation

Thanks to Fambul Tok (which means “family talk” in Krio), village after village in Sierra Leone has been able, almost literally, to “beat their swords into plowshares, and their spears into pruninghooks” (Isaiah 2:4). Hoffman explains how Fambul Tok works:

Visually, it’s devastation in these communities. There’s no electricity, no water. Whatever buildings are left from the war have no roofs, and bullet holes rake the sides.

Yet, we ask, “Do you want to reconcile?” And the answer is “Yes.” Then, “What resources can you bring to the process?” And the people list what they can contribute: willingness to dialogue, wood for the bonfire, a chicken for the feast that will follow, for example.

**“What the world has to learn from Africa is the healing power of community . . . .”**

~ Libby Hoffman

Then at the bonfire, amazing things happen! A rebel commander apologizes to a village for burning down the community center, and the village forgives him. A woman whose daughter was tied up by rebels and beaten to death is approached by the rebel leader responsible. He apologizes to the mother. She forgives him. And they make plans for him to help her as a way of restitution.

If family members are unable to forgive, the community comes forward to help them reconcile.

After the ceremonies, once the communities have come together, they do follow-up activities like community farms that allow them to continue working together. Many of the harvests from these farms are the most bountiful they’ve had since before the war. They say it’s because they’ve cleansed the

land through Fambul Tok and are now working together.

Hoffman’s voice is gentle, tinged with awe, as she shares these stories of reconciliation from the remotest regions of western Africa. Behind that gentleness, however, lies an invincible conviction that the spiritual resources needed to solve any problem are always already there.

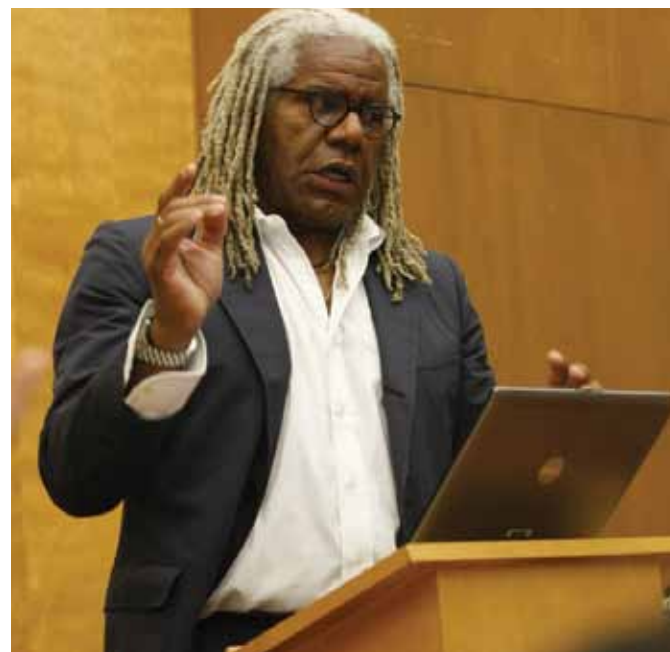
If that’s true, however, the answers Sierra Leoneans needed to keep their

communities intact must already have been there in 1991, when civil war broke out. How, then, could the war have been averted? And when? What was the tipping point? These are the kinds of questions—about war in general, not about Sierra Leone in particular—students take up in Peace and Conflict, an upper-division course in Principia College’s Sociology Department, taught for a dozen years now by Assistant Professor Billy Miller (C’72).

### Pinpointing war’s tipping point

According to Miller, scheduling Peace and Conflict at 8 a.m. is not a deliberate attempt to create conflict for his students. He’s simply a morning person and doesn’t care if students arrive with bed-head or even in their pajamas. And since the core of Peace and Conflict is the practice of inner peacemaking, an early start leaves students the balance of their day as a canvas for practicing peace.

Miller’s reading list includes an eclectic mix of metaphysical thinkers (Mary Baker Eddy among them), non-violent theory, religious ideologies, and how-to books on negotiation and conflict resolution. One of the key texts is David Barash and Charles Webel’s *Peace & Conflict Studies*, which helps students discern between negative peace (the absence of war) and positive peace (the absence of institutionalized oppression). And between the equally extreme—and unsatisfying—poles of hard and soft negotiation, students discover Roger Fisher and William Ury’s “principled negotiation,” which urges separating people from the problem, focusing on issues instead of positions, and brainstorming mutually beneficial solutions (see *Getting to Yes: Negotiating Agreement Without Giving In*). >>



Assistant Sociology Professor Billy Miller





Billy Miller's Spring 2009 Peace and Conflict class

Students also conduct case studies of major wars, exploring, for example, the deep origins of World War I and trying to determine the tipping point before which war could have been averted. “Students discover these wars didn’t have to happen,” Miller explains. “War is *not* inevitable.” In addition, Miller requires students to observe—not participate in—public rallies representing opposing points of view. This spring, they went to St. Louis to observe a Ku Klux Klan rally and a peace rally held to protest the former. Miller hopes to “counter fatalism” with this assignment and to underscore the importance of individual action.

## Making peace, one thought at a time

On a more personal parallel track, Miller assigns students a structured way to monitor their thinking and record any negative thoughts about themselves or others. To help them stay focused on their thinking, students wear commitment bracelets that read “Peace & Conflict—Be Aware of Thought.” With each negative thought, they switch their bracelet to the other wrist until that thought has been recorded. After a few weeks of detecting and recording their negativity—and inevitably being surprised by the amount of space it takes up in their thinking—students test out different ways of responding to negative thoughts, noting in their journals the pros and cons and consequences of each approach. Miller follows the same mental discipline and journal-keeping as his students, and during class discussion, he, too, shares what he’s learning from the process.

{ **“War is not inevitable.”** }  
~ Billy Miller

While this exercise provides plenty of opportunity for character education, that’s not Miller’s primary objective. “I want students to recognize the patterns of similarity,” he explains, “between dealing with their own negative thinking and resolving national or global warfare. Usually, they discover that the ‘IF factor’ (ignorance and fear) is the least common denominator for all their negative thoughts. That’s true for wars as well.” By the end of the term, Miller hopes students better understand their capacity to be peacemakers. “We can all be experts,” Miller says, “because the essential elements of peacemaking are the same at the personal, national, and global level.”

No surprise, students find Miller’s class challenging—and not only because it meets first hour. Arriving on time is peanuts compared to the self-examination, critical thinking, and peacemaking expected of them. When it comes to peace, they discover, there’s no passing the buck. 📖



Close-up of the “Peace & Conflict—Be Aware of Thought” commitment bracelet

## TO LEARN MORE . . .

**Libby Hoffman and Catalyst for Peace**  
[www.catalystforpeace.org](http://www.catalystforpeace.org)

**Trilateral Commission**  
[www.trilateral.org](http://www.trilateral.org)

**Greg Mortenson and the Central Asia Institute**  
[www.penniesforpeace.org](http://www.penniesforpeace.org)  
[www.threecupsoftea.com](http://www.threecupsoftea.com)  
[www.ikat.org](http://www.ikat.org)



Charles Heck, associate professor of history and global perspectives



Jean Monnet (1888–1979), an early advocate of European unity



Students at the College's 2009 “China Rising” Public Affairs Conference

# WHAT HAVE YOU DONE FOR PEACE LATELY?

## INSIDE THE TRILATERAL COMMISSION

The *Purpose* sat down recently with Charles Heck, associate professor of history and global perspectives, to talk about his 27 years on the staff of the Trilateral Commission, nearly 20 of which he spent as the Commission’s North American Director. In the course of the conversation, the idea of “lifting thought” kept coming up. “With regard to peace,” he said, “a big part of it for me is trying to lift a person’s—or a community’s—thought into a bigger context. You can transcend your conflicts and differences when you view things in a bigger picture.” Heck has brought that “bigger picture” to students at the College through his classes and his work as faculty advisor for the last two Public Affairs Conferences (PAC).

Launched in 1973, the Trilateral Commission included citizens often close to (but not holding executive office in) the governments of the U.S., Canada, Japan, and what would today be called the European Union. Its membership has since expanded to include Mexicans and citizens of other Pacific Asian countries. The Commission is not a policymaking body. Instead, it fosters cooperation among member countries primarily through discussion and joint studies of shared concerns.

A key event that led to the Commission’s founding occurred in 1971. Heck explains: “The United States took unilateral economic actions that indicated it was less willing or able to lead the management of the international economy. A more collective form of leadership was needed, and Europe and Japan were the leading candidates at that time to join with the United States. The Commission’s goal was to help bring that more collective leadership to life.”

Borrowing from Jean Monnet, an early advocate of European unity, Heck offers this metaphor for the Commission’s work: “Instead of thinking that I’m sitting across the table from you, and you’re my problem, we tried to change the perspective to the two of us sitting on the same side of the table, and the problem’s over there. That way, we’re going to work on it together because it’s a problem we both have.”

{ **“ . . . since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed . . . ”** }

~ from the **Constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO)**

As it turns out, that metaphor is the lens through which Heck sees life beyond his Commission work as well. He uses it, for example, to describe this year’s PAC, titled “China Rising”: “I hope delegates realized that, instead of focusing on bilateral competition between China and the U.S., there are some pretty big problems, like climate change and violent Islamic extremism, across the table from both of us—which means we’re sitting together on the same side.” 📖

>>



## MAKING SENSE—AND SCENTS—OF PEACE



Peace dolls and a peace sachet made by Dr. Freund's nursery students

When Dr. Carol Freund enrolled in the EdD program at Nova University, she'd already been teaching peace to the nursery class at Principia's Pre-School for years. Nevertheless, her professors said it was impossible to teach young children about peace, so they wouldn't approve any thesis work related to it. "All the leading educators thought peace was too abstract for pre-schoolers," Freund explains. "They said you needed to wait until middle or even high school!"

Unfazed, Freund wrote on another topic (communicating with parents)—all the while doing the "impossible" in her classroom. In the end, Freund wrote two doctoral theses, one on parents and one on peace. "Times have changed," she says. "There are lots of books on children and peace now, and my curriculum has been written up many times. No one today will have the same trouble I did."

But how *do* three-year-olds make sense of peace? Freund's thesis abstract lists the four key elements of her curriculum: "increasing understanding of being a peacemaker; gaining respect for nature and the environment; showing compassion toward the exceptional other; and becoming aware of other cultures." To help with the first, students made peace dolls (with a parent's help). "That way," Freund explains, "if two children were having a conflict, they could impersonalize the problem by using their peace doll to talk to the other person."

To show their respect for nature, children used paper towels and water sparingly and donated supplies to a rehabilitation center for birds of prey. Nursery students showed compassion for others


through reciprocal visits with classes from a school for the deaf, and they learned about different cultures from classroom visitors who had lived in other countries. Freund and her students also supported Lovia School in Accra, Ghana, which was started by Gladys Darkwa, the parent of a Principia alum. For years, Freund's classes collected, crushed, and recycled aluminum cans, using the money they raised to send books and games to Lovia. In fact, when Freund visited Accra recently, she found Lovia's library filled primarily with books her students had sent.

"I believe peace is attainable person to person," Freund says. "For me, that's where it has to start." As if to prove her point, Freund shared this story about one of the annual visits the College's peace class paid her nursery students years ago:

Before they arrived, the children made a peace sachet for each College student—a little piece of gingham with potpourri in it. Then at the end of the visit, each student tucked a pre-schooler in for nap-time, and the pre-schooler gave him or her a softly scented sachet.

I especially remember two football players saying, "I'm not taking that!" They thought it was too feminine, but I told them they couldn't hurt the children's feelings and suggested that, if they didn't want it, they could give it to someone else who needed peace.

That's exactly what happened. One of the players passed his sachet along to someone who passed it along to someone who passed it along, and so on. Much later, I heard about a visit this young man paid his father in California. He and his dad had never had a very good relationship, and they got into an argument during the visit. At one point, his father said, "Just a minute," and left the room. When he came back, the father said, rather gruffly, "Here!" and gave the young man the peace sachet.

Now retired, Dr. Freund gives talks and workshops (which often include sachet-making) at schools and organizations around the world. 




Dr. Freund with a few of her Pre-School peacemakers

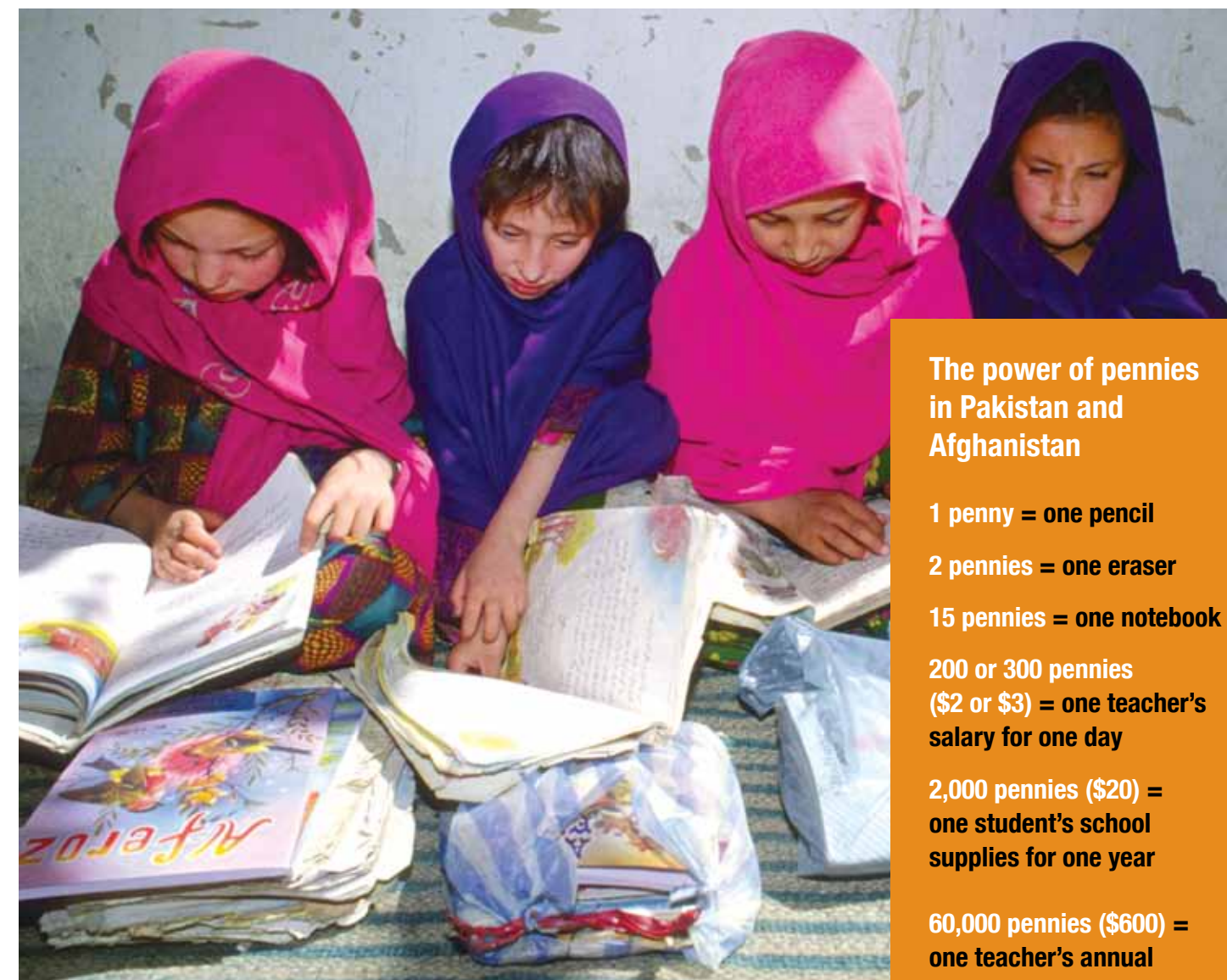
One day last winter, after a long stretch of quiet listening to *Listen to the Wind: The Story of Dr. Greg and "Three Cups of Tea"* (co-authored by Greg Mortenson and Susan Roth), Lower School's fourth grade class erupted into shouts and cheers. Had Christina Daugherty (C'09), the student teacher in charge of the lesson, lost control of the class? No, but she was definitely surprised by the students' response to what she'd thought was a lesson on writing factual fiction. The class did

## CAN A PENNY CONTRIBUTE TO PEACE?

eventually learn that lesson, but their first take-away was much larger in scope, namely, world peace. Fortunately, Daugherty was savvy enough to table her lesson plan and pursue the students' desire—or, rather, *demand*—to participate in Dr. Greg's mission: "To promote peace . . . one school at a time." (For more information about Mortenson and *Three Cups of Tea*, see p. 4.)

The fourth graders' enthusiasm for Mortenson's book—and his mission—resulted in part, of course, from the fact that they, too, are schoolchildren. To foster that kind of empathy, Mortenson formed Pennies for Peace, a program to teach children from prosperous countries about the world beyond their experience and the difference they can make, one penny at a time. By donating pennies, which are virtually worthless to them, to the areas served by Mortenson's Central Asia Institute, Western schoolchildren pave the way to literacy (and peace) for their peers in Pakistan and Afghanistan.

By the end of their Incredible World Cities social studies unit, not only had students improved their geography, storytelling, and critical thinking skills, but they were well on their way to becoming global citizens—interested in and concerned about their neighbors around the world. In addition, without publicizing their fundraising efforts or hosting a single bake sale, the class raised enough money to supply nearly 300 children in Central Asia with pencils, erasers, and notebooks! 



### The power of pennies in Pakistan and Afghanistan

- 1 penny = one pencil
- 2 pennies = one eraser
- 15 pennies = one notebook
- 200 or 300 pennies (\$2 or \$3) = one teacher's salary for one day
- 2,000 pennies (\$20) = one student's school supplies for one year
- 60,000 pennies (\$600) = one teacher's annual salary

Central Asian schoolgirls supported by Mortenson's Pennies for Peace program (Image courtesy Central Asia Institute)



# WHAT'S ON YOUR NIGHTSTAND?

We were curious what faculty and staff were reading in their free time, so we peeked (with permission) at a few nightstands. Here's a sampling of the titles we came across, along with brief comments from their readers.

## Dr. Pamela Kaye (US'72, C'76), Professor of Sociology

"I decided to read ***The Third Chapter: Passion, Risk, and Adventure in the 25 Years After 50***, by Sara Lawrence-Lightfoot, because this author has written several other significant books and won prestigious awards for her research and writing. The different stories are so interesting, and Lawrence-Lightfoot provides context and insight that bring additional meaning to them. I also enjoy being able to pick it up and read a little bit at a time."

**What it's about:** Armed with dozens of stories collected from men and women over 50, the author, an education professor at Harvard, suggests this "third chapter"—the years between 50 and 75—may well be "the most transformative and generative time in our lives."

## Doug Hoff, Second Grade Teacher

"Right now I'm reading ***The Kill Artist*** by Daniel Silva. This book was recommended to me by a student's dad who is becoming an author himself. I am loving this page-turner of a thriller."

**What it's about:** A contemporary thriller, *The Kill Artist* hurls Gabriel Allon, a former spy with the Israeli intelligence service, back into action in search of a Palestinian terrorist. As it turns out, Allon's mission is both personal and professional, a two-edged sword for all involved.

## Hilary Harper-Wilcoxon (C'84), Assistant Professor of Theatre and Dance

"There's definitely more than one book on my nightstand. I decided to read ***To Kill a Mockingbird*** by Harper Lee after seeing a recent stage production of it. The book goes into so much more depth than either the movie or the play. I also love being able to see the written word when it's so poignantly and beautifully expressed. I recently read ***1776*** by David McCullough. What a fabulous book! I learned more about Washington and the Continental Army than I had over a lifetime of reading history. I highly recommend it! I'm also enjoying ***Waiting for Godot*** by Samuel Beckett. I picked it up for something a little strange and existential. I love having to re-read passages and still not being sure I've gotten what he was shooting for. Very cool!"

**What's *Waiting for Godot* about:** As its title promises, Beckett's play is about waiting. A snapshot of two days in the quest—or queue—of two men, it invites readers (and viewers) to examine their own expectations.

## Terri Jackson, Director of Alumni & Field Relations

"I'm reading ***Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*** by Richard Louv. I grew up playing outdoors all year long, and it was a valuable part of my early education. I would love to see more attention given to this issue, and I'm grateful my uncle, former Upper School biology teacher Ted Munnecke (C'57), shared both this book and his passion for the outdoors with me!"

**What it's about:** A warning bell, *Last Child in the Woods* describes the risks to children of an increasingly wired lifestyle that places them regularly in touch with the virtual world and rarely with the natural one.

## Mike Moyle (US'76), Lower School Director

"I decided to read ***Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time***, by Greg Mortenson and David Oliver Relin, because I'd heard colleagues raving about it. This book is full of insights into both Pakistani and Afghan cultures and the fundraising process. I was impressed that despite the many obstacles Mortenson describes, he kept his goal in mind and persevered. I was equally impressed by the sacrifices his wife had to make to allow him to pursue his dream. (For more on Mortenson, see p. 4.)

**What it's about:** While recovering from an unsuccessful attempt to summit K2 (Earth's second-highest mountain), Greg Mortenson was cared for by villagers in Pakistan. In gratitude, he returned and built a school for them.

## Merrill Boudreaux, Upper School Academic Dean

"I've enjoyed reading quite a collection of books recently. ***The Shaping of Black America: The Struggle and Triumphs of African-Americans, 1619 to the 1990s***, by Lerone Bennett Jr., and ***Sundown Towns: A Hidden Dimension of American Racism***, by James W. Loewen, are real eye-openers about how and why slavery came to America and how the populace was indoctrinated to accept that black individuals were inferior and whites, superior. I enjoy biographies and historical fiction, too, so I recently read ***No Ordinary Time: Franklin and Eleanor Roosevelt: The Home Front in World War II*** by Doris Kearns Goodwin. There is much to learn from those of influence who have gone before. On a different note, I'm reading Shakespeare's play ***The Merry Wives of Windsor*** in preparation for a talk I'll be giving at an upcoming Shakespeare festival.

## Lee Ellis, College Athletic Director

"I try to read a book a week. I'm not always successful doing that, but if I read 40 in a year, I am thrilled. Books on leadership always interest me, but I enjoy biographies, social psychology, and self-improvement genres, too. Two of my recent reads come from best-selling author Seth Godin. ***Tribes: We Need You to Lead Us*** is terrific—a leadership book for the Internet age. In ***The Dip: A Little Book that Teaches You When to Quit***, Godin discusses his ideas about when to stick with a project or activity—and when not to. It's an excellent and quick read! Another fascinating book is ***First We Read, Then We Write: Emerson on the Creative Process***, by Robert Richardson, which takes us as readers through Emerson's thought process, habits, and writing to provide insight for improving our own writing. Love it!" ~KATHY COYNE





Principia College Political Science Department faculty, from left: Brian Roberts (C'88), Dr. Julie Blase, John Williams (C'76)

## Faculty Scholars and Mentors in Political Science

Last fall was a busy season for professional activity within the Political Science Department, whose faculty delivered a total of six papers at four different conferences. That includes 100 percent participation at the annual meeting of the American Political Science Association (APSA), the premier body of professional and scholarly political scientists in the U.S.

### College faculty presentations at the 2008 American Political Science Association conference in Boston, MA

- > **"Does Local Diversity Undermine National Security? Fractured Federalism and Immigrant Policy in U.S. Cities"** by Assistant Professor Julie Blase
- > **"The Framing Effects of Weekly Presidential Radio Addresses"** by Associate Professor Brian Roberts
- > **"Teaching Ethics in the Teaching of Research Methods"** by Associate Professor John Williams

Equally impressive is the fact that five students presented at conferences last fall as well. At the annual meeting of the International Studies Association–Midwest, seniors Jasmine Linck and Rachel Hanson led a roundtable discussion on active learning based on their experiences conducting field research on the 2008 Principia Abroad to China. Seniors Cate Norton and Katie Palmer

presented their paper *"Candidate Sex and Voting: An Examination of Gender Bias"* at the annual meeting of the Illinois Political Science Association.

Traveling to a more distant venue, junior Chelsea Kendrick delivered her paper "An Unbroken Link: Democracy and Economics in Brazil" at the annual meeting of the Midwest Association of Latin American Studies (MALAS), held in San Juan, Puerto Rico, in November. Later, her presentation was awarded second place for outstanding undergraduate paper. Dr. Blase presented a paper at MALAS as well. In addition, she was given a commemorative plaque to acknowledge the contributions Principia students have made to the Association's annual meetings in recent years.

To be sure, these five students deserve hearty congratulations, but the political science professors merit credit as well. Such high levels—in both quantity and quality—of student participation in professional academic forums doesn't happen without close faculty mentoring. And while the Political Science Department certainly isn't the only one on campus to have students presenting at conferences, such substantial participation by both students and faculty is impressive!

~TRUDY PALMER

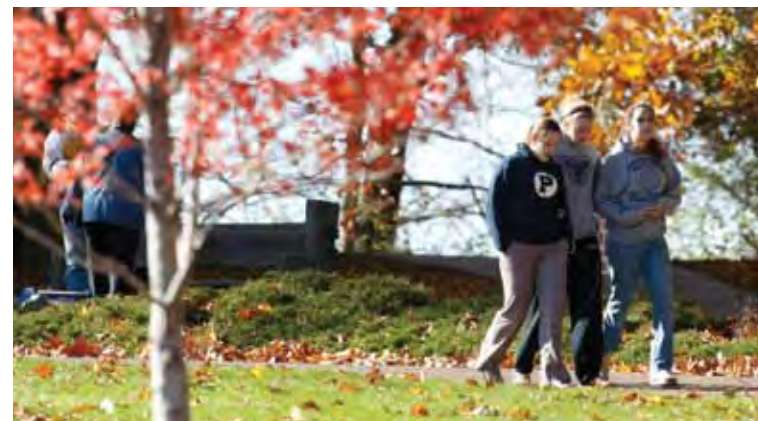
## Invest in Yourself



### Summer Session

July 18–August 1, 2009

Choose from 46 different classes, enjoy special activities and entertainment, and spend time with friends—new and old



### Autumn Session

October 17–29, 2009

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### December Session

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December 6–11, 2009

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Please visit us online at [www.principia.edu/PACE](http://www.principia.edu/PACE) or call 800.277.4648, ext. 2829





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# '09

## Meet a few of this year's GRADUATES

by Phebe Telschow



© Images.com/Corbis Coco Masuda



UPPER SCHOOL GRADUATE

### Ryan Winslow: *At home at Principia*

When you first meet Ryan Winslow, you notice his calm, soft-spoken demeanor. Then, if you talk with him at any length—or see him on stage singing, dancing, or acting—you realize his still waters run deep.

Ryan has grown up at Principia, attending the Lower, Middle, and Upper Schools. He has participated in dance, chorus, and drama, and has been a cast member in every spring production during his four years at the Upper School, ending with a leading role as the prince in this year's show, *Cinderella*. Over the summer, he attended Interlochen, a camp renowned for excellence in the performing arts. Ryan also applied to Interlochen's competi-

tive boarding high school, but he opted to stay at the Upper School. Reflecting on that decision, he says, "Principia will always be my home, my family, and my mentor. Looking back on my senior year, I can point to countless memories and say, 'I'm so grateful I didn't miss that moment.'"

Among the many lessons he will take away from Principia, Ryan has learned that the arts have the potential to uplift and inspire mankind. "That's why, when I perform," he says, "I want to be sure I'm standing for something other than myself. That way, there's no selfish concern or fear. I'm free to be the expression of God." After graduation, Ryan plans to study opera. He auditioned by invitation at, and has been accepted to, the University of Michigan and Boston Conservatory. He plans to attend Michigan.

### Sarah Matusek: *Promoting peace*

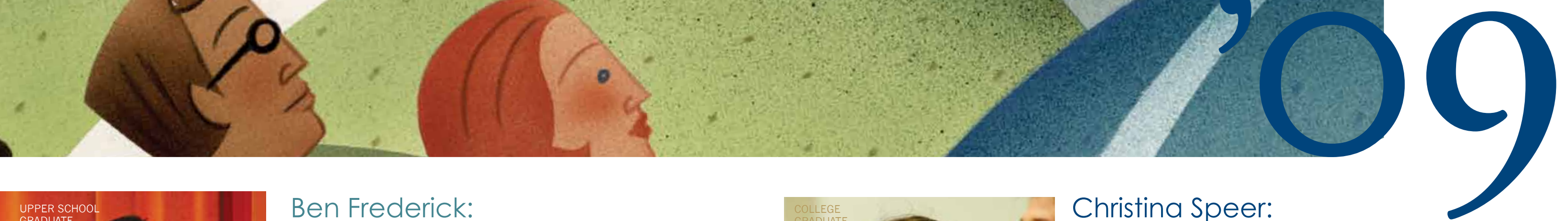
After attending Principia since second grade, Sarah Matusek wanted a change of pace and broader horizons. So, she went to France to study abroad her sophomore year. She's the first to say that she did a lot of growing and learning while away. In particular, she started thinking more in terms of the world's needs. When she says, "I found out that my purpose is to promote peace," she's not speaking in abstract or idealistic terms. Peace is so imperative to Sarah that she recently took it upon herself to travel to Caux, Switzerland, where she was the youngest delegate at the Caux Forum for Human Security.

Sarah credits Principia's focus on educating the whole man with fostering her interest in peace by encouraging her to have broad, spiritually based perspectives. Her participation in the arts—dance, theater, and music—and serving as a student delegate on the Reconciliation Board are highlights of her Upper School experience. Sarah was accepted to Hobart and William Smith Colleges in New York; the University of Puget Sound; and Bennington College in Vermont, where she'll enroll this fall. She's not sure yet of her career path, possibly the Christian Science Military Chaplain Training Program. But there's one thing Sarah knows for sure: "Whatever I do, I want to be of service to the world by promoting peace." >>



UPPER SCHOOL GRADUATE





## Ben Frederick: *Seeing things through*

Ben Frederick describes his decision to come to Principia during his junior year as “deeply spiritual.” It began with a physical healing while he was at the Upper School for a visiting weekend. Once enrolled at the Upper School, he went home for a break to see family and friends at his old high school and was struck by the difference in atmosphere between the two schools. Classrooms at home were overcrowded, and teachers spent a lot of time trying to control their students instead of actually teaching them. He added, “My mindset was a lot different after having been at Prin. While it was great to see my friends at home, I felt like a Principian.”

Ben says he especially loved being on the football team at the Upper School. “At home, the coaches did a lot of yelling and swearing. Here, it was great to be coached by spiritually minded men. It wasn’t all about winning. It was also about what we were learning about ourselves, the game, and what it means to work together as a team. I absolutely loved that experience.”

Ben says being at Principia has also taught him to follow through: “Before I came to Prin, I quit a lot of stuff. I think being at Prin is one of the first things I’ve seen through all the way to the end, and that feels really good.” Ben looks forward to attending Principia College in the fall.



## Christina Speer: *#15 on her jersey, #1 in the volleyball record books*

How do you describe an A student who’s a triple major in math, computer science, and Spanish? And that’s not all! Christina Speer is one of the most impressive female athletes ever to attend Principia College. She’s nationally ranked in two sports, basketball and volleyball, and her name is at or near the top in 12 out of 15 statistical categories in Principia’s volleyball record books.

Impressive from the start, Christina, who stands 6’2” and has a 6’3” wingspan, was the St. Louis Intercollegiate Athletic Conference’s Newcomer of the Year in volleyball her freshman year. She went on to be the Conference’s Player of the Year for the next three years. Leading the NCAA Division III in kills (points scored

by grounding the ball on the opponent’s side), Christina gained national recognition when she was voted onto *ESPN The Magazine’s* Academic All-America College Division volleyball first team.

With support and a connection made through her College coach, Mary Ann Sprague (C’84), Christina is heading for Europe to play professional women’s volleyball. She’s expecting to start in Slovenia and move up through Europe’s three divisions to play for teams in countries such as Italy, Spain, and the Netherlands.

She says, “Principia has been a great jumping-off place for me. The people I look up to the most are really well-rounded. They’re the examples and role models who have challenged me to think and grow.”

## Gifty Naa Ayele Aryeetey: *Always a Principian*

Gifty Aryeetey, a business major with minors in economics and theatre, doesn’t mince words. When asked what she likes about Principia College, she says, “Prin prepared me for a better life—one that is spiritually oriented, morally strong, and guided by standards that aren’t just for my benefit, so I can make a positive contribution to the world around me.”

Gifty first heard about Principia in her Sunday School at First Church of Christ, Scientist, in Accra, Ghana, and made up her mind to work towards admission. Once at the College, she soon discovered great joy in being of service to her peers, noting that her experience as a resident assistant was a highlight. Those who know her would also mention the



remarkable job she did as president of the International Students Organization, which is especially important in a place where 18 percent of the student body comes from outside the United States. Gifty started a mentoring program for internationals, where experienced students support new students as they transition to this country and weave their way into campus life. She was also instrumental in putting diversity heads in every house, and during her tenure as all-campus diversity head, she worked hard to increase communication between international students and the different offices on campus that address their needs.

When asked what she’s looking forward to most after graduation, Gifty answers without hesitation: “I’m looking forward to living high moral standards out in the world. One doesn’t stop being a Principian when they walk off campus.”

## Tom Brownell: *A modern Renaissance man*

Tom laughs, and then says in all seriousness, “At Prin, you’d have to hide in your room if you want a boring college experience.” Fortunately for Tom and the rest of us, he didn’t hide. Brownell, a business major who plays jazz string bass at a professional level, has his sights set on taking over his family’s electrical contracting business back home in Grant’s Pass, Oregon.

Tom says he picked Principia because it was clear to him that the College sincerely cared about his education. He figured that meant he and Principia had something important in common—a shared interest that has been the basis of a great relationship.

Since arriving at the College, Tom has traveled the world and reveled in a high level of experiential learning. He joined the Ham Radio Club and traveled to Mississippi to be of service in the aftermath of Hurri-

cane Katrina. He went on the India abroad led by Dr. Sally Steindorf (US’93, C’97), an assistant professor of sociology, and he was part of an ensemble directed by James Hegarty (C’76), an associate professor of music, that performed this spring in New York’s Steinway Hall.

In addition, Tom has brought his interest in and knowledge of electrical systems to Principia’s solar car team, traveling to Taiwan for the World Solar Rally in 2006. He also drove the car 1,400 of the 2,400 miles from Plano, Texas, to Calgary, Alberta, where the team placed second behind University of Michigan in last year’s North American Solar Challenge. Tom will lead the team this fall at the World Solar Challenge, which stretches almost 1,900 miles across the heart of Australia from Darwin to Adelaide. [▶](#)







# Democracy in the



Traci Fenton, founder and president of WorldBlu



Janessa Gans, visiting global perspectives professor and founder of Euphrates Institute

When Janessa Gans (C'98), a visiting global perspectives professor, convened the first meeting of her Rising Fundamentalism class in January, she brought the usual books and papers—and a white flag (figuratively speaking). Gans had decided to conduct her class as a democracy, which meant she would have to surrender much of her authority. It also meant she was turning the usual “command-and-control” approach to teaching on its head. But why?

The answer to that question goes back to Gans's student days at the College, where she participated in a Public Affairs Conference (PAC) on democracy directed by Traci Fenton (C'97). Gans and Fenton weren't all that close during college, but they're fast friends now. That's one of the reasons Gans had the courage to conduct her class democratically—she knew she'd have an expert on the subject in her corner.

Ever since that PAC her senior year, Fenton has made the ideals of democracy—not the political practice of it—her life's work. Through her own study of the topic, as well as hundreds of discussions with leading thinkers around the world, Fenton has identified the ten fundamental principles that define organizational democracy—transparency, accountability, decentralization, dignity, and dialogue, for example. Her non-profit organization, WorldBlu, promotes these principles in workplaces around the world. As part of that effort, WorldBlu publishes the annual

“WorldBlu List of Most Democratic Workplaces.” Fenton's goal is to identify 20,000 democratically operated organizations by 2020. She fully expects these organizations to reap bottom-line benefits as a result of their democratic practices, but her most important measure of success is more personal. “I've always known my purpose in life was to help people realize their potential,” she explains, “and that's what democracy does. It expects and inspires—even demands—the best of people.”

Gans put that claim to the test when she took a leap of faith on the first day of her Rising Fundamentalism class. Here's an excerpt from the materials she handed out: “Benjamin Barber, author of one of our textbooks, *Jihad vs. McWorld*, argues that democracy is the key antidote to extremist and fundamentalist tendencies in our world today. As we are learning about the topic of fundamentalism, we will be living the opposite—democracy.”

The students' assignment that first night was to consider Principia's goals for students as defined in its “Intended Outcome of a Principia Education” and their own personal educational goals. With these in mind, on the one hand, and the “WorldBlu 10 Principles of Organizational Democracy,” on the other, students were to design a syllabus for the course, including types of assignments (papers, presentations, class discussions, etc.) and a grading system. (Gans alone determined the reading list.)

Over the next few classes, students discussed, defended, and refined their proposals, eventually arriving—by vote—at a final syllabus. Like everyone else, Gans had only one vote. And like

# Classroom

by Trudy Palmer

everyone else, she experienced the discomfort and frustration that attend the democratic process. Finalizing the course design took considerable patience on everyone's part, and while most students outlined an ambitious workload for the class, a few didn't. “It took a lot of trust!” Gans exclaims. “I had to cede control and trust the students to come up with standards of excellence and adhere to them.” Gans admits the risk involved in this approach: “What if I'd had a whole class that just wanted to talk and not turn in any assignments? It would have been horrible.” Instead, she says with enthusiasm and considerable relief, “The process really did work. The less ambitious voices were cancelled out by the majority.”

As the class progressed, students became fluent in the principles of democracy. Like that moment in foreign language study when one starts thinking in the language, Gans's students began thinking—and living—democracy. She offers these examples: “Students would say, ‘In the interest of principle two, transparency, I'm going to share this openly with the class,’ or they'd reference principle eight, integrity, when reminding each other of the importance of coming to class prepared.”

The *Purpose* sat in on Gans's class toward the end of the term, on the same day Fenton visited. The discussion highlighted not only how much students had gained from this experience but also how deeply they had been moved by it. In response to Fenton's inquiry about the impact of democratic practices on their learning, many students spoke of “owning” their education more than ever before. “I was more of an adult in this class,” one young woman said. “There was a larger sense of professionalism.” Another commented, “The democratic structure has encouraged me to learn how to learn.”

Students also described working harder than usual for this class. “My performance improved in terms of doing the reading more thoroughly and the writing with extra depth,” one remarked. “I felt any lack on my part wouldn't be fair to the enterprise. Plus, it would be really obvious, more than in another class.” In response, Fenton commented on the “positive peer pressure” within democratic environments. “There are no shadowy corners where you can hide,” she said. “It's clear who's stepping up to the plate and who isn't.”

That “positive peer pressure” pushed students out of their comfort zones. “We did a self-evaluation about halfway through,” one person explained. “In thinking about integrity [principle eight], I realized that I was good at listening but not at speaking up. The democratic process made me want to speak more, to grow in that way, and that has translated into other classes as well.” Another spoke of needing to hone her listening skills: “I learned you can't control people. You have to respect others and care enough about the group to listen.”

Perhaps the most poignant comment came from a student who had floundered at first. He spoke of the course's impact far beyond the classroom: “This class has caused me to go through a lot of extreme changes—having to become more organized and responsible about class work and attendance. I struggled a lot and had to examine everything I was doing, including things not related to this class. But I came out finding a better sense of organization. It has taught me to become more responsible.”

Clearly, the kind of transformative learning experience students describe here doesn't come merely from giving them a vote. Gans supplied far greater measures of wisdom, faith, encouragement, and compassion than she surrendered in authority. In that kind of environment, both students and democracy thrive. ■

## TO LEARN MORE . . .

**Janessa Gans and her work beyond the classroom**  
[www.euphratesinstitute.org](http://www.euphratesinstitute.org)

**Intended Outcome of a Principia Education**  
[www.principia.edu/intendedoutcome](http://www.principia.edu/intendedoutcome)

**WorldBlu 10 Principles of Organizational Democracy™**  
**WorldBlu List of Most Democratic Workplaces™**  
[www.worldblu.com](http://www.worldblu.com)



# Unforgettable Faculty

In *Education at The Principia*, Mary Kimball Morgan writes, "An instructor must help his students to find themselves. The subject-matter of the classroom is only the vehicle for the larger purpose" (p. 107).

Earlier this year, we invited online readers to pay tribute to their most memorable teachers by answering this question: "Is there a Principia teacher or class you'll never forget?" The responses and stories shared were heartfelt, inspirational, and funny. They illustrate

our teachers' ability to challenge students' views of themselves and their world, create intellectual enthusiasm, sharpen focus, spark an interest, and instill a desire for excellence.

Enjoy the comments below from alumni representing every decade—from the 1930s through today. We were only able to print a portion of those received, however. Please go to [www.principia.edu/reflections](http://www.principia.edu/reflections) to read more memories and to share your own. **-KATHY COYNE**



**Upper School English Teacher, Irma Eareckson**

"I was a difficult student to motivate because I believed that my parents had rejected me by sending me to boarding school for the third time. However, one of the most talented teachers I met during my high school years was Irma Eareckson. She was consistently gentle, loving, and encouraging, and she offered a stimulating curriculum.

"One day (during our study of Chaucer), she overheard me tell another student that I loved the Chaucerian language. She immediately suggested that I write something using that type of language. My first response was 'Oh, I can't do that.' She gently persisted: 'I have an idea. How about writing an article for the school newspaper using Chaucerian language?' That, I thought I could do. I did, and my writing was published in the school newspaper with my name credited.

"Irma Eareckson was the first teacher to break through my emotional armor and intellectual doldrums. I have never forgotten her or that incident sixty years ago."



**College English Professor  
Dr. Colin Campbell (C'49)**

"I'll never forget something I learned in class from Colin Campbell. He required us to 'cash our concepts.' He defined a concept as being like a bank check: it has no value unless it has something behind it enabling you to cash it. Whenever we would present a concept in his class and not say anything further, he would respond, 'Okay, now cash that concept.' I still use that idea today and expect others to cash their concepts, too!"



**College Assistant Professor of Theatre and Dance  
Hilary Harper-Wilcoxon (C'84)**

"From the most wonderful annual dance productions to a one-on-one movement class that opened the door to theatrical expression, Hilary was my mentor, my inspiration, and my friend. My favorite memory of her, though, was when she gave a short speech about each senior graduating from dance production. It was in these individually tailored, humorous, reminiscent, and appreciative stories that I saw her deep love for the students who crossed her path, and the highest expression of womanhood and leadership."

**Upper School Applied Arts Teacher, Bob Yeates**

"Mr. Yeates is the kindest, most loving, and innovative teacher I have ever had the pleasure of knowing. He inspired countless students to love selflessly and to give to those in need. He lifted me up when I was down and put me in my place when I was being a brat! I thank Principia for introducing me to him."



**College History Professor, Dr. Charles Hosmer**

"My favorite professor at Principia was Charles Hosmer. I not only took many interesting, inspiring, and demanding courses from him, but worked as his assistant for three of my four years at the College. He was a diligent scholar—always deeply engaged in his subject, but also always deeply interested in his students and their success in life as well as in history.

"Working in his office for hours each day organizing slides from his enormous architectural collection allowed me to witness the comings and goings of students with all sorts of problems and ideas. Rarely did Dr. Hosmer fail to stop whatever he was doing and listen with appropriate sympathy, encouragement, or guidance. In the classroom, he inspired even the most skeptical to view history through the lens of progress and goodness."

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## Unforgettable Faculty

### College English Professor, Godfrey John

"Professor John changed the course of my college career and my life. I was a political science major when I enrolled in one of his classes. At one point in the term, the class was assigned to read *A Room of One's Own*, by Virginia Woolf, and write a paragraph in her style. I procrastinated, skimmed the essay, and pressed out a paragraph in the wee morning hours without having analyzed the components of Woolf's writing style. Mr. John returned my paper marked D-/A- with a 'See me' scrawled across the page.

"In our conference, Mr. John explained that the D- was because I didn't do the assignment as requested. He was pretty sure I hadn't read the book and, in any case, had paid no attention to the author's style. He set for me a standard of performance based on integrity, responsibility, and accountability. He went on to explain that the A- was awarded because my paragraph was actually a wonderful, original poem, and he encouraged me to go back and polish and craft the piece as a poem. In that brief half-hour meeting, a world was revealed.

"Godfrey John mentored me, showing me the power and glory of words, and propelled me to find my own voice. I changed my major to English and went on to write poems, short stories, essays, book reviews, and more for pleasure and profit."



### Upper School Music Teacher and Band Director Martha Stitzel

"Without Martha, I would be a very different person today. She instilled in me a love of sharing music with others, inspired me to further myself musically, and helped me to grow as an individual by loving and supporting those around me. She provided me amazing performance opportunities, and had it not been for her suggestion, I would never have attended Interlochen Arts Academy, an institution that proved to be my steppingstone to The Juilliard School."

### Upper School Social Studies Teacher Sharon Carper (C'70)

"As a strong female, Sharon influenced me to become an educator myself. I loved the fact that she could relate to her students, sharing stories about traveling (and living) in different parts of the world. She made an impact on me with her strong demands and pulled the best out of me."

### College Religion Professor, Dr. Elaine Follis

"I will never forget learning about the Old Testament under the professorial eye of Dr. Follis. I took her assignments very seriously, and each day it was a revelation to hear her deconstruct and bring to light the passages. The work I did in that class provided a foundation for my life. Her love and understanding of the Bible—that great cornerstone of civilization—has provided me a buoy to hold onto."

### College Education Professor, Dr. Margaret Powell

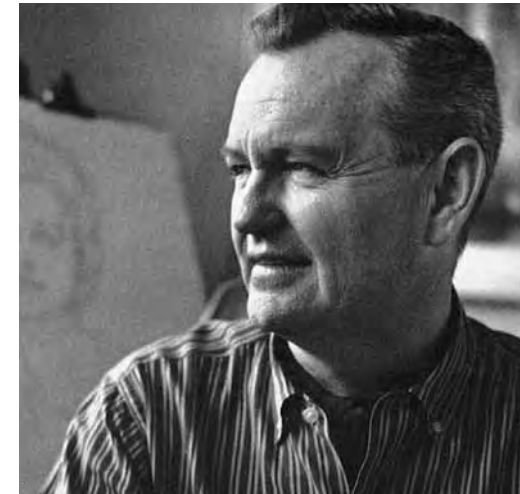
"Every time I think of Margaret, I smile. Even today I often think back to her challenge to 'think outside the box' and reflect on how our thoughts and actions affect others. She helped us learn to look outside of our own little worlds and appreciate the diversity around us. She took us to dinners with racially mixed couples, encouraged us to ask questions and discuss difficult world issues, took us to meet with organizations that were active with community service, and always made time for each of her students.

"I still keep in touch with Margaret. When she tells me about all of the things she's doing in her life, I am continually inspired to reach out more to others and to help my daughter appreciate our culturally diverse world."

## In our next issue . . .

### What's a memory from your Principia days that, even today, makes you laugh?

Share it with the *Purpose* by e-mailing [reflections@principia.edu](mailto:reflections@principia.edu) or by writing to *Principia Purpose*, Attn: Reflections, 13201 Clayton Rd., St. Louis, MO 63131.



### College Art Professor, Jim Green

"I will always remember hearing 'And one, and two, and three . . .' Swish, swish, swish. Three bold, confident, sweeping strokes. 'Now, people, is there anything more fun than a blank sheet of paper?' Crowded around Mr. Green, we watched in rapt admiration as the scene he had chosen for that day's demonstration magically emerged.

"Though small in stature, Mr. Green had the larger-than-life gift of talent and energy. I was very lucky to be part of an art abroad one quarter, painting and sketching our way across his favorite spots in Europe.

"In museums, his color commentary brought each masterpiece to life. Others overhearing him would slide into our group. It was like being with the piper. Critiques of our work, on the other hand, could be a bit terrifying. He demanded serious, honest effort, and those who gave it received generous, undivided attention.

"Years later and right before I married, my dear husband, who knew my desire for an original James Green painting, tracked down my former teacher. When I peeled back the paper and recognized that familiar style, I burst into tears."




### College Children's Literature Course with Marjorie Hamlin (US'38)

"One spring day, I walked through the door of the Mistake House and irrevocably changed the course of my life. It was my senior year; it was spring quarter; I didn't want anything too demanding or difficult. Children's Literature sounded just right.

"But I hadn't reckoned with the force of nature that is Marjorie Hamlin. With her halo of snowy hair, bright blue eyes, and exuberant smile, Mrs. Hamlin—or Margie, as we quickly came to know her—was and is like something out of a storybook, a cross between a fairy godmother and an archangel, alight with an evangelical fire that burns for her favorite subject: books, and particularly books for young readers.

"We devoured books, my classmates and I. We inhaled them. Our discussions were passionate and engaging, and we argued and laughed and sometimes wept over our favorite passages. Maybeck's Mistake House, which looks as if it were special-ordered direct from Tolkien's Middle

Earth, was the perfect setting, and presiding over it all was Margie, part guide, part cheerleader, part mother hen. Her love for her students and her subject knew no bounds.

"At the outset of that spring quarter, I thought my future was set. I was planning on becoming the next Jane Austen, or at the very least on writing the elusive Great American Novel. Instead, I found myself sitting under a tree on the Chapel Green, stunned by the sheer brilliance of British author Susan Cooper's *The Dark Is Rising*. This complex and lyrical Arthurian fantasy resonated with something deep within me, and my plans were upended then and there. From that moment on, I knew I wanted to write fiction for young readers. My eighth novel will be published this fall by Simon & Schuster, and I owe it all to Marjorie Hamlin's class. So thank you, Margie, for changing my life. I hope every Principia student is fortunate enough to have a teacher like you." 

Read more unforgettable faculty stories at [www.principia.edu/reflections](http://www.principia.edu/reflections)



# Expecting more of movies

Imagine you’re hiking in the woods, heading for the sound of water—a brook or small waterfall, perhaps—when suddenly you stumble on Niagara Falls. That’s a bit like the experience of sitting down to talk about film with Clark Beim-Esche (C’71), Upper School English teacher and film buff. You know the conversation will be good—lively and insightful—but you had no idea how deep it would go. Here are highlights from our conversation.

**Purpose:** Tell me about your Film as Literature course.

**Clark:** Basically, we watch films and then ask tough questions: Did the movie engage you emotionally? Did it provide any moral clarification? Did you learn anything new about the world it depicted? Did the film leave you anywhere spiritually? That’s key—did it leave you with a higher sense of what life is about?

**P:** Are you saying movies should leave us better off?

**CBE:** Yes. The best of movies leave viewers better off—but that’s different than leaving them happy. I’m *not* saying movies should be rose-colored and end with happily ever after. But art shouldn’t simply reflect a directionless acceptance of chaos either. If art has any value, it needs to clarify, to move the viewer beyond chaos to understanding.

A negative story can lead us to understand where mistakes were made. Maybe it even leads us to empathize with those who made the mistakes, to understand their humanity, to see that, as the saying goes, “There, but by the grace of God, go I.”

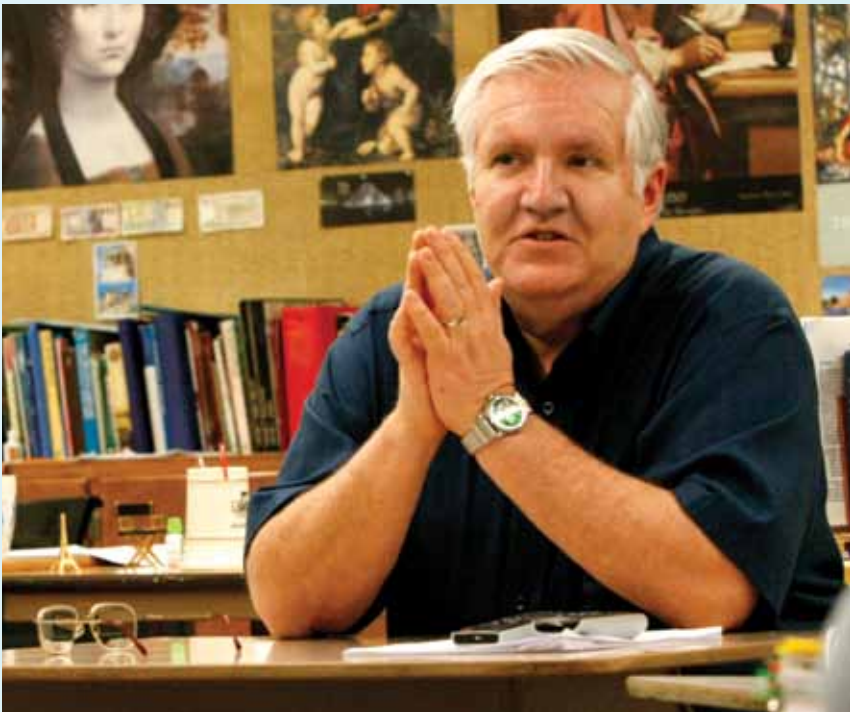
There’s so much ambiguity and gray in the world that we need exposure to moral clarity in order to progress, and art should provide that clarity. Great art has always provided that.

**P:** You set a high standard for films.

**CBE:** Yes and no. It’s absolutely possible to take movies too seriously, to ask them to do more than they were meant to do. *Iron Man* wasn’t meant to make me ponder, and that’s fine. It’s a great shoot-’em-up with a guy that flies—how cool! But some directors have seen a possibility for something more than entertainment. For those movies, I set a very high standard.

Consider this: in 1993, Steven Spielberg directed both *Jurassic Park* and *Schindler’s List*. On the one hand, you’ve got the showman extraordinaire who can make you believe in dinosaurs and white-knuckle your way with the kids getting away from the raptors. *Jurassic Park* is an absolute hoot—a remarkable marriage of special effects and live action.

Then, from the same director at the same moment, you have a movie that opens up the deepest levels of humanity and responsibility by wrestling with one of the great tragedies of the twentieth century—the Holocaust.



Clark Beim-Esche, Upper School English teacher



Postage stamp commemorating the 1941 film *Citizen Kane*, directed by Orson Welles

*Schindler’s List* leaves you not only clearly understanding madness and the potential for sanity, but asking yourself, “And where am I?” Not every movie needs to be a *Schindler’s List*. I’m perfectly willing for movies to be entertainment, but some films attempt more. In those cases, it’s fair to ask where the movie leaves us and what moral clarity it provides.

**P:** Do the majority of movies you show in class have that “more” to them?

**CBE:** For the most part, yes. I teach *Citizen Kane*, for example. That film leaves you very empty, but it doesn’t leave you hopeless. By mapping out with clarity that certain kinds of decisions lead to emptiness or unhappiness, *Citizen Kane* offers the hope of taking a different route. The viewer can say, “There, for the grace of art, I don’t have to go.”

**P:** You’re an avid moviegoer, right? Do you go to all kinds of films?

**CBE:** Yes, but in the last 15 years or so—ever since *Silence of the Lambs* swept the Academy Awards—I’ve become more discriminating. To have the industry value above all an expertly acted horror film about cannibalism was deeply disturbing to me. I realized that night that going to the movies is voting. So, when I know in advance that a film is about darkness and horror and depravity—and that’s all it’s about—I don’t go. I tell my students that if they find themselves in that kind of movie, they should walk out—in the middle—and ask for their money back. If dozens of people did this, it would make a difference. It starts with one, you know. >>





# Should movies take center stage in College classrooms?

Perhaps the more important question is whether using movies to teach a generation that, typically, spends more face-time with screens than human beings is a good idea. Now, more than ever before, putting the silver screen on course syllabi risks reinforcing students’ increasingly mediated engagement with the world.

Or maybe it helps them navigate that world. “Students need to know how to read visual culture so as not to be at its mercy,” Dinah Ryan (C’78), an associate professor in the English Department, explains. “Visual media is so pervasive in today’s society that young people feel falsely fluent—they take it in glibly and unconsciously, instead of analytically, so they wind up speaking a language they don’t understand.”

To counteract glib, unconscious consumption, Ryan helps students develop genuine fluency in her Film and Literature course. Last winter quarter, the class examined success narratives (“rags to riches” tales, for example) through a range of texts, including late-nineteenth-century Horatio Alger stories all the way up to recent films like the 1994 movie *Nobody’s Fool*. Students also read literary and film theory, which they then applied in their own writing. The objective of Ryan’s course was to see, as the syllabus put it, “how the meaning of success is created through personal, cultural, gendered, and ideological narratives.”

But the success narrative per se was as much a means as an end. Ryan’s larger instructional goal is to help students analyze how texts construct and communicate meaning. “For literary and film narratives,” she explains, “that analysis includes tracing the creation of cultural icons—the images that represent our ideas about who and what we are (or have been or would like to become), both individually and collectively.” The better students understand how these icons shape cultural identity, the more equipped they are to think their way through the muddle of messages bombarding them in an increasingly visual culture.

Clearly, students who sign up for Ryan’s course expecting their familiar screen-intensive existence are in for a big surprise. Instead of more of the same, their viewing habits are about to change for the better—and probably forever. It’s hard to go back to glib and unconscious once you’ve tasted thoughtful and fluent. [▶](#)

## Diving into language, culture, and character through film

When you’re learning a foreign language, you need to hear it spoken in context by native speakers. That would be nearly impossible in a classroom setting were it not for foreign films. As Associate Professor Cecily Quintanilla (US’69, C’73) explains, “Movies are quick trips into the culture that expose students to the pace and idioms of native speakers and the accents of different regions.”

Beyond their value as a boost to listening and comprehension skills, however, foreign language films are windows into unfamiliar cultures. In French Cultural Studies, for example, Dr. Hélène Brown complements the study of Francophone literature with films from different French-speaking countries. For example, she pairs the novel *Une si longue lettre* with the film *Tableau Ferraille*, both of which address the role of women in Senegal.



Senegalese musician Ismaël Lô in concert in Nairobi. Lô plays the lead, Daam, in the film *Tableau Ferraille*

But you don’t have to study the language to get to know French culture through film. Professor Brown teaches a one-credit-hour course called French Culture: Cinema in which students view subtitled French and Francophone films and discuss them in English. In addition, Associate Professor Diana Swift teaches Reading French Society in Film, specifically designed for English speakers. As her syllabus explains, the course is interdisciplinary, examining “marginal or ‘crisis’ moments in French society” through the study of literature, culture, sociology, history, and film. As a result, students see French society’s “multifaceted expression of itself.”

Foreign films also provide excellent opportunities for character education. Regarding her upper division Spanish Film class, Quintanilla notes, “Many of the movies explore moments of crisis in society. Ethical questions often emerge at such times, so there are plenty of opportunities for character education.” For example, *Ay Carmela*, a retrospective look at the Spanish Civil War, highlights the difficulty—and risk—of remaining true to one’s values. Or there’s the Argentinian comedy *Nueve Reinas*: after a series of cons between characters, the director gets the last laugh with his con of the audience. Quintanilla remarks, “It’s a perfect opportunity to reflect on the question, how easily are you fooled?”

Short of living abroad, it’s hard to imagine a better way to immerse oneself in another culture than by seeing how it portrays itself on the silver screen. [▶](#)



From the 1994 film *The Shawshank Redemption*

## Teaching content and collaboration through film

Some of the movies in Assistant Professor Michael Hamilton’s Faith and Film course are explicitly religious; *Ben-Hur* is a good example. Others, like *Groundhog Day*, address spiritual themes—such as time and redemption—more subtly. Some films align themselves with a specific faith; others explore spiritual issues from a multi- or nondenominational perspective, more with a goal of asking questions than answering them. The class always includes international films as well. All of that variety allows students to compare religion’s role in society across cultural, national, denominational, and chronological boundaries.

In addition, Hamilton requires students, in groups of three, to produce a four-minute movie. He provides a little editing training, but for a generation raised on digital media, the technical demands of the assignment take a backseat to the rigors of understanding religious themes well enough to portray them.

Like Hamilton, Chris Young also takes a thematic approach in his Philosophy in Film course. As his syllabus notes, “The course is not a philosophical study of film, so much as it is a study of philosophical ideas through film.” Using movies like *The Matrix*, *The Shawshank Redemption*, and the German movie *Run Lola Run* as the basis for discussion, the class explores ethics, metaphysics, epistemology, and determinism. Working in small groups, or “families,” as Young calls them, students complete creative assignments—writing an extra scene or alternative ending—to demonstrate not only their understanding of the philosophical concept at issue but their ability to analyze and extend the film’s treatment of it. A strong believer in the importance of team-based learning, Young also requires each “family” to select, attend, and make a presentation about a contemporary, philosophically themed movie playing in the theaters. [▶▶](#)



# Principians working

Many Principia grads have gone on to work in movies and television, both in front

## Christian Science on the set

In early February, Principia Trustee Helen Osterberg Elswit (US'69, C'73) and her husband, Robert Elswit, took center stage at Cox Auditorium as part of the College's Speaker Series. Accomplished filmmakers, the Elswits count numerous well-known movies among their credits. Early in their careers, they worked together on the 1994 thriller *The River Wild*. Later, Helen was visual effects producer for *Master and Commander* and *A Perfect Storm*, both of which were nominated for Academy Awards for visual effects. Robert, a cinematographer, was nominated for an Oscar for his work on *Good Night and Good Luck*. Then, last year, he won the Academy Award for Best Achievement in Cinematography for *There Will Be Blood*.

During the Elswits' presentation, Helen alluded to an experience she'd had with other Christian Scientists while filming on location. We followed up with her to get the full story:



Helen Osterberg Elswit

Production of *The River Wild* was fraught with all kinds of opportunities for accidents and danger. We were dealing with huge rapids, a lot of helicopter travel, and scenes that put the actors and crew in pretty dangerous situations. Yet, there was not one injury, not one accident. Everyone noticed it, and Meryl Streep specifically remarked about it.

*“There was not one injury, not one accident. Everyone noticed it . . . .”*

I knew that one other woman on the film—C.C. Barnes—was a Christian Scientist. She and I roomed together for two weeks while shooting the opening sequence of the film in Boston. One day when there was a large gap in the shooting, C.C. told the script supervisor, who lived an hour away, that she could use our room for a nap.

The next day, the script supervisor came up to us and asked, “Which one of you is reading the book?” She had seen *Science and Health* in the room and figured at least one of us must be a Christian Scientist. So we knew there were three of us working on the film.

A month or two later, we were on location in Montana. There were a lot of people, and everything had to be brought to the set by helicopter, so there was a lot of activity. A new stuntwoman who had just arrived was watching as they prepped a complicated shot. It looked very chaotic to her—actually, it looked really chaotic to everybody. C.C. was standing next to this woman and heard her say, “Why stand aghast at nothingness?” which is a paraphrase of a line from *Science and Health* (p. 563). That's how we found out she was a Christian Scientist. Then it turned out one of the stunt guys was as well. We all felt Christian Science was instrumental in the atmosphere that prevailed. The work—the prayer—all five of us did provided wonderful protection for everyone involved.

You can listen to the Elswits' entire presentation, “An Evening with Two Hollywood Filmmakers,” by downloading it from Principia Internet Radio (PIR) at [www.principia.edu/radio](http://www.principia.edu/radio).

# in Hollywood

of and behind the camera. We spoke with two alums involved in film production.



Mary Weinberg Aloe

*“The journey is the destination”*

When the *Purpose* caught up with film producer Mary (Weinberg, US'79) Aloe, she was in LA in her car (of course) with a Starbucks in one hand and an eighty-pound pit bull in the seat beside her. If that sounds like a scene from a movie, there's a reason. Aloe makes movies. One of the most prolific female film producers in Los Angeles, she has produced movies starring Charlize Theron, Woody Harrelson, James Cromwell, Sharon Stone, Kim Basinger, Laurence Fishburne, and Matthew Perry, to name a few. Aloe talked with us about the movie she's working on now with MGM Studios, *Mary, Mother of Christ*, by the writer of *The Passion of the Christ*:

This is my biggest movie so far. My partner, Mike Dolan, and I bought the rights to the script in July. Nine drafts later, I have Al Pacino as Herod, Jessica Lange as Anna the prophetess, Jonathan Rhys Meyers as Gabriel and Lucifer, Camilla Belle as Mary, and Peter O'Toole as Simeon. We have a 2,000-theater release and own the foreign rights as well. We'll be filming this fall in Morocco with a November 2010 release date.

While this movie certainly makes sense in terms of business, there's a greater purpose to what I'm doing. It's a phenomenal story about a young woman who, against all odds and against a reign of terror under King Herod, was able to survive. This movie is like coming home for me. It brings me back to the foundation that inspired my journey to begin with. And the journey *is* the destination. We have to remember that.

Prayer is so important, particularly in the times we live in. I had a lot of good schooling in the power of prayer from my mother, church activities, and Principia. Something else Principia impressed upon me was the need to be my best. There were no limits—I didn't have a ceiling. I didn't come to Los Angeles thinking, “Well, as a woman, there'll be things I can't do.” On the contrary, between my mother, who has been a great influence, and Principia, I felt I could do anything. It starts with the foundation of prayer and believing in God, with knowing that there's a greater power out there and that we live in that power every day.

Principia taught me not to accept “No,” but to take on challenges and navigate through them instead. Believe me, I've had my ups and downs. What I do is very tough; I don't want to fool anyone into thinking it's easy. But if you love what you do, you'll do it well, and success will come—the money will come, the fruition will come, the abundance will come.

As hard as it's been to get to this point, I'm glad I didn't settle for something else. I always wanted to be either a talk show host or a producer. Those were my A dreams, and I'm doing my A dream. That's what I'd like to say to students: “Don't live your B life, live your A life!”

You can learn more about Mary Aloe's career at [www.proudmaryent.com](http://www.proudmaryent.com), the website for her company Aloe Entertainment. ➤➤





Frames from the College's 2008 Audience Choice award-winning Claymation "polar bear Vs. GLOBAL WARMING," created by Gameli Anumu (C'09)

# A forum for moviemakers and movie lovers

*If you're lucky, you know from experience that good things—including out-of-this-world cinnamon rolls—come out of the Principia College Guest House. But you probably didn't know that the College's Short Film Festival grew out of the Guest House as well.*

One morning in the fall of 2004, Suzanne (Schlichting, C'70) Biggs, who worked at the Guest House, and Craig Savoye (C'79), an assistant professor of mass communication who'd spent the night there, struck up a conversation. Biggs had discovered moviemaking (with the help of her digital camera and computer) and was having a blast! An enthusiastic exchange ensued, and before long the festival was born, with the first showing that spring.

Now in its fifth year, here's how the festival works: Anyone on the College campus can enter movies up to 12 minutes in length. A panel of judges made up of faculty, staff, and students previews all submissions (usually between 14 and 18) to determine whether they need to be shortened or eliminated altogether, though the latter is rare. To preserve the festival as a family-friendly activity while at the same time avoiding the need for all material to be PG, movies with

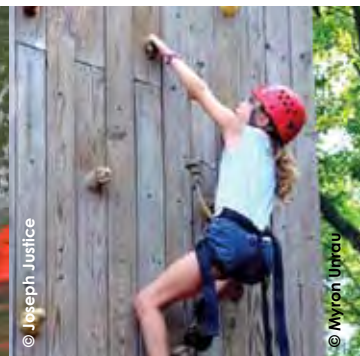
heavier themes are saved for the end of the evening so that families with young children can skip them.

Festival films are as varied as the people who submit them, resulting in a diverse collection of art films, music videos, animated shorts, action movies, and more. Biggs recalls, "One year, someone made a kung-fu action film with dubbed sound that purposely didn't match the voices of the on-screen characters. The effect was charming."

Gauging by audience response, the festival is wildly successful. "People love seeing movies made by—and often featuring—their friends," Savoye explains. "We've had to move from Wanamaker to Cox Auditorium to accommodate a larger audience." That growing audience also has a powerful voice—each year, viewers pick a winning film.

Yet, as popular as the festival is, philosophy major Gameli Anumu has a grander vision for its future. Founder of the College's Film Club and a regular contributor to the festival, he arranged for the first time in 2008 for the *St. Louis Post-Dispatch* film critic, Joe Williams, to attend the festival and select a winner. That film was awarded the Judge's Prize of \$100; the Audience Choice winner received \$50. Anumu hopes other developments like this one will move the festival in a more professional direction, maybe even to the point of soliciting submissions from other colleges.

A member of this year's graduating class, Anumu is moving on, but if and when the festival opens its doors to off-campus submissions, you can be sure his films will once again be screened at Cox. In the meantime, you can see his Audience Choice award-winning Claymation "polar bear Vs. GLOBAL WARMING" on YouTube. [▶](#)



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STUDENTS



**Devon Carnesciali** (US'09) was awarded a 2009 National Merit Scholarship. Selected by a committee, Merit Scholars are chosen from a nationwide pool of 15,000 finalists and represent less than one percent of the 1.5 million students who enter the National Merit Scholarship competition. This fall, Devon will attend the Honors College at the University of Oklahoma. Per capita, the University of Oklahoma ranks number one among public universities for enrolling freshman National Merit Scholars.



This month, **Bethany Boyer-Rechlin** (C'09), a global perspectives major with minors in French, environmental studies, and Asian studies, will travel to Umea, Sweden, to present at the second Gender and Forestry Conference alongside researchers from Nepal, India, Kenya, Thailand, Cameroon, and Sweden, among others. Her paper is titled "Women in Forestry: A Study of Kenya's Green Belt Movement and Nepal's Community Forestry Program."



Upper School junior **Stewart Hoffmann** knew he'd enjoy Clark Beim-Esche's American Challenge course, an Advanced Placement (AP) English class paired with AP U.S. History. But he never anticipated that his work in that class would result in a personal note of commendation from two-time Pulitzer Prize winner, *New York Times* best-selling author, and widely acclaimed "master of the art of narrative history" David McCullough.

In class, Stewart read Joseph Addison's play *Cato* and wrote a 2,000-word essay about it. While reviewing Stewart's paper, Beim-Esche was struck by the analysis. Well-versed in McCullough's historical research, he saw similar points of view between these two writers and thought McCullough would enjoy reading it. "It was quite an honor that Mr. Beim-Esche wanted to send my paper to Mr. McCullough in the first place, but what came next was incredible," says Stewart.

Standing at his school mailbox one day, Stewart saw an envelope with his handwritten name and address in the stack. Inside was a handwritten note from McCullough, commending Stewart on his analysis and insight. "The fact that it was personalized to me, not from any assistant, but from Mr. McCullough—and even in his own handwriting—was so unexpected," Stewart exclaims. "The next day in class, Mr. Beim-Esche went gaga over it. It was just great!"

When **Heather Pate** (C'09) and **Cate Norton** (C'10) enrolled in Assistant Professor Barry Huff's Wisdom of Israel course, they never anticipated that their final class projects would be reviewed by anyone other than their professor. But he was so impressed by their superb scholarship that, with their permission, he submitted their projects to the 2009 Central States Regional Meeting of the Society of Biblical Literature. Clearly, he wasn't the only one impressed—both papers were accepted by the conference chair.

Heather's paper, "Women in Proverbs," not only critiques the portrayal of women in Proverbs but also connects their portrayal to that of women in contemporary films. Cate Norton's project, "Job's Wife: What to do when everything falls apart and your husband goes off on an existential journey, a survivor's guide," rewrites the prose tale of Job from the perspective of his wife and examines the Biblical scholarship informing her creative interpretation. It has also been selected for publication in the second volume of *Women in the Biblical World: A Survey of Old and New Testament Perspectives*.

"It's a testament to both Heather and Cate, as well as to Principia College's liberal arts education, that the work of these two students—who are not religion majors—was of such high caliber that it was accepted for a conference where the vast majority of presenters are Biblical studies professors and graduate students," says Huff.

Recognized as one of the best softball players in the St. Louis area, **Jenna "JJ" Marston** (US'09) has helped Principia's team win back-to-back district titles. She's a three-year starter in basketball as well, and a key player on the boys' varsity baseball team (ranking second in the league in batting average).

JJ's drive and talent earned her a place on the first-team St. Louis All-Metro



softball team for two years in a row—rare for an athlete in a Class 2 school. In April, she was named the 2009 *Suburban Journals of West County* "Female Athlete of the Year." Jenna most recently earned a place as infielder on the ABC League first-team baseball team. She has signed to play softball at the University of Missouri, Columbia, where she has received a full athletic scholarship.

Principia College's **Christina Speer** (C'09) graduates as one of the College's most notable female athletes, having achieved significant accolades in both volleyball and basketball. Here are a few highlights from her record:

BASKETBALL

- > Career leader in points scored (1,687) by a St. Louis Intercollegiate Athletic Conference (SLIAC) women's basketball player
- > Among NCAA DIII schools, 17th in the nation in rebounds per game and 7th in field goal percentage
- > 2008–09 SLIAC Player of the Year

- > Three-time all-conference first-team selection

VOLLEYBALL

- > First in the nation for kills per set in NCAA DIII schools
- > Three-time SLIAC Player of the Year
- > Four-time all-conference first-team selection
- > Honorable mention for the American Volleyball Coaches Association (AVCA) all-region (central) team
- > Voted onto *ESPN The Magazine's* Academic All-America College Division volleyball first team—a first for Principia College

Meet Christina on page 23.

ALUMNI

**John Andrews** (US'62, C'66) Former Colorado Senate President John Andrews has been appointed director of the Centennial Institute, a new think tank created by Colorado Christian University. The Institute conducts research, analyzes public policy options, and sponsors seminars, conferences, and other activities related to faith, family, and freedom.

**Ron Charles** (US'80, C'84) The National Book Critics Circle recently awarded Ron Charles the 2008 Nona Balakian Citation for Excellence in Reviewing, the most prestigious award for book criticism in the country. Currently the fiction critic at the *Washington Post*, Charles was a faculty member at the College from 1986–93.

**Mariner Kemper** (C'91) J. Mariner Kemper, Chairman and CEO of Kansas City-based United Missouri Bank Financial Corporation, received the 2008 Community Banker of the

Year award from *American Banker*. Kemper has been at the helm of UMB since 2004.

**Matt Sonnesyn** (C'99) Matt Sonnesyn recently became the Senate Republican Conference's deputy staff director for policy and U.S. Senator Lamar Alexander's (R-Tenn.) legislative director. This is the latest promotion in Sonnesyn's eight-year association with Alexander, which began with his work as Alexander's graduate research assistant at Harvard's Kennedy School of Government, where Sonnesyn earned his master's in public policy.

**Elizabeth (Nacewicz, C'07) Kohut** A student at George Mason University Law School, Elizabeth Kohut was named Best Oralist at the 2009 Harold H. Greene & Joyce Hens Green National Security Law Moot Court Competition, which features teams from law schools around the country. This award recognizes the single best advocate at the competition.

**Erin (Swinney, C'08) King** now dances with the St. Louis Ballet Company. So far this year, she has preformed in *Serenade* and *Sleeping Beauty*. At the end of June, she dances in *Cinderella*.

**2008 PRINCIPIA COLLEGE HALL OF FAME INDUCTEES** On October 18, 2008, the following individual athletes and one team were officially inducted into Principia College's Gold & Blue Athletic Hall of Fame.

BLUE AWARD INDUCTEES

**Paul Brauner** (C'83)  
**Chris Eddington** (US'84, C'88)  
**Coach Larry Gerber** (C'49)  
**David Gibbs** (US'58, C'62)  
**Alan Godfrey** (C'84)  
**Edgar Kaw** (JC'16)  
**1947 Field Hockey Team**

GOLD AWARD INDUCTEE

**Jeff Williams** (C'88)

To learn more about these award winners as well as earlier inductees, go to [www.principia.edu/halloffame](http://www.principia.edu/halloffame).



# How Principia Abroads Got Off the Ground

by Jane Pfeifer

**When did the Principia abroad program start? Who started it? And where did the first trip go? Ask an archivist those kinds of questions, and you'll get a question in return! What do you mean by "start"?**

New programs begin with a new vision. In 1925, Hazle Buck Ewing wrote to Principia proposing an international program that would eventually be called the School of Nations. She was not only the visionary for this idea but the generous founding donor as well. Then, after surveying leading institutions, Dean of the College George A. Andrews (US 1907) recommended that study abroad be one of the components of this new international program. Both Ewing and Andrews deserve credit for "starting" abroads.

In 1927 Principia College students, supported by the School of Nations, began studying abroad with a University of

Delaware program. Later, Frank Parker, a longtime, well-loved faculty member, started taking students to Europe to study. Marian Wells (C'38), who would later become dean of women at the College, traveled on an abroad with Parker in 1937. Some of her ephemera from that trip reside in Principia's archives.

In 1956, a new experiment with yearly faculty-led trips to Europe began. Dr. Edwin S. Leonard was the first tour leader, and each student had an individual program of study with a faculty supervising committee. On paper, that sounds a lot like contemporary abroads, but the picture on the right of students leaving New York on the SS *Maasdam* on August 23, 1956, bound for Le Havre looks very different from today's trips all over the world.

One of the first abroads—as we think of them today—is Dr. Douglas Swett's 1966 trip to Mexico, the first time students traveled to their destination by car. Another is Dr. John Wanamaker's 1968 trip to Africa, the first abroad to that continent.

Whenever you date the start of Principia's abroads, they have always been transformational experiences for everyone involved, but especially the students. Over the last eighty years, countless faculty, staff, deans, and donors have made it possible for hundreds of Principia College students to experience a new way of seeing the world—and their role in it.

*Jane Pfeifer is Principia's archivist.*



Left: 1956 abroad group leaves on the SS Maasdam  
Below: The 1968 biology abroad to Africa with Dr. Wanamaker



**Did you know** that print and digital images are the most frequently requested items from the archives? You may already be sharing pictures with friends on flickr, but providing Principia's archives with copies opens up additional distribution possibilities. Please contact Jane Pfeifer at [jane.pfeifer@principia.edu](mailto:jane.pfeifer@principia.edu) about sharing your images with Principia. She is especially interested in photographs and other material prior to 1999.



Top left picture: Hazle Buck Ewing (center) at the College's 1952 graduation  
Above: 1968 biology abroad meets the famous author and naturalist Joy Adamson

## Join Your Local Principia Club

Today, more than 70 Principia Clubs worldwide are bringing Principia alumni and friends together. As a member of your local Principia Club, you'll have the opportunity to participate in special cultural, educational, athletic, and family activities.

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**Principia Club membership is open to all alumni and friends of Principia.**





# Honoring Principia’s Past, Ensuring its Future

by Clay Jackson

In Principia’s early years, two individuals in particular—Clarence and Minnie Morey Howard—helped place the school on a secure financial foundation, not in the spirit of sacrifice but out of the joy of sharing. In honor of the transformational impact of the Howards’ generosity, we have established the Clarence and Minnie Morey Howard Society, recognizing donors who perpetuate the Howards’ legacy with annual leadership gifts of \$1,000 or more.

## The Early Years

In 1899, a year after Mary Kimball Morgan founded Principia, she invited a small group of friends to meet with her and her husband to talk about the affairs of the school. Clarence and Minnie Morey Howard, church friends who had developed a strong interest in the fledgling school, attended that meeting. When someone asked how the school’s finances were being handled, Mrs. Morgan replied, “I just give Mr. Morgan all the bills and whatever money comes in from the pupils, and he takes care of everything.” Mr. Howard responded, “It’s not fair that one man should have all that fun by himself. Let’s all chip in.” Thus began the Howards’ legacy of leadership giving.

## Legacies of Love for Principia

At first, the Howards’ financial support was modest. In the course of their lifetimes, however, they gave more than \$2 million to Principia,

the equivalent of over \$31 million today. Among their many contributions were a large gymnasium, named in the Howards’ honor, on the original Page and Belt campus in St. Louis and funding for the College’s first women’s dormitory, which was named for Mrs. Howard.

Not long after Howard House was built, a young woman from the East named Helen Hance moved in. She quickly caught the spirit of Principia—and never let it go! Following her graduation in 1938, Helen began working at Principia, serving in many capacities on both campuses, including two decades in Hutchinson House while her husband, David Andrews, was president of The Principia.

Last year, in recognition of her lifelong devotion to Principia, Helen Andrews accepted our invitation to be the first charter member of the Clarence and Minnie Morey Howard Society. Though Helen passed on in April, her legacy of love for Principia continues to inspire and bless.

We invite you to become a charter member of the Howard Society as well. For more information, please contact me at [clay.jackson@principia.edu](mailto:clay.jackson@principia.edu) or call 314.275.3547. You can also find more information online at [www.principia.edu/howardsociety](http://www.principia.edu/howardsociety).

*Clay Jackson is director of Leadership and Capital Development as well as director of The Clarence and Minnie Morey Howard Society.*



Interested in the many ways  
you can get involved?  
See [www.principia.edu/volunteer](http://www.principia.edu/volunteer).

# Adam Messer

## Making Time for Principia

Adam Messer’s career is off to a running start. A 2002 Principia College grad, he has already earned a master’s in computer science and mathematics from Northern Kentucky University, and he’s halfway through the MBA program at Ohio State. In between, he spent five years developing computer software for land development, civil engineering, construction, and mining markets. And this summer he’s interning with Deloitte Consulting in San Francisco.

Could someone who has accomplished so much so quickly also have time to volunteer? Yes! An avid supporter of Principia, Adam has volunteered as a career and graduate school contact for current students. For two years, he was secretary of the Alumni Association Board and is currently serving as vice-president. He’s also a past president of the Cincinnati Principia Club and the current president of the Columbus Principia Club. We talked with Adam recently about his commitment to Principia.

## What is it about Principia that drives you to volunteer?

Volunteering is an opportunity to express gratitude and ensure the Principia experience for future generations. My wife Kristin (Morse, C’02) and I experienced firsthand Principia’s impact on young people. The focus on whole man education—on character and social maturity along with academics—has really helped me in professional environments. Also, Prin’s approach to the liberal arts broadened my perspective. Before college, I didn’t have any interest in history at all, but I took some really good classes as a freshman and wound up a double major in computer science and history. Having the faculty all be Christian Scientists made a big difference, too.

## Can you share an example?

When we were studying artificial intelligence, our professor directed us to Mrs. Eddy’s remarks about divine Mind and intelligence. She was very twenty-first century in her thinking about intelligence, and that has made all the difference in my approach to the subject. For me, the most outstanding professors were the ones who could help students understand the relevance of approaching an academic issue with Christian Science.

## It sounds like you had an excellent experience at the College!

Both my wife and I did, so we naturally want to spread the word. Being active with our local Principia Club is one way to do that. Kristin and I introduced a speaker series to the Cincinnati Club and redoubled our efforts to communicate the relevance and value of the talks. We called every single person on the mailing list—about 400 people—to make sure they knew about the series and felt welcome. That’s a lot of calls, but we’re so aware of and grateful for all the benefits we received from Prin that it’s easy to share our enthusiasm.

~PHEBE TELSCHOW



# Following God's Lead

by Holly Morris



Entertaining angels moment by moment is vital to my work as a teacher and to the work of my students. I enter the classroom with a desire to listen for the right ideas that direct and govern each day, each decision, each conversation, and each action. While I don't pray directly for my students, I pray daily for myself, and I'm mindful that my prayers and the corresponding supply of right ideas collectively bless those with whom I work.

Mrs. Eddy writes about this flow of right ideas in an article entitled "Angels" in *Miscellaneous Writings*. In part she writes, "The Psalmist saith: 'He shall give His angels charge over thee.' God gives you His spiritual ideas, and in turn, they give you daily supplies. . . . if you wait, never doubting, you will have all you need every moment" (pp. 306-07).

I experienced this one Sunday evening when I was teaching fourth grade. As I prepared for the week ahead, a mental picture of a difficult student came to my thought. I had struggled to make this student pay attention to his work. He was more interested in his friends and what they were doing, so he had a hard time focusing on his tasks. That evening, I immediately replaced the mental picture of a disobedient and distracted child with the truth of his being as God's perfect child. I defended my own thinking and affirmed that right where there seemed to be distraction, there really was only attraction to good and

perfect focus; right where there seemed to be disobedience, there really was only obedience to the law of God.

The following day during a work period, this young man took the initiative to move to a table where he could work by himself. Without my saying a word, he completed

wanted to write on courage in response to the novel *To Kill A Mockingbird*. He seemed stuck and unable to express his ideas in writing. As we talked, I introduced him to the idea of animal courage versus moral courage. We discussed which characters exemplified these different qualities, and the student began to think

*Without my saying a word, he completed his tasks with diligence and complete focus.*

his tasks with diligence and complete focus. This was the first time he had done this.

To me, this proved the power of prayer. All I'd done was silently affirm man's true nature, but I'd done it with my whole heart. It didn't take hours of my time on Sunday evening, nor did it take any words of correction on Monday. The truth that came to me on Sunday was evidenced in changed behavior on Monday, and the student's progress continued. We both entertained angels, and we both had just the right supply of spiritual ideas.

Many times this strong, silent prayer has moved me and all those under my care in just the right way and at just the right time. On a recent occasion, I worked with a Middle School student who knew he

about courage in a new way. That evening, under his own volition and without my saying a word or assigning it as homework, he used *Concord* to look up and read what Mrs. Eddy wrote about animal courage. He came to school the next day full of ideas that he was able to express clearly in his writing.

There's another point about angels in that article by Mrs. Eddy: she writes that we can detect the presence of angels by "the love they create in our hearts" (p. 306). This love, which is God-created, God-supported, and God-ordained, blesses us all—students, teachers, parents, administrators, and the world. And this love is the foundation for our work at Principia.

*Holly Morris teaches language arts in the Middle School.*

"Principia is more than a school where you go to learn academics. Living in the dorm, playing on the soccer team, and traveling to Detroit with classmates to study science and social studies are a few of the great experiences I've had this year."

~ Akimie, Middle School Student

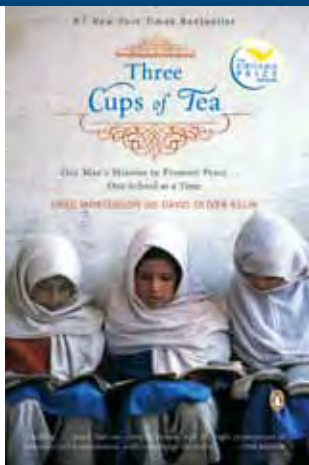


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## DON'T MISS THESE AWARD-WINNING AUTHORS COMING TO PRINCIPIA THIS FALL



### GREG MORTENSON

Greg Mortenson is co-author of the #1 *New York Times* best seller *Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time*, co-founder of Central Asia Institute, a nonprofit that promotes and supports community-based education in remote regions of Pakistan and Afghanistan, and founder of Pennies for Peace. In March 2009, he was awarded Pakistan's highest civil award for his humanitarian efforts promoting rural education and literacy for girls. Mortenson is Principia College's 2009–10 Annenberg Visiting Scholar.

**October 8, 7:30 p.m. at The Principia School**

**October 9, 8:00 p.m. at Principia College**



### DORIS KEARNS GOODWIN

In 1995 Doris Kearns Goodwin won the Pulitzer Prize in history for *No Ordinary Time*, a biography of Franklin and Eleanor Roosevelt. She is also the author of numerous other award-winning best sellers, including *Wait Till Next Year: A Memoir*, *The Fitzgeralds and the Kennedys*, and *Lyndon Johnson and the American Dream*. Her most recent book, *Team of Rivals: The Political Genius of Abraham Lincoln*, reached #1 on the *New York Times* Best Seller List and won the 2006 Lincoln Prize for outstanding work. Goodwin is the 2009 George A. Andrews Distinguished Speaker.

**October 2, 8:00 p.m. at Principia College**

**TICKETS FOR BOTH OF THESE EVENTS WILL BE AVAILABLE MID-AUGUST**

*These events are open to the public and will also air on Principia Internet Radio (PIR)*

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