

PRINCIPIA PURPOSE

WINTER '10

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From the Chief Executive



Dear Readers,

"You are what you read," as the saying goes.

For the last few years, my book list has been defined by the speakers coming to Principia. It's led to an engaging bedside pile, including Grameen Bank founder Muhammad Yunus's *Banker to the Poor*, Sandy Tolan's *The Lemon Tree*, Greg Mortenson and David Relin's *Three Cups of Tea*, and Doris Kearns Goodwin's *Team of Rivals*. We are fortunate to have such a strong line-up of inspiring speakers and authors available to Principia students.

This issue's cover story features Ron Charles, Principia alum and fiction editor for *The Washington Post Book World*, discussing the future of books. The topic is of particular interest since the worlds of education and publishing are walking hand-in-hand into a brave new era of technological possibilities.

Here at Principia we are embracing the fresh approaches afforded by technological advances. Middle and upper schoolers are taking advantage of the new possibilities afforded by 1-to-1 computing. At the College, a former visiting professor in California has just completed Principia's first "online-in" course for advanced computer science students.

Principia's founder Mary Kimball Morgan made it clear that while "methods may change," the fundamentals of Principia remain unchanged. "True character building is the rock upon which Principia rests," she said in 1923 (*Education at The Principia*, p. 163).

Along with books by our visiting speakers, I've read dozens of works on character education in recent years. Principia's approach, based on "character unfoldment," or revealing the good inherent in each student, stands apart from the rest of the pack. At every level, a Principia education includes this unfoldment.

Inside these pages, you will find a photo essay on one of my favorite annual College events—the Cardboard Canoe Regatta. You will be amazed at the colorful, Mississippi-ready vessels our students can create from a lowly cardboard box. Don't miss the feature spotlighting faculty and alumni excelling in the arts, or the article on experiential learning at the School.

Jonathan W. Palmer
Chief Executive

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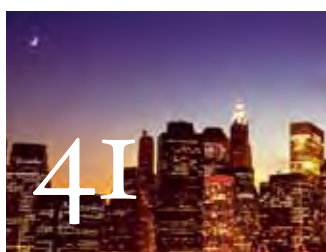
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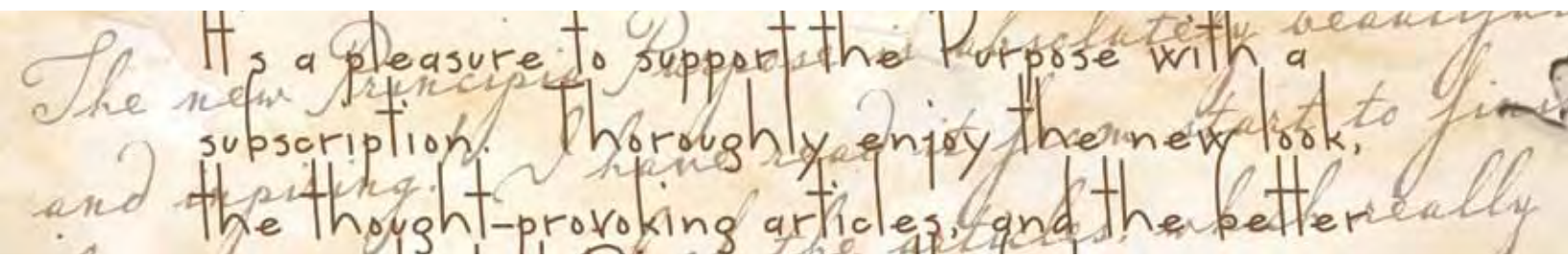
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Heading for Broader Horizons

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Really enjoyed the Summer '10 edition of the *Purpose*. You all are doing an inspired job!

Had to respond to the announcement of Ambassador Joseph Wilson as "this year's Ernie and Lucha Vogel Moral Courage Speaker." . . .

I hope the students and faculty that attend this event take the time to do some research on this guy and ask him some tough questions. Based on what I have read about him, "moral courage" doesn't seem to be one of his strong points.

Keep up the good work.

Jerry Gelinas (C'67)

Thank you for all your good work. My purpose in writing is to say that generally I like the *Principia Purpose* and feel that it's moving in the right direction. Having *Connections* be an insert that can be removed or not sent to some subscribers makes much sense. This is logical especially if the strategy for the *Purpose* and *Principia* is to exert a leadership role in the broadest possible setting, not just with alumni.

I appreciate the desire of the editors, writers, and art directors to make the publication appealing and interesting, something that demands to be read.

I'm a bit flummoxed, however, by the structure of the articles. "Looking ahead to 2020" was completely lost on me. Once I'd read it and mentally made margin notes, I got a sense of its mission and direction, but not until then. It took longer still for me to grasp "Where Is Principia Headed?" With those articles and others, I had a problem understanding: what the article is about, where it's going, and why it's important that I invest my precious time reading it. In other words, the *Purpose* is not capitalizing on its value.

A suggestion might be to do a little casual research. Before the book goes to bed, but [when it's] in final layout, let a few outsiders read the articles and get their reactions. See if the message comes through loud and clear, as loud and clear as the creative staff expected. Regardless of the findings, the product will be improved and its effectiveness increased.

Rod Carlson (C'65)

I always enjoy [the *Principia* magazine], but the Summer 2010 issue was my cuppa decaf from cover to cover. Not only the articles by two of my favorite people, [Laurance] Doyle and [Rushworth] Kidder, but reference to worldwide projects like Wendy Clark's Loving Hugs, Inc. I'm saving

this issue for anyone who asks me, "How come your church doesn't do missionary work?" We are . . . big time, as individual Christian Scientists. And thank you, Prin, for broadening your programs to take students away from self and for reaching out to all the children of God locally and globally.

Carolyn Hill

Corrections

- The announcement in the last issue of Ambassador Joseph Wilson's speaking engagement at the College incorrectly stated that Scooter Libby was responsible for the leak of Valerie Plame Wilson's identity as a CIA agent. Former Deputy Secretary of State Richard Armitage disclosed that information, not Mr. Libby.
- In the last three issues, Doug Miner was incorrectly listed on the masthead as a member of the College Class of 1975. He is a member of the Upper School Class of 1975.
- In the cover story in the last issue, we neglected to mention that Sean Hanser is an alum. He graduated from the Upper School in 1986 and from the College in 1990.

New Language and Culture Courses

The Upper School now offers Mandarin Chinese and a course in Chinese culture. Both are taught by new faculty member Christina Threlkel (C'04), who double majored in world perspectives and religion, and holds a master's degree in East Asian studies from the University of California, Santa Barbara. Threlkel has also studied Chinese language and literature in Beijing, Nanjing, and Taipei, and Korean at Ewha University in Seoul.

Lower School Environmental Leader

Last year, as a first grader, Dylan Stock took to heart his class's study of the Gulf oil spill. His first step was to create a website called One Starts Many to encourage kids to support the Gulf and

the world's oceans. Then, with support from WitKids and his own fundraising (selling wristbands on his website), Dylan raised enough money to travel to the Gulf area last August. While there, he interviewed the mayor of New Orleans, a restaurant owner, and employees of the local aquarium.



This fall, Dylan started an Ocean Club at the Lower School and took part in a School-wide benefit concert supporting One Starts Many and Heifer International. By the end of the night, One Starts Many had raised \$1,145. Dylan is donating the money to two different Gulf-area efforts, one for

children and one for sea animals affected by the disaster. Learn more at Dylan's website (www.onestartsmany.com), or find him on Facebook and Twitter.

Composting Comes to Campus

According to waste management experts, food scraps comprise at least thirty percent of an average school's total daily waste. For boarding schools, that percentage is bound to be bigger—unless that waste gets put to good use. Fortunately, that's happening now on the St. Louis campus. Blue Skies Recycling picks up nine bins of food waste from the School kitchen and dining room each week. Everything from fruit, bread, eggshells, meat, oils, bones, and even paper plates and napkins gets returned to the earth as compost.

Along with the obvious benefits of taking more responsibility for our institutional impact on the environment, composting has powerful educational applications. Through the School's example, students learn the importance of working together to achieve a worthy goal, develop a sense of social responsibility, and can take pride in the fact that their school is contributing to global sustainability.

Challenge Course Open for Business

Installed this summer behind the Girls' Dorm, the School's professionally designed challenge course is an impressive sight—even before you see children in action all across it! Among the eleven elements extending from the roughly 40-foot tall climbing tower are a power pole (also called a leap of faith) and a 300-foot zipline. The ten lower elements include a spider web, trust fall, and swinging nitro crossing. Earlier in the year, students from second grade

through Upper School used the course during PE and other supervised activities, and they'll be back at it come spring.

Students understand that the objective isn't to compete with each other but to challenge themselves. Encouragement abounds—from both teachers and peers—but there's no expectation that any student reach a certain level. "We call it 'challenge by choice,'" explains Peter Martin, Lower/Middle School PE instructor and challenge course director. "We are all different when it comes to what challenges us—what we're



comfortable with. Some people will do this easily; for others it will be hard." In fact, that's one of the key lessons the course teaches: to respect each other's choices and support one another—and of course to have fun in the process!

Launching Online Learning

This fall, the College launched its first “online-in” course. Dr. Clint Staley (C’80), a professor at California Polytechnic State University, San Luis Obispo, taught Introduction to Java Programming from California to students in El Sah. The goal for classes like this one is to supplement (not replace) current course offerings with instruction by highly qualified, Christian Science professors with areas of expertise not represented among the faculty on campus.

Dr. Staley met in person with students for the first week of the course, but the rest of the instruction was entirely virtual, with online lectures and “chalk talks.” The latter allow students to watch diagrams being drawn on their computer screen as they listen to a recorded lecture. There’s no talking head—just a voice and diagrams. (Imagine sitting in a traditional classroom with a teacher talking and writing on the blackboard, but the teacher is invisible.)

Online courses employ a syllabus and homework assignments, just as traditional courses do. And in this case students “attended” class at a set time, during which Staley was available to answer questions online. His lectures were available 24/7, however, so students could refer to them anytime for review or clarification. In Staley’s opinion, the type of independent study fostered by online learning is an important asset. “In order to stay current in a field like computer

science,” he says, “you’re learning new information all the time, and you usually have to learn it on your own. Taking an online course is a good way to develop that ability.”

Two other online-in pilot courses will be offered spring quarter: Hispanic Literature, taught from Boston by Dr. Gretchen Belsie (C’80), and Business Ethics, taught by Gary Gentry (C’70), J.D., Principia’s interim director of online education. In addition, Principia Adult Continuing Education (PACE) plans to pilot online non-credit continuing education courses to off-campus adult Christian Science students beginning in the spring.

Gearing up for the 2011 World Solar Challenge

The solar car’s successful completion of the 2009 World Solar Challenge (WSC) race across Australia left team members hungry to compete again. In fact, they’re already hard at work rebuilding the car for the 2011 WSC (also across Australia). And they’ve changed the car’s name from Ra 7 to Ra 7s—the s stands for silicon because the upper body is being equipped with silicon cells.

New regulations and technical requirements for the 2011 WSC are expected to level the playing field during the actual race. In the meantime, working to meet these new requirements is inspiring fresh approaches and creative problem solving.



Pan-African Conference Enters Its Second Decade

This year’s Pan-African Conference, co-directed by junior Daniel Tongori and sophomore Anthony Ackah-Nyanzu, was the College’s 11th in-depth examination of issues especially relevant to the African continent and diaspora. Held in late October, the conference focused on

achieving the United Nations’ eight Millennium Development Goals (MDGs) in Africa. These ambitious MDGs include eradicating extreme poverty and hunger, reducing child mortality, achieving universal primary education, and ensuring environmental sustainability. The UN’s 2015 target completion date is rapidly approaching, yet all five featured speakers said they believe the goals are attainable.



THE MANY PAGES OF THE BOOK'S FUTURE

by Ron Charles

Maybe I'm whistling past the graveyard, but it's hard to take the much-lamented death of books seriously. Every day at *The Washington Post*, about 150 new ones arrive, each preening for attention.

There would be four times that many if we received copies of all the cookbooks and romance novels and textbooks, and there would be many, many more if we got all the self-published titles that flow out in a "title wave" of optimism each year. Even during our Great Recession, book sales remained remarkably healthy, sagging less than 2 percent in 2009. Best of all, the latest report on reading from the National Endowment for the Arts boasts that "for the first time in more than 25 years, American

adults are reading more literature" (see *Reading on the Rise: A New Chapter in American Literacy*, [Washington, DC: NEA, 2009]).

Déjà Vu

It's helpful to remember that we've been through such fits of anxiety about the health of books before. In the middle of the fifteenth century, new printing technology posed a fatal threat to the gorgeous hand-drawn manuscripts prized by literate people (and governments and the Church). Movies were supposed to kill off reading at the start of the twentieth century, and the paperback revolution of the 1930s alarmed defenders of serious literature. Television allowed us

to amuse ourselves to death, and more recently the Internet has been sucking up every last free moment of attention. And yet, despite all these alarming developments, Americans still managed to buy more than 3 billion books last year. No wonder you're running out of shelf space.

But if books are in no danger of fading away soon, surely something transformational is happening to them. Only seven years ago, Umberto Eco said, "Books belong to those kinds of instruments that, once invented, have not been further improved because they are already all right, such as the hammer, the knife, spoon or scissors" ("*Vegetal and Mineral Memory: The Future of Books*," in *Al-Ahram Weekly On-line*, November 20–26, 2003).

But most of us are seeing new literary silverware spread out before us. In this allegedly post-literate age, the world's fastest-selling gadget—the iPad—is for *reading*. Eight percent of us are already using some kind of e-reader, according to a recent Harris poll. And this summer, Amazon announced that it's selling many more e-books than hardcover books.

As exciting as these developments sound, they pose a serious challenge for publishers, who haven't figured out how they're going to make money in this new arena. You might think that trading expensive paper for free electrons would be a boon for publishers, but it turns out that most of their costs are fixed—and unrelated to paper or shipping. Even so, readers, encouraged by Amazon's ham-fisted pricing model, expect e-books to cost much less than bound books. Suddenly, a business built around a \$26 product must adjust to selling a \$10 product, while production costs drop only slightly.

On the horizon

The real Armageddon for publishers, though, doesn't have so much to do with what readers want as with what a few bestselling authors may soon want. Consider that each year the big publishing houses use the profits from dependable blockbusters to fund all their >>



“It was a dark
and stormy night...”

Posted 5 minutes ago by @PaulClifford

other titles, books that might sell only a few thousand—or a few hundred—copies. That system works—sort of—because big publishing houses can offer successful writers strong editorial, marketing, and distribution services in exchange for a predictable mountain of cash. But the Internet gives authors unprecedented direct contact with their readers. Almost anyone with a book out has a nicely designed website; many interact daily with their readers on Facebook. Last year, a young writer named Matt Stewart garnered lots of valuable publicity by releasing his novel, *The French Revolution*, line by line over Twitter. Japanese teens already read millions of specially designed novels (*keitai*) on their cell phones—to the tune of \$36 million a year. Sooner or later, some big name—Janet Evanovich? Danielle Steele? Nora Roberts?—will see that she can make far more money by selling e-books directly to the fans in her database than by handing over the manuscript and the majority of the retail price to a publisher and a network of brick-and-mortar

bookstores (most of which will offer the manuscript as an e-book).

Horror meister Stephen King experimented with this e-model 10 years ago, but that was back in the Jurassic period, before we had such convenient ways to deliver e-books or such stylish ways to read them. King has since stuck with Simon & Schuster, dutifully allowing the profits from his

“. . . the Internet
gives authors
unprecedented
direct contact with
their readers.”

annual bestsellers to fund a variety of other books. But this summer, bestselling author Seth Godin walked away from his long-time publisher, Portfolio, a division of Penguin. He told *The Wall Street Journal*, “Publishers

provide a huge resource to authors who don’t know who reads their books. What the Internet has done for me, and a lot of others, is enable me to know my readers” (Jeffrey A. Trachtenberg, “Author to Bypass Publisher for Fans,” *The Wall Street Journal*, August 24, 2010).

Getting to know one’s readers could be very disruptive to the old business model in which publishers distribute authors’ works. For now, the bias against self-published books is still strong. Most newspapers and magazines—the *Post* included—don’t review them. But self-published titles are seeing explosive growth, increasing more than 180 percent last year over 2008. Soon, more and more writers may forgo the prestige endowed by a New York publisher in favor of the immediate access and potential profit of self-publishing. If that keeps up and more mainstream authors go online, the publishing industry as we know it will be shattered.

More than superficial change

The latest developments this fall suggest that e-books themselves may quickly be supplanted by “book apps”—computer programs for the iPad or a similar reading device. Each book app contains the text of a book along with a variety of auxiliary multimedia material. But the real benefit—or drawback—is the way these products will change our relationship with books and those who produce them. As Andy Hunter, one of the founders of Electric Literature, wrote recently, “Getting an app on a reader’s iPad is infinitely more valuable than getting a book on their shelf. A book on a shelf cannot tell your reader that the author has a new book coming out, or allow them to buy the author’s earlier work. It can’t send them a text message letting them know about a reading near their home. It can’t offer them free excerpts of new books, videos, photos, gossip, audio,

and news” (“Literature, Plugged In,” *Publishers Weekly*, October 25, 2010). If that sounds to you like every book in your house constantly sending you spam, you share my alarm about this brave new library.

“... Google and social media sites like Facebook could serve as our new arbiters of literary taste, telling us what we should read next . . .”

Along with the industry, antique ideas about authorship and literature and criticism may get knocked off the shelf,

too. In such a revised world, there will be no aspiring writers, only writers aspiring for attention, which is the ultimate limited resource. As the only entities capable of surveying and organizing such e-bounty for us, search engines like Google and social media sites like Facebook could serve as our new arbiters of literary taste, telling us what we should read next according to what we’ve enjoyed in the past, what our “friends” enjoyed, and what topics are trending on Twitter. Who’ll need book critics when crowd-sourcing algorithms have calculated your preferences to plus or minus 3 percent? So much for discovering a new author serendipitously.

As someone sitting anxiously next to a teetering bookcase of old concepts and practices, I sometimes feel like I’m in a Stephen King novel myself. This fall when I started producing short video parodies about the way the Internet is destroying literary culture, they quickly became much more popular than the written reviews I slave over every week. *Twitter, c’est moi!* >>



A benefit of books' decline

But the future rarely plays out as advertised, and I see bright spots on the horizon, too. Yes, books—real books, physical books, bound books—will decline in popularity and eventually be overtaken by e-versions, even though e-books are still less than 10 percent of the overall publishing market. The computer science wizard Nicholas Negroponte claims the printed book will be gone in five years, but he's just being provocative. In fact, bound books won't disappear any more than live theatre has disappeared since the advent of movies and television. Like theatre, books will continue, but they'll

“... bound books won't disappear any more than live theatre has disappeared since the advent of movies and television.”

be relatively expensive and enjoyed by that well-educated, well-heeled audience that Milton called “fit, but few.”

But competition from e-books might push traditional publishers to take more care with their products. Recent releases from McSweeney's, Dave Eggers's little San Francisco publishing house, have reminded me how nice—

and rare—it is to hold a well-designed book. The ephemeral political thrillers can gravitate to the iPad's ether, but let Toni Morrison's next novel arrive tightly bound on rich cream colored paper with rough cut edges and a few stunning wood-cut illustrations. There are plenty of us who don't want to give up the look and feel of our personal libraries, so why can't we have books as lovely to behold as those enjoyed by readers in the seventeenth century?

Fresh Possibilities

Regardless of what the Luddites say, e-books are already doing some things better than bound books ever could. Faster production and instant delivery allows writers to release titles on current events while they're still current. And if they want, those writers can update and correct their material as events unfold, or incorporate comments on their work as readers chime in. The book as a static artifact frozen in its time is already giving way to something more immediate and fluid. Textbooks are migrating online for the obvious advantages that flexibility allows. Why shouldn't *The Sibley Guide to Birds* be filled with short videos of birds in flight? And the next biography of Beethoven you read should include links to audio clips of the musical passages under discussion.

E-books may also be a boon for forms of writing that have very little chance for success nowadays under the traditional publishing model. Half the nonfiction titles we receive at the *Post* would have been better as long essays than heavily padded books, but of course there's no

market for individual essays, no feasible way to sell them. But the e-market is already changing that, just as it seems to be reviving interest in short stories. The new publisher Electric Literature, which has 150,000 followers on Twitter (more than any other publisher), releases short work by some of the most famous authors in the country.

Of course, the real future of books lies on a page we can't read from here. Gutenberg's press, after all, didn't just allow printers to do what scribes had been doing more slowly in the past. It allowed for the creation of a whole new shelf of radical new forms and ideas (like newspapers and intellectual property). At the moment, we're pretty much looking for the e-reader to reproduce what we already like about bound books, but soon we'll be turning over a new leaf—just by pressing a button—and enjoying something out of this world. As the preacher says in Ecclesiastes, "Of making many books there is no end." 



Ron Charles (US'80, C'84) is fiction editor of *The Washington Post Book World*. In 2008, he received the National Book Critics Circle award for best reviewer. He taught English at Principia College from 1986–1992.



Julie Ewan/The Washington Post

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Ron Charles's Reviews at *The Washington Post*

<http://wapo.st/ron-charles>

Ron Charles's Video Reviews

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Reading on the Rise: A New Chapter in American Literacy

www.nea.gov/news/news09/ReadingonRise.html

"Vegetal and Mineral Memory: The Future of Books"

<http://weekly.ahram.org.eg/2003/665/bo3.htm>



A is for Australia, America, and Africa



A former first grader's book about the seasons

Welcome to the world of words

by Trudy Palmer

Angie Wohlfarth's first graders are on fire about the written word! They dive into books of all different genres—fiction, non-fiction, fairy tales, and more—listening to them, of course, but also reading, writing, and illustrating them. Some students just began learning to form their letters at the beginning of the year; others could already write dozens of words. No matter where they began, however, each is a budding author by now, hard at work on his or her own ABC book, with themes ranging from insects to American history.

In the course of the year, each student will write, edit (with their teachers' help), revise, and illustrate numerous books with increasingly complex storylines. Once a book is finished, it's "bound" and laminated, and gets a pocket in the back for a library card. Beginning mid-year, students are ready to suggest edits for each other's stories, and they start "checking out" classmates' books, curling up at home to read them as excitedly as they would a bestseller.

Speaking of bestsellers, the first graders regularly correspond with acclaimed authors. Each month, the class reads several books by a single author; then each student writes a letter to him or her, and often they get responses back. For example, Caldecott and Newbery Award-winning author/illustrator Tomie de Paola wrote this year's class on November 18, thanking them for their letters and sharing news about New Hampshire, where he lives. And in years past, British author/illustrator Clare Beaton included original artwork with her letters to the class. It's as if these authors are saying, "Welcome to the world of words!" 📖

Sixth graders create pop-up books

Recently, students in Holly Morris's sixth grade language arts classes wrote, illustrated, and constructed a variety of very creative pop-up books. Topics ranged from conquering fear to making friends and featured people, animals, and sea creatures as characters. After finishing their books, the authors read them to rapt preschool audiences—a win-win for everyone!



I Brake for (the) Books

by Trudy Palmer


In affluent nations, digital natives—those born into the digital age—grow up surrounded by screens of various sizes. As toddlers bored at the grocery store, they're just as likely to be handed a cell phone as a set of keys for entertainment. And at Starbucks the other day, I saw a preschooler playing on an iPad while her dad sat next to her working his iPhone. Through everyday incidents like these, technology becomes digital natives' native tongue.

Education would be remiss not to hone this fluency, and both the School and College take that responsibility seriously. At the same time, Principia's purpose—"to serve the Cause of Christian Science"—underscores the importance of striking a balance between books and screens.

Carol Stookey, the director of the library at the College, worries about the impact of our fast-paced, fragmentary culture on "the amount of time people are willing to spend reading deeply and analyzing text." In particular, she's concerned about the impact on Christian Scientists' "deep textual study of their pastor, the Bible and *Science and Health*." For Stookey, the object one reads (a book or a screen) doesn't matter as much as the way one reads. "Deep study," she says "can be done on digital devices—as long as people resist the habit of scanning and surfing that comes with screen culture."

It's also worth noting that in the *Manual of The Mother Church*, Mary Baker Eddy requires that those conducting church services "not read from copies or manuscripts, but from the books" (Article III, Section 4). If for no other reason than this, a school for Christian Scientists needs to ensure that books don't become outdated. As Holly Morris, a member of the Middle School language arts team, puts it, "We need to protect and cherish the feel of holding books in our hands."

In many, everyday ways, Principia provides opportunities for students to connect with their pastor in book form. Students and adults regularly read from bound versions of the Bible and *Science and Health* during classroom chapels, Quiet Time talks, and inspirational meetings before athletic events and arts performances. In addition, study rooms on both campuses contain these books. And each College student and boarder at the School is required to have his or her own set of books. Most faculty and staff members have a set in their office and/or classroom as well.

Such ready access to "the books" serves as a useful balance to the dominance of screens in contemporary culture. Even so, watchfulness is warranted, as Morris points out: "Conversations need to keep happening at Principia—and in the Christian Science movement—to ensure that books don't feel foreign to future generations." 

The College Library's Digital Conversion (in Digits)

10: the number of years ago the library began switching journals from print to digital format

5: the number of years that students have been using ebrary (an e-book source) for their research

2: the number of years ago the library's budget for electronic sources first exceeded its budget for print purchases

3,000: the former collection of print journals

44,500: the current collection of electronic journals

50,000: the number of scholarly e-books at the library

176,200: the number of bound books (scholarly and non-scholarly) at the library

Reading Still Has Plenty of Fans

by Marla Sammuli

Middle schoolers (from left) Paige Pearson, Brittany Duke, and Emma Coyne lose themselves in their e-readers with shelves of bound books in the background. All three agree it's just as easy to curl up with an e-book as a bound one.

In case you think the days are over when kids prefer reading a book to gaming, watching YouTube, or socializing on Facebook, we offer a glimpse into the very real (and decidedly un-virtual) reading lives of a few upper schoolers.

It is true—not every student professes to read 10–20 books a month. But for those who do, nothing quite hits the spot like a good read. With a full day of classes, homework, sports, and time with family and friends, when does all this reading get done? In every spare moment, they'll tell you. In between classes, while waiting for the bus, right before drifting off to sleep . . . there's always a minute or two more for reading. And vacations are bliss. "During winter and summer breaks, I choose an interesting topic and head off to the library to get 10–12 books about it," senior Ben Sleight shares. Last summer, it was the life and exploits of Napoleon (Bonaparte, not Dynamite). Needless to say, these days Ben can tell you anything you want to know about the Emperor of France.

Every reader has a story about how his or her love for the printed word began. Senior Bishoppe Kamusinga says,

"My dad has lots of shelves with lots of books. I just started picking them up, and didn't stop." Freshman Ben Swank remembers his sister reading fantasy books to him as a young child and helping him sound out the words as she read. Junior Ben Austin vividly recalls his first *Magic Treehouse* book in first grade. "It was about a tiger. After that, I was hooked!" And sophomore Ashley Wray shares a special story from her toddler days: "I remember when my grandpa came over, turned off the TV, and said, 'Ashley, we're going to do something different today.' Reading became the thing we did together—grandpa and me. I was reading chapter books by kindergarten."

Although reading real books on real paper is still the fare of choice (with J.K. Rowling's *Harry Potter* series at the top of many a list), students are also reading newspapers (yes, in print)—mainly *The Wall Street Journal*, *The Washington Post*, *The New York Times*, and *The Christian Science Monitor*—and magazines like *Time*, *National Geographic*, and *Wired*. Yet they routinely read news online as well at CNN, BBC, the *Monitor*, and Yahoo. Of course, they have special online interests too: in his free time,

senior Zack Narkin pores over online tech and smart phone news, and discussions of new apps and Android software. Junior Anna Tarnow prefers to follow her favorite authors' blogs, like the one by Holly Black, author of *The Spiderwick Chronicles*, though Anna admits, "You can waste a lot of time reading blogs. Before you know it, hours have gone by."

As a whole, however, this group isn't too keen on screens, preferring the real thing to reading on a computer, iPad, or e-reader like the Kindle or Nook. Why? "I don't like scrolling," and "Books never run out of batteries or crash." Most important, they simply enjoy hefting a real book in their hands, pondering the cover, and scanning those creamy, ink-filled pages. There are benefits to those "wireless reading devices," of course. Freshman Annalicia Steele's eyes light up when she considers, "A Kindle would be nice because as soon as you're done with a book, you could get another one right away!" (Why wait? This is 2010 after all!)

Print is dead? Books are obsolete? Young people prefer the Internet?

Surely you don't believe everything you read. ■



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And the winner is . . .

by Trudy Palmer

After delicious deliberation, the judges for the Pub Shake Contest made their selections and arrived at not one winner, but two. That's right, there was a tie. What's more, both winners are members of the College Class of 1979. What are the chances of that! And now . . . drumroll, please . . . the . . .

2010 Pub Shake Contest Winners

Peter Ross (C'79)

Mintee Fudgsicle

Mint chip and coffee ice cream
with hot fudge

Timothy "TK" Kirkpatrick
(C'79)

Teutonic Tonic

Chocolate ice cream with a splash of
half-and-half and brownie bits, and
whipped cream on top



Many thanks to all those who submitted creative concoctions ranging from the "Syllie Surprise" (in honor of Sylvester)—vanilla ice cream with chocolate bits, raspberries, and graham cracker crumbs—to the "Rocky Road-a-brand" (honoring longtime faculty member Rocky Rockabrand). That one consisted of chocolate ice cream with chocolate chips and toasted almonds, and mini marshmallows sprinkled on top.

Thanks, too, to our judges, who substituted shakes for dinner the night of the taste test. None of them was as ruthless as Simon Cowell (of *American Idol* fame), but a few unvarnished comments came out, like "Ewww!" and "That's the first one I can't finish."

Of course, there were murmurs of praise as well, like this long, drawn out "Ooooooh, that's good!" Here's a list of the judges: Sue Palmer (C'79), Michael Booth (US'94, C'98, current faculty), Mary (Marvin, C'05, Pub manager) Odhiambo, Ben Black (C'12, student Pub manager), and Tim Crump (C'12), who will begin working in the Pub in January. Special thanks to Mary, who not only served as a judge but also made all the shakes for the taste test!

The next time you're on campus, why not conduct your own taste test? Both winning shakes will be offered winter quarter 2011. Since the Teutonic Tonic includes half-and-half (which isn't routinely used in the Pub), it will only

be offered on a limited basis after that. It will be available, however, during homecoming, reunions, and Summer Session so that alums returning to campus can enjoy it. We expect the Mintee Fudgsicle to have a permanent place on the Pub menu.

Finally, in another coup for the Class of 1979, **honorable mention** goes to classmate **Meridee (Kelby) Olsen** for the most Princentric shake name: I Love Prin a Lat-te. The ingredients? Coffee and vanilla ice cream with chocolate chips and whipped cream on top. Clearly, those '79ers have an affinity for the Pub! 🍷



Pub shake taste testers deliberate: (from left) Tim Crump, Sue Palmer, Michael Booth, Ben Black, and Mary Odhiambo



Jeannie Sellers L'Heureux

(US'75, C'80)

Over the last twenty years, Jeannie has volunteered as a . . .

- Career Contact
- Principia Club President
- Alumni Association Board Member
- Reunion Committee Volunteer
- Externship Sponsor

With three children, a family business, and numerous church and volunteer commitments, Jeannie has a full plate. Yet she volunteers for Principia as a way of giving back: “Principia is more than just a school. It played a big role in making me who I am today—I’m sincerely grateful for that.”

“Volunteering for Principia has been a blessing—and a lot of fun!”

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FRESHMEN

(AND THEIR TEACHERS)

Begin a Journey



by Marla Sammuli

Do you remember your freshman year in high school? Was it a time of great excitement and anticipation, but also of adjustments, transition, and perhaps even a little trepidation? If so, you've got good company—in this year's freshman class!

Traveling Companions

To ease the transition into high school and provide the best possible learning climate during this unique time in a student's educational journey, several Upper School teachers have joined forces to reinvent ninth grade. It all started quietly over a few shared lunches last spring—an open, collegial dialogue that quickly blossomed into what is now termed Freshman Experience, or FE.

Over the summer, the group worked hard to pin down their ideas and devise a framework for the program. English teacher Jodi Fielding describes the process this way: "First, we mapped our individual curriculum pieces to find possibilities for cross-curricular work. We discussed everything we do in our classrooms, brought our individual pieces in line with a unified whole, and

designed a Mission, Vision, Values, and Goals statement to keep us focused on our objectives."

This fall, the group has expanded to include seven faculty members representing English, science, mathematics, social studies, Spanish, library science, and technology—a diverse team dedicated to providing an engaging, academically dynamic environment for freshmen.

>>



Students pause for a photo during a recent learning trip to Principia College.

Choosing a Destination

As an entirely teacher-driven initiative, there were no mandates about how the program should look or what it should contain. Instead, the group was guided by three signposts of their own choosing: their cumulative teaching expertise and years of experience; current best practices, curricula, and learning standards; and Mary Kimball Morgan's educational vision set forth in *Education at The Principia*.

From there, the key components of Freshman Experience emerged: (1) a nurturing environment that fosters an effective transition from middle to high school, (2) cross-curricular and interdisciplinary units of study that help students make connections and encourage thinking from multiple perspectives, (3) meaningful field experiences that support hands-on, experiential learning, (4) a freshman schedule that allows for core classes in the morning, (5) increased collaboration among teachers, parents, house parents, and coaches, and (6) strong support for character education.

One of the team's major accomplishments along the way was developing a "Character and Work Ethic Evaluation." Each participating teacher will give this assessment three times per term (nine times per year), evaluating students' character growth and work habits separately from their academic grade. "By giving our students this type of specific and consistent

feedback in the area of character development, we provide clear expectations on a regular basis about how they can be more successful," Fielding explains. Science teacher Tim Langworthy elaborates, "It gives me increased opportunities to address the varying needs of my students in terms of character, in addition to standards-based academic grading."

"I like the variety in the program—the changes of scenery and different types of activities. Our teachers always throw something else in to make things interesting."

~ Courtney Puduski

Such detailed feedback allows students to assess the path they're on and, if necessary, correct their course—all of which fits perfectly with this year's FE theme, "the journey." The year began with an orientation featuring an inspirational video by National Geographic photojournalist Dewitt Jones titled *Celebrate What's Right with the World*. Students then worked in groups to develop a vision of creativity, values,



Tanner Walters shows off an artifact from the College museum during an interdisciplinary history and creative writing lesson.

There's always time for some freshman fun and friendship.

and service based on ideas in the video. Taking it one step further as Christian Scientists, both teachers and students are approaching their work throughout the year from the basis of healing and with an eye on the unique value of a Principia education.

Sightseeing

If you observe FE classes in action, you're bound to see some exciting and unusual "sights." Incorporating field experiences and hands-on, out-of-the-ordinary learning activities is a primary goal and one that the FE team is having a great time delivering. For instance, during an English and history interdisciplinary experience, all freshmen trekked up to the College campus to study ancient artifacts in the museum and prepare creative writings that tell the artifacts' stories.

"All the hands-on, physical activities really help you get into the class and what you're learning, instead of just listening to lectures."

~ Melissa Frank

Math teacher Jim Moser is a fan of the recent Marshmallow Challenge, during which students worked together to build a marshmallow structure using what they're learning in math and physics. He shares the value of this kind of hands-on learning:

In an experiment, students see math unfolding before their eyes. It's no longer just symbols and manipulation; it's real data they've collected and used. That's why the Marshmallow Challenge was so great. It showed the students that problem solving is messy. In the real world, problem solving is all about planning, trying ideas, and then refining them. You don't ever have the benefit of an answer key. This activity was a great lesson in both problem solving and collaboration.

Another example comes from social studies, where along with reading, writing, and listening to lectures about ancient and modern Hindu culture, Rich Eisenauer's Non-Western Civilization students toured the local Hindu temple and asked questions of a Hindu priest and a university professor who is a temple member. During the same week, students were treated to a moving performance about India's untouchables, brought to dramatic life by two recent Principia College grads who interviewed members of the Dalit (untouchable caste) while on an India Abroad. For their final project on this subject, students will create personal scrapbooks about Hinduism,

>>



Front row left to right: Jodj Fielding, Judy Barker, Andrea Ragnow
Back row left to right: Tim Langworthy, Jim Moser, Rich Eisenauer, Cindy Marston

compiling the information they feel is essential and adding their own insights and experiences.

The FE team is eager to develop more field experiences as the year progresses, possibly including an interdisciplinary unit that takes students out of the St. Louis area, as well as career exploration activities that involve partnering with “real-world” professionals.

Pleasant Surprises along the Way

Every journey involves unexpected challenges and unanticipated delights; this one is no different. For Fielding, one of the greatest joys is working with the FE team. She says, “The teaming concept is not new to me, but working with a team of Christian Science educators surpasses every other experience I’ve had in education. Having a common understanding from which to proceed, and then knowing that each of us can fill our niche in just the right way, is inspiring to see. We

“I like how the core classes are all in the morning, so it’s easy to mix up the schedule, do different things, and have a fun change. I like the flexibility the teachers have to plan things together.”

~ Belle Abbott

support each other beautifully—truly a demonstration of the oneness of Mind.” Langworthy, an experienced teacher who has seen other ideas come and go, is encouraged by the commitment of the freshman teachers. “Initiatives can lose their momentum after a promising start,” he comments. “I’m pleasantly surprised that the FE team members are more enthusiastic than ever, working hard every day to make the program even more meaningful for students.”

Of course, the proof in the pudding of any new teaching enterprise is its impact on students. So far, all the evidence suggests success—so much so that it’s noticeable beyond the FE environment. Here’s what Academic

Dean Merrill Boudreaux sees on a daily basis: “The freshman class is focused, supportive of each other, and there are fewer academic alerts than usual at this time of year. There’s a calmness to their behavior both in and out of class, and Christian Science is underpinning their daily work. The standards are clear, expectations are high, and they are measuring up.”

That certainly sounds like a successful start not only for the FE program but for first-year students as they begin their high school journey with the freshman teaching team by their side, building a strong foundation for the students’ next three years and beyond. ■

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3rd Annual Cardboard Canoe Regatta

A photo essay by Joshua Van Horsen

As in years past, the College's 2010 regatta highlighted Principians' grit, ingenuity, and willingness to quickly capsize or slowly descend into the mighty Mississippi.

Allowed only cardboard, water-based paint, and packing tape (not to exceed 10 percent of the final product), students constructed canoes and then raced them along the banks of the river. This year's winning team: Brian Ritter and Garrett Fielding, both freshmen.



Students cut, construct, tape, and paint their vessels.







Students ferry their canoes to the shore.



Celebrating a bit prematurely, these two capsized moments later.





Contestants begin launching as Reid Charlston, a resident counselor, mans one of the safety kayaks.

Their cardboard still seaworthy, Brian Ritter (left) and Garrett Fielding surge to victory.





Teams struggle (unsuccessfully) to keep their canoes afloat.



Garrett admires his first-place trophy.



Drenched cardboard awaits recycling at the close of the regatta.

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Longtime “family” givers

by Phebe Telschow and Trudy Palmer

For many alumni, Principia feels like family. That’s true for Dorel (Alco, US’40, C’44) Abbott and Art Robson (C’42). Perhaps that explains why they began contributing to Principia a year after graduating and have given consistently—and generously—ever since.

Dorel’s family ties to Principia are literal—three generations of her family have attended the School and/or College, as did her husband, Richard Abbott (US’38, C’42), who also served as a Trustee in the 1970s. By contrast, Art wasn’t related to any alumni, but he thought of Principia as his family from the day he graduated until he passed on in 2009. We hope you enjoy getting to know these two members of our Principia family.

Altogether, Dorel’s family has over 100 years of connection with Principia. Her father, a Christian Science practitioner, was a close friend of Frederick Morgan (affectionately known as Mr. Freddy), the oldest son of Principia’s founder. Dorel spent most of her childhood in California and cheerfully recalls Mr. Freddy stopping by for family visits full of laughter and stories about Principia.

Dorel began attending Principia as a Middle School boarder and continued straight through the College. To this day, she remembers her friends from those days with great affection. She has volunteered for Principia in various capacities over the years, including serving as a Principia Club president and Alumni Board member. As a donor, Dorel especially loves supporting capital projects, faculty retention efforts, and improvements to the dormitories.

Asked what she finds most worthwhile about Principia, Dorel answers without hesitation: “The values of Principia are the values of Christian Science. It’s a way of life that sustains you. Relationships formed on that basis are unforgettable.”



◀ Dorel Abbott



Art Robson ▼

The only member of his family to attend Principia, Art never married and had no siblings. After graduating, he corresponded regularly with College Dean of Men Garner Hubbell. Art’s letters to him read like letters home, invariably closing with “fond love” or “much love” to the dean and his

wife—and “a special pat for Ven,” the Hubbells’ dog.

An August 1944 letter from Art conveys the still-tangible impression Principia made on him: “I often re-live moments of those very happy years at Elsah, and you’re all continuously with me, from the tiniest hedge-rose to miles of vista.” Two years later, he wrote, “I honestly think that if my fairy godmother came to grant me one wish—it would be another four years at Elsah.”

But Art’s letters weren’t limited to nostalgia. He kept Dean Hubbell up to date on everything from his church activities and career changes to his much-loved vacations at dude ranches. Art was confident that Principia cared about him, and the dean’s tender responses confirmed that confidence.

In later years, Art’s circle of contacts grew to include Helen Andrews, Betsy Holt, Bob Larsen, and others. Art donated generously to a variety of programs at Principia but was especially supportive of the renovation of Watson at the College and of technological improvements on both campuses. ■

At Home in Howard House

by Sharon (U'Ren, C'70) Carper

I started dreaming about coming to Principia College when I was thirteen. My family had no money for college, and as one of the oldest of a brood of six with a dad who was a salesman, it certainly seemed like just a dream that I would someday be a student in Elsie.

But during my first admissions interview (when I was thirteen), the admissions director was very kind and encouraging. I started receiving brochures and view books from Principia, and pored over all the pictures and descriptions of campus life. Even the Upper School news intrigued me.

I loved the pictures of cheerleaders and student activities, and I memorized the faces of kids caught in the act of expressing joy.

When I was accepted to the College four years later, I spent my entire senior year of high school preparing for this amazing experience. During that year, I received a welcome packet from Howard

House, and much to my delight, the president of Howard was one of those cheerleader faces I had memorized—Merrily Howlett! I was sure I was in the best house.



Howard House

My full demonstration of getting to Prin had to cover a lot of bases—from financial backing to winter clothes (which I didn't have since I was a Californian). To help with the latter, my Sunday School friends threw

me a "shower" and presented me with clothes they'd sewn and school supplies they'd purchased. Even getting to the College was a demonstration; since there was no money to buy a plane or bus ticket, I rode across country with a family friend. Every obstacle was overcome, and Love's supply was there every time I turned around.

I could hardly wait to get to Howard House! My friend and I drove for several days, camping along the way, sleeping by the side of the road (!) in Oklahoma, and even hiking the Grand Canyon during a 24-hour stop.

It was a great trip, but I was worried about showing up at Howard House unwashed and full of camping grit since I hadn't showered for days.

As it turned out, I was the last freshman to report to Howard House. There I stood on the flagstone patio in my dirty jeans and unwashed hair when out burst Merrily Howlett (US'63, C'67) in her adorable Villager jumper with a matching monogrammed blouse and loafers—the picture of a college coed! All I could say was, "You're the girl in the view book! The cheerleader!" She hugged me and welcomed me inside.

Quite embarrassed by the Grand Canyon mud still on me, I tried to apologize for the way I looked. But as Merrily beckoned me inside, she said, "Oh, don't worry! You just arrived looking like a senior instead of a freshman!" That put me at ease, and soon I was ensconced in Kitchen Wing in a triple with two upperclasswomen for roommates who warmly welcomed me and didn't even seem to see the unwashed Californian.



Merrily Howlett as an Upper School cheerleader in 1963

My mother kept the first letter I wrote home describing my first three days on campus. Forty-four years later, you can still feel the excitement and joy in those pages. So much of the letter is about feeling at home, even though I was away from family for the first time. Here are two excerpts from the letter:

The first night, after we were all in bed at 12 a.m. . . . the seniors went up and down the halls singing hymns to us. It was so peaceful and wonderful. You could hear them all over the house as they went down the halls.

Everyone is so friendly and bubbly . . . it's really easy to make friends! I love my dorm!

The welcome I felt those first three days is permanently intact within the yellowed pages of that letter. I'm so grateful that my mom kept it. What a treasure!

Merrily Howlett remained my model housemate for that first year, and it

seeded the friendship that continued another forty-three years, including wonderful times on the country campus as fellow teachers at the Upper School. She loved to regale students in our classes about my antics as a freshman. In turn I told stories about her demands as house president and how we had to recite the third verse of the "Principia Hymn" whenever a senior encountered us in the dorm. Merrily caught me one time still dripping from a shower, so I stood there attempting to get every word right while puddles formed on the floor!

Those memories of my first quarter in Howard House came flooding back to me this fall as we dropped our son off on campus for freshman orientation. Instead of distant memories, they seemed like yesterday's experiences—especially that first night in Howard when I had a hard time getting to sleep because I was so happy. 📖



Sharon her freshman year at the College



Sharon with her son Abi, who is a freshman at the College

What's *your* Principia story?

With this article, we introduce an occasional feature—My Principia Story—providing readers space to share a significant aspect of their Principia experience. To submit your story, send up to 800 words to purpose@principia.edu. Submissions selected for publication will be edited with the author's permission.

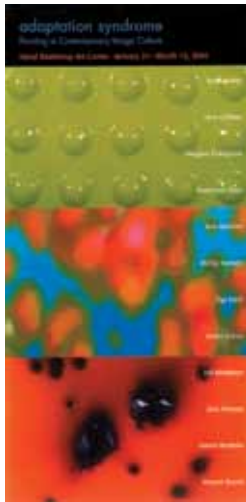
The background of the page is a vibrant yellow. It features several large, white, circular shapes that resemble moons or suns. Overlaid on these are dark, silhouetted figures of people in various poses, some appearing to be in a camp or resting. The overall style is abstract and expressive, with a focus on light and shadow.

ATTENTIVENESS:

THE GIFT OF CONTEMPORARY ART

by Trudy Palmer

Paul Ryan, the camp under the moon (detail), 2009. Oil and acrylic on canvas, 44 x 44 in. Courtesy of Reynolds Gallery, Richmond, VA.



Brochure cover for the 2005 exhibition *Adaptation Syndrome: Painting in Contemporary Image Culture*, curated by Dinah and Paul Ryan, at the Hand Workshop Art Center (now the Visual Arts Center of Richmond) in Richmond, VA.

Cover images (from top):

Daniel Raedeke, *LAZYACTION BUMP (detail)*, 2004. Enamel on cast latex paint, 44 x 30 x 3 in. Courtesy of the artist and Byron Roche Gallery, Chicago, IL.

Scott Barber, *Untitled (detail)*, 2004. Alkyd urethane on aluminum, 60 x 42 in. Courtesy of Barry Whistler Gallery, Dallas, TX.

Margaret Evangeline, *Polychromaculate #3 (detail)*. Oil on aluminum with gunshot, 42 x 42 in. Courtesy of Byron Roche Gallery, Chicago, IL.

Long gone are the days (if they ever existed) when art was art and life was life and the two kept their distance. These days, only the thinnest of membranes (and a permeable one at that) separates art from life. Cuban filmmaker Julio García Espinosa predicted this forty years ago when he said, "Art will not disappear into nothingness; it will disappear into everything."^{*}

Do alarm bells go off when you hear that? Not for the artists interviewed for this article. Instead, they celebrate the expansive spirit of contemporary art. **Dinah Ryan** (C'78) is a fiction writer, art critic, freelance curator, and English professor at Principia College. **Paul Ryan** (C'77), Dinah's husband, also has a multi-tiered practice as a painter, critic, curator, and art professor at Mary Baldwin College in Virginia. **Jim Hegarty** (C'76) is a music professor and chair of the Music Department at Principia College. A jazz pianist and computer musician, he performs and records individually and as the leader of the quartet Off-Topic. **Mary-Jean Cowell** (US'59) is a modern dancer, dance professor, and director of the dance program

^{*}From the 2005 exhibition catalog for *Adaptation Syndrome: Painting in Contemporary Image Culture*, curated by Dinah and Paul Ryan. The catalog and exhibit are available in the online journal *Blackbird* at www.blackbird.vcu.edu/v4n2/gallery/asynndrome/index.htm. The original source for Espinosa's comment is his 1969 essay translated as "Toward an Imperfect Cinema."

at Washington University in St. Louis. In addition to her training in dance, she holds a PhD in Japanese literature and theatre.

Each of these practicing artists is also a teacher, keenly aware of all that the study of art can offer students as they navigate their way through today's dense culture of creativity—AKA life.

ART FOR EVERYONE

In the late 1950s, the introduction of mass media into traditional western art media and practices began blurring the boundaries not only within art (between "high art" versus "low art," for instance) but also between art and life. The blurring of those boundaries created much more inclusive definitions of—and audiences for—art. "Part of the point of post-modernism has been to democratize culture," P. Ryan notes, "to broaden it and make it more accessible, and to erase the distinction between art and life." D. Ryan offers two examples of this: *Flower*, a video game that "models what happens in a lyric poem," and novels serialized as text messages (a popular genre in Japan that has recently taken root in Europe and the U.S.). "Those are very sophisticated but very democratic forms of art," she notes.

For another example of art as life, P. Ryan offers Dominique Mazeaud, a member of the environmental movement within the art world. He explains:

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Dinah Ryan (left), viewing a work by Douglas Gordon at the DOX Centre for Contemporary Art in Prague, Czech Republic. Photo by Paul Ryan.



Cover of Jim Hegarty's jazz CD Cut it/out. Cover design: Jim Hegarty.

Beginning in the late 1980s, Mazeaud, who lived near the Rio Grande, decided that her artwork was going to be cleaning the part of the river near her. In a regular, ritualistic way, she would go and essentially just take trash out of the river. She kept a diary . . . and that became part of the art for her, and the ritualistic way she approached it became part of the form of her artwork.

While I think her intention was a very heart-filled desire to help the environment, she was also expanding our definition of what art is. She was saying, "Art can be more than the traditional sense of rarefied objects. It can also be useful."

Cowell identifies a similar alliance with real life in the development of modern dance. "One of the early criticisms of ballet from the perspective of modern dance," she explains, "was that the way people move in ballet is not the way people move anymore. We are no longer wearing corsets, so why do we always have to be upright? Why can't we go to the floor? Why can't we move our torsos? So the fuller range of movement in modern dance had to do with dance becoming more human and more real again."

In particular, Cowell offers the legendary American choreographer and modern dancer Merce Cunningham as an example of this narrowed gap between art and life:

Cunningham is referred to as making space more democratic because he often used chance methods to distribute people on the stage. As a result, every part of

the stage becomes important. He saw it like real life on the street, where all sorts of things happen at the same time, and you make a choice about what to focus on.

Cunningham and John Cage, his frequent collaborator, often referred to Zen and the I Ching as sources of inspiration for their approach to art. This may sound esoteric, but the effect in their work was that dance (and music) should be more the way life is rather than separate from life.

"[Mazeaud] was saying, 'Art can be more than the traditional sense of rarefied objects. It can also be useful.'"

Not only have performances and artworks become more democratic, but the ability to produce and distribute them has as well (think self-published books, YouTube, etc.). "The tools of creating music have definitely been democratized," Hegarty notes. "The whole evolution of technology to the point where you can do on a laptop what would have cost you thousands of dollars to do in a recording studio in the '70s or '80s has done a lot for allowing people to express themselves more thoroughly."



Paul Ryan, *sunday afternoon (detail)*, 2009. Oil and acrylic on canvas, 44 x 44 in. Courtesy of Reynolds Gallery, Richmond, VA.



Mary-Jean Cowell performing in “Source Tracings” at Washington University in St. Louis. Photo by David Marchant.

SELF-EXPRESSION VERSUS ART

None of these artists would say that self-expression is the same as art or that art is only about self-expression. D. Ryan makes that point emphatically: “Making, reading, exploring, and experiencing images is something that everyone does. But that’s *not* the same thing as working in art.” Yet there’s no denying that the definition of *art* is expanding as the means of creating art become more accessible and as artists purposely make their art more lifelike.

Which brings us to the question, *What is art?*

For Cowell, the answer lies in a distinctive integration of idea and expression. “There should be a central aesthetic concept, a cohesive statement; some people call it the gestalt,” she explains. “What’s driving the art work, what makes the whole more important than the sum of its parts, how does it come together in a satisfying way versus just cataloguing interesting things from different art forms or earlier artworks?”

Hegarty concurs completely: “Art has to have some depth or insight, some kind of gravity to it. To me, that’s the reason to make art.” Using talking as a metaphor to explain his point, Hegarty notes the difference between an insightful, thought-provoking presentation and idle gossip. “Just as the latter isn’t all that valuable,” he notes, “I don’t think something made in a musical language that doesn’t make a meaningful statement is all that artistic either.”

Regarding the formal aspects of art, D. Ryan adds this qualification: “The extent to which the artist understands the potential of and is inventive about using his or her media is an important aspect of art.”

ATTENTIVENESS SPOKEN HERE

Coherence, depth, insight, inventiveness. These are a few of the measuring sticks that go into assessing and defining art. In the end, however, wrestling with these gauges may be more important than any assessment or definition one arrives at. As P. Ryan notes, “One of the things about the art world in general—whether you make art or write about art or even just look at and think about art—is that you’re paying attention. Looking hard at something—noticing and paying attention—is a loving act, a caring act. In a nutshell, that’s what art is about.”

Confirming this point, Cowell notes that for Cunningham and his longtime partner, musician John Cage, “the way you perceive, the act of perception, is what makes something art. Cage essentially defined music as an act of listening. In essence, he asked, ‘Is your attention the way it would be if you walked into the concert hall and paid a lot of money to sit there?’”

“... art has always demanded our undivided attention ...”

On the one hand, this expectation of attentiveness is nothing new. From cave paintings to Beethoven’s Fifth to Alvin Ailey’s *Revelations*, art has always demanded our undivided attention. But that demand takes on new significance today as we’re inundated with sounds, images, and motion. “We swim in a plethora of information—visual, written, digital,

>>

and more,” D. Ryan says. “But it’s not enough just to swim in it, to mindlessly experience it. We need to navigate it.”

Then, without skipping a beat, D. Ryan volunteers contemporary art as our navigator and guide: “Just as reading a written text is a sophisticated act that causes us to process ideas and insights, contemporary art, despite its complexity, can help us learn to read today’s culture and think about it in sophisticated ways. Then we begin not simply to swim in a plethora of information but to use it and think about it.” In other words, art’s insistence that we pay attention not only safeguards the meaning of the term *art* but also saves us from merely drifting on the currents of contemporary culture.


MUSIC VERSUS NOISE

An experience Hegarty had driving home one day helps illustrate this point. He explains:

I was listening to Miles Davis’s *Bitches Brew*, which is a landmark album, one of the first really complicated free jazz recordings. All of the sudden, traffic got really crazy, and I had to totally focus on driving, and this music in the background just sounded like noise to me. I wasn’t able to focus on it at all, so it just seemed like ugly, dissonant noise. But then, when traffic settled down, I could go back to actually listening and following the bassline and all the different parts and how they all go together, and it was back to being a really interesting piece of music.

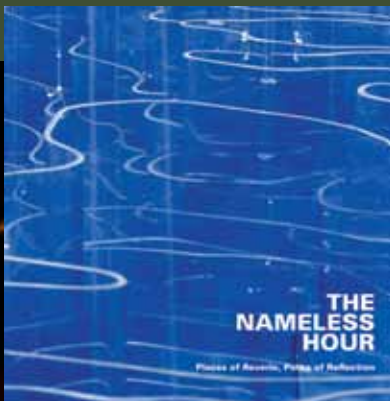
The fact that not being able to pay attention turned music into noise even for Hegarty’s highly trained ear underscores the power and value of giving high-ticket-price attention to art—and life. Without that focus, there’s a good chance we’re just swimming—maybe even drowning—in a sea of cultural noise.

“ . . . giving art the kind of attention it demands (and deserves) makes us deeper, more discerning thinkers . . . ”

Does this mean we have to be experts in all types of art in order to navigate contemporary culture? Of course not. But it does suggest that giving art the kind of attention it demands (and deserves) makes us deeper, more discerning thinkers, which is bound to have benefits beyond the gallery or concert hall. P. Ryan puts it this way: “There’s a moral aspect of art in terms of the difficulty that resides within it—not only the making process but also the seeing and looking—the kind of thinking art demands and the way it asks us to perceive in new ways. It’s a sharpening of perception, which helps us think more clearly and make better distinctions in our lives.” 



Jim Hegarty playing the Moog synthesizer with his quartet, *Off-Topic*, on the 2009 New Music Circle series at Kranzberg Art Center in St. Louis. Photo by Anna Hegarty.



Catalog cover for the 2010 exhibition *The Nameless Hour: Places of Reverie, Paths of Reflection*, curated by Dinah Ryan and Ashley Kistler, at Virginia Commonwealth University’s Anderson Gallery, Richmond, VA.
Cover image: Stephen Cartwright, *Fort Peck (detail)*, 2009. Acrylic, 18 x 156 x 96 in.
Courtesy of the artist.
Cover design: Sandra Wheeler.



Mary-Jean Cowell (left) in “*Source Tracings*,” for which she was the lead choreographer. It debuted in September 2010 as part of *Dance Close Up* at Washington University in St. Louis. Photo by David Marchant.

MARY-JEAN COWELL ON MODERN DANCE

"When I started studying modern dance, ballet was pretty much all butterflies and swans and things that didn't seem very related to the world. So modern dance was very exciting because it presented to me the whole modernist concept that the idea drives the form, that you take a certain idea—or you are given it is the way I have always felt about it in Christian Science—and then you explore the best way to express it. You don't have to think in terms of steps you've learned already; you can discover new material. You can express something in a way that is unique both to the idea and to you."



JIM HEGARTY ON IMPROVISATION

"In the kind of improvisation I do, it's just like we're talking—only we both have instruments, and instead of talking, we're playing back and forth in a conversation. Even in a solo performance, I create a dialogue with myself. Maybe it's the left hand against the right hand, maybe it's a fast melody against a slow melody, maybe it's a bright high thing versus a low thing. Whatever it is, the conversation has to do with contrast, with you and me, with two bodies or two entities, which can happen with one person playing two roles or sometimes even more than two."



DINAH RYAN ON THE LANGUAGE OF CHANGE

"With the rapid change in the way things are made and communicated in contemporary image and digital culture, we've had a change in language as profound and as revolutionary as the invention of the Gutenberg press, but we don't yet know how to speak that language. The beauty this new language can offer is something we have yet to discover."



PAUL RYAN ON THE VALUE OF CHANGE

"If you really want to be engaged with art, you're constantly moving conceptually. I mean, you can decide to take one position and stay in that critical position or that appreciative position, however you want to describe it. That's possible, and many people do. But one of the wonderful things about art is that it's constantly changing, and it asks us to change too."





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HEADING FOR

BROADER HORIZONS

by Phebe Telschow

What does a well-rounded education look like in the twenty-first century? What kind of preparation does it take to be successful in a world that has advanced beyond two-dimensional information? It takes more than theory. It takes the understanding and confidence born of experience within very broad horizons. That's why travel is becoming more central to Principia's curriculum at every level.

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New York City skyline



“Along with academic learning, character education gets a boost from travel . . .”

“It is no secret that children learn best by doing,” Head of School Marilyn Wallace points out regarding the School’s growing emphasis on experiential learning. As she elaborates, however, it’s clear she’s talking about more than academics:

Pushing back the classroom walls and enabling students, as Principia’s founder put it, “to lose themselves in wholesome activities that tend to fit them for unselfish responsibility” (*Education at The Principia*, p. 27) enriches what they learn from their teachers, and is the true purpose of experiential learning. It strengthens both the academic program and character education. Hiking through Costa Rican rainforests, touring the

Capitol building, or actually standing in the little attic room where Mary Baker Eddy wrote some of *Science and Health* can lead students to understandings and the practical application of them in ways that textbooks or other audio/visuals simply can’t.

Lower School Excursions

The longer, more distant trips Wallace refers to are geared for older students, of course, but all grades benefit from leaving the classroom to learn by doing. So students are being introduced to educational excursions early on. Lower School Director Mike Moyle explains, “Teachers work to provide experiences for the children where their learning comes alive. For example, students can become shop owners or craftsmen in the colonial village on Principia’s property or go out into the fields and streams and identify natural resources that Native Americans might have used for housing and other needs.”



Barcelona's mosaic wall designed by Catalan architect Antoni Gaudí

One Lower School grade (fifth) will even travel to Jamestown and Colonial Williamsburg. As ambitious as it may sound to take a group of ten- and eleven-year-olds 1,300 miles away, Moyle sees it as a natural extension of the local activities in the younger grades. The fifth grade trip will also go a long way toward addressing what Moyle calls "the challenge of making history relevant to children."

Middle School Trip Week

The Middle School used to offer an optional spring break trip to Washington, DC, but last year both the seventh and eighth grades traveled (as separate classes) to the nation's capital. And this year, the Middle School has reserved a week in May when sixth, seventh, and eighth graders will all leave campus for various locations relevant to their curriculum. Middle School Director Alyssa Henn comments, "Travel offers something that extends more deeply than a classroom discussion. It touches the heart and soul and builds a different level of enthusiasm

for learning and an awareness of the world around us. Travel is the kind of thing students remember and come back talking about."

One reason these trips are so memorable (and valuable) is that students tend to focus on the subject matter more deeply than in the classroom because they're experiencing it firsthand. Also, since the group is together 24/7, teachers and students engage with each other in fresh ways. In addition, the teachers' role shifts somewhat from purveyor of information to facilitator and co-learner as they take in the sights and sounds alongside their students.

Along with academic learning, character education gets a boost from travel as students practice being flexible, cooperative, patient, and so on. Some may even emerge as leaders in ways that hadn't been so obvious in a classroom setting. Finally, learning on the road gives students firsthand experience with a wider mix of people, cultures, and beliefs than they typically encounter on campus—another essential element of a twenty-first century education. ■

2011 SCHOOLTRIPS

5TH GRADE

American History

May 2011

Jamestown and Williamsburg, Virginia

Both Jamestown and Williamsburg offer total immersion in colonial life. Lower School Director Mike Moyle comments, "Students will hear re-enactors portray the very characters they've studied, compare and contrast farm life to village life, understand the role of slavery, and appreciate the time period's architecture and artifacts. We hope this trip will help instill a love for learning and a desire to study other historical periods and places."

6TH GRADE

The Role of St. Louis in the Growth and Development of the U.S.

May 2011

Day trips in the St. Louis area

Early on, the St. Louis area was one of the most diverse regions in the country with the overlap of Native Americans, the Spanish and French, and later the Germans and other immigrant groups. The sixth grade will set off on a wide-ranging exploration of the political, industrial, natural, and even sports history of their hometown.

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Costa Rica's ecosystems range from rainforests to coral reefs.

Grade-level trips for the 2010–11 School Year

As Head of School Marilyn Wallace explains, the School is working to make trips available to as many students as possible:

Principia School and College have always offered extraordinary out-of-classroom experiences for students—most of them optional. But if these experiences are effective learning tools and valuable enrichments for a handful of students, it seems right to make them available for many more.

There will always be opportunities for an individual student to pursue his or her interests with a group of peers—the Tetons trip at the Upper School and College abroad programs are good examples. Since these trips are so focused, they work well with a smaller group of students. But we're grateful that whole grade levels have begun having similar opportunities to connect with the broader curriculum in meaningful ways. In some cases, these trips have been made possible through generous donations. In others, the cost of the trip has been rolled into tuition, making it eligible for financial aid.

The Capitol in Washington, DC

7TH GRADE

Language Arts Cultural Tour
May 2011
New York City

Students will gain an overview of this legendary city and its culture while staying in the heart of mid-town Manhattan. In addition to high quality theater experiences and tours of some of the most noteworthy museums in the world (and lots of good pizza!), students will practice reading a city map and navigating public transportation.

8TH GRADE

Science and Spanish
May 2011
Costa Rica

Travelers to Costa Rica will have an extraordinary hands-on field experience in one of the most remarkable landscapes on earth. Using a remote eco-lodge as their base, students will come face-to-face with a live volcano, take a dip in natural hot springs, ride a zip line through the forest, immerse themselves in the rich natural history and bio-diversity of the rainforest, and practice their Spanish, of course.

11TH GRADE

Mary Baker Eddy and the History of Christian Science
Boston and several locations in New Hampshire
May 2011

Longyear Museum has invited the Class of 2012 to tour its collection and visit some of Mrs. Eddy's homes and other significant sites in the history of the Christian Science movement. Not only will students have an opportunity to learn more about Mrs. Eddy's life and times, but they'll stay in the Back Bay area (where The Mother Church is located), get a feel for Boston, and attend Sunday and Wednesday church services at The Mother Church. This trip is made possible by generous support from a donor and from Longyear Museum.

UPPERSCHOOL ELECTIVETRIPS

JUNIORS AND SENIORS

Creative Expressions in Nature
The Teton Science School in Jackson Hole, Wyoming
January 2011

This time-honored trip links the study of science with art and creative writing. Students research and explore the area's ecosystem while keeping a journal of written and sketched reflections.

UPPER SCHOOL ADVANCED THEATER ARTS STUDENTS

Theater
January 2011
Chicago

For over 30 years, advanced theater arts students have traveled to New York, but this year they're heading to Chicago instead. They'll see a Broadway touring company performance and shows by local theater and improv groups. They'll also spend time at the Art Institute and other museums.

ADVANCED SPANISH LANGUAGE STUDENTS

Language and Cultural Tour
Spring Break 2011
Spain

After a bike tour of Madrid, students will travel north to Salamanca for three days of home-stays. Then it's on to Granada and finally to Barcelona, where they'll study the work of Gaudí and Picasso. Upper School Spanish teacher Paulina Santos, the trip leader, hopes students will "gain a deeper appreciation for the Spanish language and culture, and embrace the opportunity to be outside their comfort zone. And maybe when they come home, they will appreciate all they have here even more."



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August 14–21, 2011

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August 7–20, 2011

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Enrollment is limited to keep groups comfortably small.



Awards and Achievements

SCHOOL



Savanna Sprague (US'11) was selected as Principia's 2010 St. Louis County Outstanding Student Leader in recognition of her leadership on the Student Council and Reconciliation Advisory Board and in athletics and academic work. She

learned a lot from observing older student leaders her first two years. "They were such good role models," she says. Then, by her junior year, she felt ready to test the waters as a leader herself. One of her favorite positions was volleyball captain, but she adds, "I hardly felt like I was leading the team because we were all like sisters!"

Four Upper School students have been named Advanced Placement (AP) Scholars: **James Jarvis** (US'11), **Drew Sterrett** (US'11), **Gavin Thomas** (US'11), and **Garrett Wells** (US'11). They completed three or more AP exams with a score of 3 or higher. **Briggs DeLoach** (US'11) was recognized as an Advanced Placement Scholar with Honor. For this award, Briggs had to achieve scores of 3 or higher on four or more AP exams and earn an average score of at least 3.25 on all the AP exams he took.

Peter Carnesciali (US'11) and **Ron Douglas** (US'11) are National Merit Scholarship Program Commended Students based on their scores on the 2009 PSAT/National Merit Scholarship

Qualifying Test. Commendation recognizes "outstanding academic promise."

Fifth grader **Liam Frager** won a district-level piano competition in St. Louis and received a superior rating in the state competition.

Following successful auditions, **Bethy Diakabana** (US'13), **Annika Fredrikson** (US'14), **Meredith Hamilton** (US'13), **Stephen Hanlin** (US'13), and **Gabe Stringer** (US'13) earned places in the St. Louis Metro District 8 Honor Choir. Annika placed in the top 20 in her section.

Georgette Hoffmann (US'13), a clarinet player, won a seat in the St. Louis Metro District 8 Honor Concert Band.

Upper School math teacher **Jim Moser** (C'04) recently earned recognition as a Distinguished Teacher by the American Board of Certification of Teacher Excellence. The rigorous certification process, which took roughly a year to complete, included coursework and exams in mathematics and pedagogy. A teacher at heart, Mr. Moser says, "One of the best parts of the process was being able to immediately apply what I was learning to my teaching."

COLLEGE

Principia's Programming Panthers (pictured here from left), **Ross Vincent** (C'12), **Vladimir Darmin** (C'12), and **Kelsey Meidell** (C'11), took 3rd place out of ten teams at the local Association for Computing Machinery (ACM) International Collegiate Programming Contest. They

placed 22nd among the 138 teams of the Mid-Central Region. The ACM does not bracket contestants according to the size of their institution, so the College's team was up against much larger schools, such as Vanderbilt and St. Louis University, as well as state universities from Kentucky, Arkansas, Northern Alabama, and so on.

During the contest, teams are given five hours to solve between eight and twelve challenging programming problems. Their solutions must perform perfectly against unseen data sets. A single character out of place can sink a potential solution, requiring a resubmission and penalty.

Since 1990, Principia has placed almost without exception in the top third of their region and twice in the top tenth.

Blake Hansen (C'11) of Beaverton, Oregon, is the College's choice for the 2009 Lincoln Award. The Lincoln Academy's Student Laureate Medallion is given each year, along with an honorarium and a certificate of achievement, to one distinguished senior at each of Illinois' four-year colleges and universities, and to one student from among all the state's



Awards and Achievements



community colleges. Lincoln Award winners "serve as role models to other Illinois students," Thomas S. Johnson, Chancellor of the Lincoln Academy says, noting the winners' "personal commitment to excel."

An exceptional musician, Hansen is majoring in piano and violin performance. He has performed as first violinist with the Mt. San Jacinto College

Orchestra and served as concertmaster for the University of Redlands Youth Ensemble of Strings and the Principia College Orchestra. As a pianist, he has soloed with the Mt. San Jacinto College and Principia College orchestras, and he has placed in several competitions, including the University of Redlands Merit Awards, the Inland Empire Piano Festival, and the Sigma Alpha Iota competitions. Last spring, Hansen toured the Pacific Northwest and Northern California with a select group of College musicians, dancers, and vocalists.

Asked about his time at the College, Hansen reflects on the overall environment: "The professors all share a commitment to excellence and exhibit an infectious fervor and love for their respective fields. The importance of

each individual is never disregarded, and the primary goal of educating the whole man is never lost. Being in such an enriching environment has afforded me great opportunities that have increased my appreciation for all that is lovely and soulful."

After graduation, Hansen plans to pursue a master's degree in piano performance.

Dr. Virginia Slachman, a member of the English Department, recently had four poems accepted by the online literary magazine *Mudlark* and has five poems in the December 2010 edition of the online literary magazine *Connotation Press*. Her work has also been accepted in two print publications, an anthology and the journal *The 2River View*.

ALUMNI

Carol (Cowen, C'71) McKinney

In October, Carol McKinney received the Outstanding Volunteer Award from Employment Horizons of Cedar Knolls, New Jersey, where she has volunteered since 1999, including serving as President of the Board.

Sandy Hargraves (C'72)

Nominated by his students, Sandy Hargraves won an Edyth May Sliffe Award for Distinguished High School Mathematics Teaching from the Mathematical Association of America (MAA). The 2009 American Mathematics Contest 12 team composed of Hargraves's students was one of the highest scoring in the country.

Warren Richey (US'74)

St. Martin's Press recently released *Without a Paddle* by Warren Richey, a correspondent for *The Christian Science Monitor*. The book is an account of Richey's successful competition in the 1,200-mile Ultimate Florida Challenge, for which he circumnavigated Florida in a sea kayak in fewer than 20 days. But it also chronicles his interior journey through a sea of reflections, regrets, and epiphanies along the way.

David Hollon (C'01)

Recently, Lieutenant David C. Hollon was honored as Navy Junior Officer of the Year for the Newport, Rhode

Island, area. A master training specialist, Hollon was recognized for his exemplary knowledge, teaching, leadership, and community service.

Joe Fitzgibbon (US'03, C'07)

In the recent midterm elections, Joe Fitzgibbon won a seat in the Washington State House of Representatives.

Jenna (JJ) Marston (US'09)

Last summer, University of Missouri sophomore Jenna Marston led the USA Baseball Women's National Team to a bronze medal in the 2010 International Baseball Federation's World Cup in Venezuela.

Moment-by-moment INSPIRATION

by Joseph Ritter



When is Christian Science *not* in action? Every moment is an opportunity to see the Christ-idea transforming human consciousness and redeeming human thought. Every experience that we share with students and colleagues, family and friends, is an opportunity to glorify God with our brothers and sisters, an opportunity to witness each other's growth. No day has passed during my years at Principia College that has not provided an opportunity to see Christian Science in action.

As a faculty advisor to the Principia solar car team, I have witnessed firsthand the consequences of our Mother's limitless supply for Her children. In

the summer of 2003, our team was in Chicago preparing to compete in the North American Solar Challenge. The night before the race was to begin, one of our student leaders came to tell me that the car's solar array was not providing power to the batteries. This prompted me to ask several questions:

"Well, how were we able to qualify if the array was not providing energy?"
"Good question."

"Do the batteries contain enough energy to allow us to qualify?"

"Almost."

" . . . OK. Do we know what the problem is?"

"No. What should we do?"

"Let's try panicking—it's always worked for us in the past. Oh wait, no, let's listen for direction."

Right away the thought came to both of us to speak with members of the team from the University of Toronto.


Let me emphasize how unexpected that thought was—why would you talk to the Toronto team about an engineering problem when MIT and Michigan are right there? Nevertheless, the direction was clear: "Go talk to Toronto."

(I later found out that one of our team members had communicated our difficulty to the Christian Science teacher with whom she was staying. The teacher's immediate response had been, "You have everything you need right there with you.")

It turned out the Toronto team was having the same problem. Neither group had a complete picture of what was wrong, but by combining our information, we had exactly what was

needed to quickly solve the problem. Our team went on to place fourth in that year's North American Solar Challenge.

These moments of clear inspiration also occur regularly in the classroom. A number of years ago as I was finishing a chemistry review session for an upcoming exam, I asked if there were any additional questions. One of my students raised his hand and with a smile asked, "What's the meaning of life?" I had recently read works by some of the great thinkers of their time—Kafka, Hesse, Descartes, Eddy, and Plato—so this topic had, in a general sense, been on my mind. Yet I was as surprised as my students at my response: "That's an easy one. Thou shalt love the Lord thy God with all thy heart, and all thy soul, and all thy mind, and love thy neighbor as thyself" (see Matthew 22:37–39).

The answer clearly had not come from me. As we obey the commands our Master gave, we cannot help but see the action of divine Love in our daily lives. And *that* is Christian Science in action. 

Dr. Joseph Ritter is associate dean of academics, the Edith and Lewis White Distinguished Professor, and one of the solar car team faculty advisors at Principia College.



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