



PRINCIPIA PURPOSE

WINTER '13

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Exploring New Worlds
of Learning in Middle School

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

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Dear Readers,

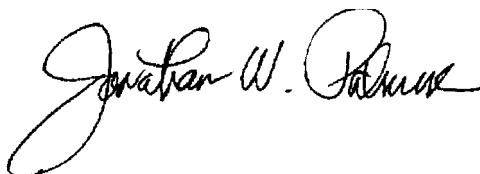
Each time I sit down with an issue of the *Purpose*, two things happen. First, I learn something new. In this case, I got a clearer picture of mediation's impact on the legal profession—on attorneys, clients, law students, and judges alike.

Second, I'm awed by the diversity of gifts in the Principia community. The wealth of information, ideas, and talents on display in this issue proves the truth of founder Mary Kimball Morgan's words, "God does not dole out His gifts meagerly" (*Education at The Principia*, p. 202). We hear from a district court judge, a member of the Academy of Motion Picture Arts and Sciences, a Christian Science teacher, visual artists, authors, and coaches—to name only a few!

Along with this variety of voices, the magazine touches down in a number of different decades, even centuries. Read about College radio in the '60s and '70s, and visit sixteenth century Venice. Get a behind-the-scenes tour of the Upper School dorms, and explore the timeless beauty of Maybeck's buildings at the College.

As you can see, there's a lot to enjoy in this issue! But before you dive into the articles, let me call your attention to the ads. Instead of mere sales pitches, these pages share information about ways to participate in the Principia community through trips, online classes, activities, and so on. It's no surprise—I'm passionate about Principia! So I want to be sure you know about all it has to offer.

Now, sit back, relax, and enjoy the *Purpose*. I found it educational, inspiring, and entertaining—and I trust you will, too.



Dr. Jonathan W. Palmer (C'78)
Chief Executive



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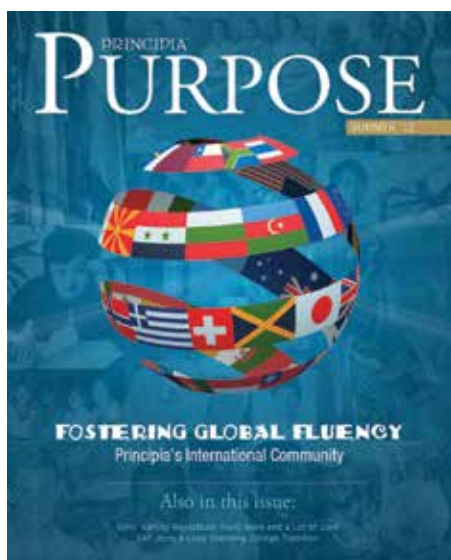


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Just received the new issue of *Principia Purpose*, which is interesting as usual. The flags on the cover look nice too. But these sensitive days may not be the best time to be prominently displaying the current Syrian flag, which these days unfortunately hints at collusion with the brutal Assad regime, as the rebels (though no angels either) use their own standard, the country's old flag, which indeed may be on the way to replacing the current flag. And the Myanmar flag on the bottom row is now out of date by a couple of years. Not sure why I've become so vexillologically pedantic over the years, but there you go.

Carleton Cole (C'93)

I am not a very active alumnus (I attended the College from 1956–58), but I do read the *Purpose* for news of people I knew there, and I often enjoy articles about activities at the College.

However I was very put off by the blatantly right-wing views expressed in the article on the YAF ["YAF Joins a Long-Standing College Tradition" in the Summer 2012 issue]. The author did not seem to maintain any appropriately journalistic neutrality in her enthusiastic endorsement of the controversial views of this group. I do not recall seeing any similarly enthusiastic articles about, for example, groups of students who might be supporting the Occupy Wall Street movement or the re-election of Barack Obama.

I suggest that you will maintain more good will among the alumni if you keep politics out of the *Purpose*.

J. Woods Halley (JC'58)

Our daughter has been grateful for the Principia academic foundation that led to interesting work in international relations. Nancy and I have read every Principia magazine for twenty or more years from cover to cover and enthusiastically talked about the fulsome growth of the College in its academic and ancillary efforts. We have been happy Prin boosters.

The last issue brought us up short with the full-page display for the YAF and mention of the address by Star Parker. We wonder what this presages for Prin. We are lifelong, third generation Republicans but know an academic institution that educates well and has credibility in the academic and business market-

place must be politically neutral and open to robust discourse.

What is offered at Principia to balance your enthusiasm for YAF? We do not see it as part of Prin's "... long-standing College tradition," at least not the Prin we thought we knew.

It is hard to imagine that the remarkable speakers you have hosted over the last twenty years would be interested in sharing the Prin stage with Ms. Parker based on what she has put online about herself, most of which is far outside mainstream Republican belief or American academic tradition. If her claim to have been "... unanimously elected ..." to the Republican Congressional seat [for] California's 37th District is an indication of her bonafides, there are other claims open to question.

Bob and Nancy Higham

New Turf Meets Many Needs

Completed in early fall, the newly re-surfaced McCandless Field has been in use for only one season, but already players and coaches alike wonder how they lived without it!



Responding to the need for expanded practice and interscholastic competition opportunities, a number of donors stepped up to offer support for replacing the grass surface of the football field with synthetic turf.

“Seeing the outpouring of support from donors in such a short amount of time was humbling,” says Travis Brantingham, School athletic director.

Longer-wearing, easier to maintain, and readier for re-use in inclement weather, the new field can accommodate sustained use by School football and soccer teams and can also be shared with Principia College soccer and rugby players, who often compete against St. Louis-area institutions.

Sophomore Bible Seminar Off to a Strong Start

As part of a deepened emphasis on the Bible at all levels of the School, sophomores are now required to take a semester-long Bible seminar. The course focuses on the early chapters of Genesis and Job in the

Old Testament and on the writings of Paul and the Book of Revelation in the New Testament. It also covers the impact of Martin Luther and of the King James Version of the Bible.

One of the main goals of the course is to help students gain “an abiding interest in, and appreciation for, the Bible,” explains teacher Veronica Kline. “We want them to be able to speak about it knowledgeably,” with an understanding of its relevance to the practice of Christian Science, she adds.

If enthusiasm is any indication, these goals are being met. During a recent class session, students talked animatedly about how they’ve learned to uncover and understand the symbolism in the Bible instead of just taking the stories and teachings at face value.

Boys’ Soccer Reaches Sectionals

For the first time in School history, the boys’ varsity soccer team won the District Championship this fall (shown here). To make the victory even sweeter, they won in a home game played on Principia’s new turf field.

From there, competition moved to Canton, Missouri, where Principia played its first-ever Sectional boys soccer game. The Panthers maintained a very strong defensive game, preventing numerous attempts to score—more than 20 in the second half alone—but they didn’t succeed in scoring. Regulation play ended 0–0, pushing the competition into “sudden death” overtime. Three minutes later, Canton High School scored, ending (and winning) the game. With that, Sectionals play ended



for the Panthers and an exceptional season closed to the cheers of a proud Principia crowd.

In addition to the team’s strong showing, three players received individual recognition. Kaden Keller (US’15) was named to All-State First Team and Tommy Walters (US’14) to All-State Second Team; Victor de Castro (US’14) received All-State Honorable Mention.

College to Represent Illinois in Theatre Festival

The Theatre and Dance Department's fall production of *Rumors* by Neil Simon has been chosen for the 2013 Kennedy Center American College Theatre Festival (ACTF) Region 3 Evening of Scenes in Saginaw, Michigan. Principia is the only school out of all the Illinois colleges and universities participating in ACTF to be awarded this honor.

Mammoth Excavation Ends



After an 11-year effort, Principia's Geology Program has finished the painstaking excavation of a 17,500-year-old mammoth discovered when a construction backhoe uncovered one of its teeth. Nicknamed "Benny" (after the backhoe operator), this denizen of the Ice Age lay buried below six feet of loess (dirt) between Rackham Court and Gehner dormitories. Each year, under the careful supervision of Dr. Janis Treworgy, chair of the Geology Program, students slowly uncovered Benny's bones, over 130 in all, carefully wrapped them in protective plaster, and removed them to the lab where they cleaned and consolidated them.

Late this fall, after several weeks of digging based on results of a ground-penetrating radar survey, Dr. Treworgy determined that there are no more bones to be found in the near vicinity and called the excavation complete.

Benny is considered one of the most significant mammoth finds in Illinois. He has also been a wonderful ambassador for Principia. Thousands of visitors have toured the site, and he has been the subject of numerous popular and professional lectures, along with radio, newspaper, and television interviews. Visit www.principia.edu/mammoth for more information about Benny.

A Leadership Role in Campus Sustainability

Principia College has been recognized as a Bronze Level Compact School by Illinois Governor Pat Quinn and the Green Government Coordinating Council. The bronze award recognizes Principia's leadership as an institution "making a commitment to creating a sustainability program and engaging the campus community."

Mediation Team Wins Invitation to Dubai

Of the six students who participated at this year's National Intercollegiate Mediation Tournament outside Atlanta, Georgia, four of them achieved All-American status based on their individual performances, and Principia as a whole placed

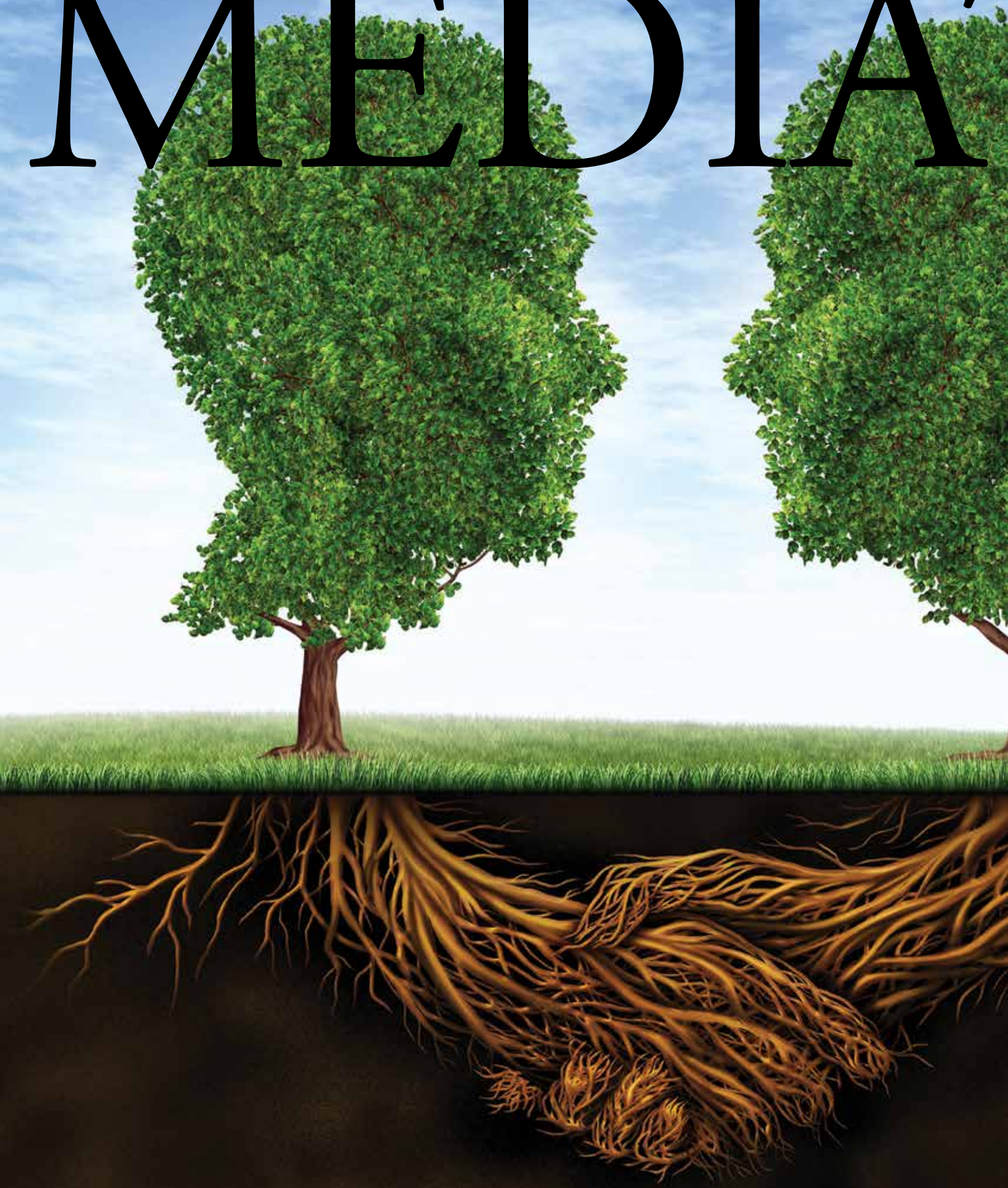


sixth in the nation in the Advocacy/Client category. Impressive results for first-time competitors! (Principia also fielded strong teams in the 2006 and 2007 tournaments.)

Appropriately, mediation competitions are cooperative rather than adversarial. In the end, there's a winner, but teams must collaborate with other schools in order to succeed. As senior Luiza Dias noted, "One of our favorite parts of the experience was the unexpected camaraderie between participating teams. Teams were willing and eager to share ideas with each other, and teamwork and collaboration were qualities the judges were looking for."

Clearly, collaboration is one of the Principia team's strong suits because the College was one of only two U.S. schools asked to compete in the January 2013 Inaugural Dubai Invitational Mediation Tournament. Almost all the competitors there will be law students, but that doesn't scare the Principia team—or the coaches. Dr. Jeff Steele, a multi-interdisciplinary studies professor at the College, is the team's head coach, and Richard M. Calkins, JD, is the legal advisor and attorney coach. Here's to success in Dubai!

MEDIA





EVOLUTION

RESHAPING THE LEGAL LANDSCAPE

For decades, television shows from Perry Mason to L.A. Law have depicted lawyers battling before the bench in dramatic trials. They made it appear that every dispute ended up in the courtroom. Increasingly, however, the opposite is true. Although criminal cases may still go to trial, civil cases rarely do. Rarely? Right, rarely.

Over the last four decades, Alternative Dispute Resolution (ADR) is one of a number of forces that has radically altered the legal profession. In particular, mediation, a form of ADR, has contributed so much to lowering the number of civil cases going to trial that law schools are having to rethink the way they train lawyers.

We asked several experts with ties to Principia to explain this “silent revolution” reshaping the legal landscape. To orient the discussion, Lee Barron (US’72, C’76), a practicing

attorney and mediator, explains a few key terms and provides a brief example of mediation. Next, Richard Calkins, a full-time mediator and arbitrator, as well as the legal advisor and attorney coach for Principia College’s mediation team, describes the benefits of mediation and its impact on the legal profession. Finally, Bobbi McAdoo (C’70), a professor at Hamline University School of Law, explains how law schools are responding to the shift in the role of lawyers when going to trial happens infrequently.

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UNDERSTANDING ALTERNATIVE DISPUTE RESOLUTION

by Lee Barron

Disputes happen; even people of good will and honest intentions can find themselves in the middle of a significant disagreement. But people in that situation don't have to become the Hatfields and McCoys.

Litigation is one option and sometimes the only solution for some disputes. Walking away is another; in some cases, refusing to join the battle may be a legitimate and even courageous path to take. Between these two extremes lies Alternative Dispute Resolution (ADR), the umbrella term for a handful of increasingly popular ways to settle disputes.

The three main forms of ADR are negotiation, arbitration, and mediation. **Negotiation** is familiar. Whether it's finding the appropriate bedtime for an eleven-year-old, buying a car, or seeking a raise, we all negotiate. Negotiations are most likely to succeed when the parties have a roughly equal need to reach a deal, relatively equal knowledge and power, and minimal emotional baggage attached to the outcome.

Arbitration is simply private litigation. The parties hire a neutral

arbitrator, or panel of arbitrators, to hold a hearing, take evidence, and decide who wins and who loses. Arbitration resembles a trial except that it is private, usually less formal, and the arbitrator's decision generally cannot be appealed. The potential advantages of arbitration are privacy, efficiency, cost, and finality.

Mediation is negotiation assisted by a neutral third party. With the help of that hired neutral, each party works to find a mutually acceptable resolution, while retaining control over the final result. No one in mediation is ever forced or required to accept or agree to a resolution. That is not the case in litigation or arbitration.

The best mediators are zealously committed to helping the parties find their own unique solutions to their own unique disputes. Seldom will a party get *everything* he or she wants—if it were that easy, there wouldn't be a dispute—but no one will be forced to settle for too little either (no matter how a party defines "too little").

Parties in mediation can and often should be accompanied by legal

counsel, family members, or other trusted advisors. At the start of the process, the mediator usually brings the parties together in a single room, lays out the ground rules, and secures a commitment from each side to listen to the other's opening statement without interruption. Both sides then present their version of the dispute. This process in itself can be cathartic; the opportunity to sit across a table in a safe setting and say to the other, "What you did harmed me," is often hugely valuable.

After the opening statements, the mediator usually directs the parties to separate rooms, where each side is given additional mental and emotional space to vent. A skilled mediator listens, asks questions, and begins identifying areas where the parties find agreement. An empathetic mediator can draw out concerns, identify needs, and give each party a safe space to concede that, as to this or that point, the other side is probably not completely wrong. The mediator goes back and forth between the two rooms, relaying messages, explaining the other side's positions, and eventually exchanging offers of settlement.



Meandering to the Heart of the Matter

One of the benefits of mediation is the potential to meander. In the process, mediation may uncover what really matters. As the following example shows, meandering allows the underlying issues to surface, be addressed, and be resolved.

If the mediation participants reach an agreement, that agreement is put in writing and signed by the participants. The signed written agreement becomes an enforceable contract, and thus the wording is important. Frequently, the clarity required to draft the final agreement brings up additional issues that need to be worked out; seldom, however, are these final details insurmountable obstacles to reaching and signing a formal, binding, and mutually written agreement. Mediation, when successful, permits the participants to move forward with their lives and avoids the expense, discomfort, and uncertainty of litigation. ■

In 1986, while enrolled at Washington University School of Law, Lee Barron won the National and International American Bar Association Client Counseling Competition. After completing his JD, he clerked for Federal Judge William Beatty before going into private practice. He is a member of the Illinois and Missouri Bars and for over twenty years has focused primarily on employment law and related commercial issues, representing both employers and employees through litigation and mediation. He is rated AV—the highest rating for ethics and ability by Martindale Hubbell—and is a member of the Illinois Leading Lawyers Network. He is father to five children and married to Dr. Karen Grayson.

Neighbor A claims that neighbor B's old fence encroaches on his property. Arguments become heated and litigation is threatened, but instead the parties try mediation. Opening statements in the mediation focus on the fence, with each side offering deeds and diagrams to "prove" the correctness of a position.

Once the parties are separated, however, the mediator begins exploring the conflict more deeply with each person individually. Real issues begin to surface: neighbor A's dog has been digging up Neighbor B's garden, and Neighbor B is fed up with Neighbor A's teenage son's loud music late at night. Neither party cares that much about the fence, which was in place long before the dog was born or the son developed a taste for offensive music. The fence, it turns out, serves as a proxy for pent-up frustration.

During a trial, testimony would not have been permitted to meander from the fence to dogs and music, but in mediation, meandering is not only allowed but desired. Obstacles to resolution are often revealed this way.

In this case, once hidden agendas are uncovered, settlement options emerge. Neighbor A promises not to let his dog roam free, and Neighbor B agrees to make his son wear headphones or turn down his music by 10 p.m. on weeknights and midnight on the weekends. The fence stays in place and perhaps gets painted and repaired with the cost shared. And possibly, as time goes by, the neighbors will once again lean against the fence and chat as they used to.

– Lee Barron

A SILENT REVOLUTION: THE IMPACT OF MEDIATION ON THE AMERICAN COURT SYSTEM

by Richard M. Calkins

Most American lawyers take great pride in the American judicial system, which has stood the test of time for over 200 years. In spite of this pride, Warren E. Burger, former Chief Justice of the United States Supreme Court, launched a frontal attack on the very foundation of that system and the lawyers who thrive in it. In his 1984 annual Report on the State of the Judiciary, he castigated the court system in these words: “Our system has become too costly, too painful, too destructive, and too inefficient for a truly civilized people” (*American Bar Association Journal* 70 (1984): 62, 66). And to the lawyers, judges, and law professors who thrive in it, he spoke these sharp words in that same report: “The entire legal profession . . . has become so mesmerized with the stimulus of the courtroom contest that we tend to forget that we ought to be healers of conflict.”

Although concerned with escalating costs and lengthy time to verdict, Burger’s primary criticism

was reserved for the pain the court inflicted and its destructive nature. He echoed concerns of other legal icons. Judge Learned Hand, Judge of the Second Circuit Court of Appeals, New York, lamented back in 1921, “I must say that as a litigant, I should dread a lawsuit beyond almost anything in life short of sickness and death” (“The Deficiencies of Trials to Reach the Heart of the Matter,” in *Lectures on Legal Topics* 3, Association of the Bar of the City of New York, 1926: 89, 105). And Associate Justice of the United States Supreme Court Antonin Scalia warned that Americans “are too ready to seek vindication or vengeance through adversary proceedings rather than peace through mediation” (“Teaching about the Law,” *Christian Legal Society Quarterly* (Fall 1987): 6, 8).

During his tenure as Chief Justice, Burger turned the dispute resolution rudder to a different compass setting, one which not only finds resolution but its El Dorado,

conciliation, peace, and healing. To do this, he admonished lawyers to raise their sights and become “problem-solvers, harmonizers, and peacemakers, the healers—not the promoters—of conflict” (“The Decline in Professionalism,” *Cleveland State Law Review* 29 (1980): 377–378).

Mediation on the rise

What Chief Justice Burger set in motion was more than a warm breeze. He became the eye of a hurricane for change for which he was soundly criticized by the American Bar Association and, in particular, the trial bar. Undaunted, he persisted in steering the profession to a safe harbor called mediation. He was convinced that the profession would follow his calling, so much so that he foretold that adversarial proceedings in the courtroom would no longer be the primary means to resolution and that, indeed, court proceedings would become archaic, a last resort if all else failed.



Burger's prognosis is becoming a reality. Since his 1984 address, courtroom trials over the next two decades decreased by 60 percent in absolute numbers (see Marc Galanter, "The Vanishing Trial: An Examination of Trials and Related Matters in Federal and State Courts," *Journal of Empirical Legal Studies* 1 (2004): 459). Indeed, Mark Bennett, an Iowa District Court Judge, noted in a letter that mediation is one of the "leading factors reducing the trial bar to the endangered species list."

Three key factors account for this surge in the popularity and success of mediation: cost, time commitment, and control. In short, mediation allows people to resolve their differences quickly, at less cost than in a courtroom, and in a user-friendly atmosphere.

The benefits of creativity

In mediation, parties can resolve their dispute using any format they agree upon. This is illustrated by a trademark dispute involving Southwest Airlines when it first came on

line. Its trademark was very similar to a southeastern regional airline, so much so that trademark litigation costing millions of dollars was anticipated. The two CEOs got together and concluded that litigation was not the road to travel since a new trademark for the loser would cost no more than \$30,000. Instead of going to trial, they decided to resolve their dispute by arm wrestling, two out of three. So for the cost of a party, the matter was resolved.

Though arm wrestling is not the norm in mediation, creativity is,

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because parties are free to include anything they wish in their settlement agreement. In the courts, the only thing a jury can provide is a verdict for a certain amount of money. In mediation, a letter of commendation or the naming of a conference room after a deceased person is a perfectly acceptable element of a settlement. In fact, parties are encouraged to think outside the box—even to consider matters beyond the dispute—when determining their settlement.

The advantages of confidentiality

Another important benefit of mediation over the courtroom trial is confidentiality. Not only is the settlement conference itself private, but as a matter of law, nothing said in mediation can be referred to in subsequent legal proceedings.

Confidentiality also plays an important role during the mediation itself when, following opening statements from each side, the parties retire to separate rooms and the mediation is conducted through caucuses, with the mediator shuttling back and forth between the parties. Whatever is said in caucus is kept confidential from the other side, except those matters authorized to be disclosed. This permits the mediator to ask delicate questions about any weaknesses in the case. Knowing that answers will remain confidential, the parties and counsel are generally candid.

With the information gleaned from both sides, the mediator is better able to facilitate settlement.

In addition, confidential caucuses allow each party to use the mediator as a sounding board to discuss strategy and consider creative solutions without the other side knowing of the discussion. A party can even ask the mediator to present a proposal to the other side without disclosing its origin.

Most important, perhaps, the confidential caucus provides a forum for both parties to tell their story and even to vent and unleash their anger, frustration, and hurt to a sympathetic listener, the mediator. By being compassionate, sincerely concerned, and dedicated to finding resolution, the mediator builds rapport and gains trust. As a result, the parties are more willing to work toward a mutually satisfactory resolution. The compassionate mediator who listens empathetically can even help a party begin the healing process.

Healing—the heart of mediation

At its best, the essence of mediation is healing, which, in the case of dispute resolution, requires forgiveness. If the mediator can encourage the parties to apologize and forgive—which can be difficult—conciliation, peace, and healing are assured. Forgiveness takes courage, but with it comes inner peace. As the actor

playing Nelson Mandela, the great South African leader, says in the movie *Invictus*, “Forgiveness liberates the soul.”

Mediation is the highest calling in the legal profession, and one of the highest callings in life. It has made the legal profession a noble one by presenting the lawyer in a new light as a person who cares and seeks to heal wounds. Mediation even fulfills Abraham Lincoln’s vision for the profession: “As a peacemaker, the lawyer has a superior opportunity of being a good man” (“Notes for a Law Lecture,” in *Collected Works of Abraham Lincoln*, ed. Roy Basler, (New Brunswick, NJ: Rutgers University Press, 1953), 2:81). ■

Richard M. Calkins received his JD from Northwestern University Law School, where he was on the Law Review Board and graduated Order of the Coif. He was the law clerk to Judge Elmer J. Schnackenberg, Seventh Circuit Court of Appeals, and subsequently joined the firm of Chadwell, Keck, Kayser, Ruggles & McLaren. Later, he was a founding partner of Burditt and Calkins before becoming dean of the Drake University Law School in 1980. For over twenty years, Calkins has practiced mediation and arbitration full time. He also trains law students and lawyers in mediation and is co-author with Fred Lane of Mediation Practice Guide. Calkins has been president of the American Academy of ADR Attorneys, American Mock Trial Association, and the Blackstone Inn of Court.



The Mediator As Healer— Four Key Traits

To be effective as a compassionate neutral facilitating healing, a mediator must model the type of thought that leads to resolution. Four key qualities, in particular, are essential.

A peacemaker spirit

The successful mediator must have a peacemaker spirit. He or she must be gentle in spirit, kind, and understanding, someone who cares about others and is willing to work hard to bring peace to antagonists. To be successful, the person must have his or her own house in order. The mediator cannot be in an angry or aggressive mood and expect to still the storms of others. He or she must enter the mediation calm and in control, so much so that all parties, who are most often angry, frustrated, and at times hating each other, will sense the calmness and begin to act accordingly.

Patience

The mediator must gauge the parties and not push too hard or too soon. For the party who is hurting, the mediator must spend time, showing compassion, interest, and concern before even beginning negotiations. If attorneys are angry with each other, which happens not infrequently, the mediator needs to address the issues so that they do not become impediments to resolution. If the client is angry with his or her lawyer, the patient mediator will quietly

find the cause and resolve it. When the parties and counsel are becoming impatient with the progress being made, the mediator must calmly assure them that progress is, in fact, being made and that with resolve the matter will be settled.

Positiveness

At all times the mediator must be positive. Parties in mediation are on a virtual roller coaster ride. At first, they are optimistic that the matter will be settled, but as the first demands and offers are made, they quickly become discouraged. Thereafter, as progress is made, their spirits rise only to be dashed late in the day when the mediation seems to be failing. The mediator cannot be on that roller coaster. Any show of discouragement or frustration is contagious and will affect the parties directly.

Fortunately, the mediator has every reason to remain positive. Across the nation, 80 to 85 percent of cases settle, with some mediators achieving in excess of 90 percent success.

Persistence

Successful mediators are persistent and persevere. They will not give up until terminated by the parties. If, after the first day, resolution is not reached, the persistent mediator will arrange for future meetings or phone contact. Allowing a mediation to be continued permits the parties to give more thought to settlement in a quiet setting. More times than not, progress will be made.

— Richard M. Calkins



THE LAWYER AS PROBLEM SOLVER—A CONVERSATION WITH BOBBI McADOO

by Trudy Palmer

“Problem solving is the essence of what a lawyer does and the most important hat a lawyer wears, regardless of his or her specialty,” asserts Bobbi McAdoo, professor of law at Hamline University School of Law. “Legal education needs to be rounded out to a larger view of the lawyer’s role by training students to be effective problem solvers with and for their clients.”

To achieve this, Hamline recently introduced a first-year course titled Practice, Problem-Solving, and Professionalism, which McAdoo sometimes teaches. Course topics, she explains, include “interviewing and counseling clients, dealing with your own and the client’s emotions, helping the client think strategically, helping the client decide on the right process—maybe mediation

instead of litigation, for example—and developing negotiation skills.” In addition, the course provides a space (and permission) for students to “think about the range of roles lawyers play and consider which roles best fit them.”

From the students’ perspective, the class is a reality check—a rude awakening to some, a relief to others.

“For those who really want to be in the courtroom, they realize there aren’t very many positions that assure trial time,” McAdoo notes. That very fact puts others at ease. McAdoo recalls one woman, uncomfortable with the idea of trial work, who was relieved to discover that many lawyers rarely, if ever, try cases in court.

Hamline isn’t the only school that orients first-year students to the range of problem-solving skills needed to practice law. McAdoo notes that most law schools are adding “experiential” courses to their curricula to “better prepare law students for an evolving legal profession in which adaptability and creativity will be key.” For example, Harvard Law School requires a course called Problem Solving Workshop, which, the catalog explains, “is intended to help prepare you for the actual practice of law by allowing you actively to engage in the sorts of discussions and activities that occupy real lawyers every day, combining their knowledge of law with practical judgment to help clients attain their goals within the bounds of the law.”

And the University of Michigan Law School requires students to take Legal Practice Skills, which focuses “on instruction in some of the skills generally regarded as necessary . . . includ[ing] such subjects as advocacy, negotiation, alternative dispute resolution, or drafting.”

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A Problem Solver at Heart

Elizabeth Shelton (C’05), JD, uses her legal training constantly—just not in the courtroom. As senior legislative assistant for Congressman John Garamendi of California’s tenth district, Shelton covers a broad portfolio of issues, including energy, healthcare, transportation, education, and the judiciary committee. She spends her days meeting with lobbyists, interest groups, and constituents; investigating issues Garamendi has been asked to support; researching topics coming up for a vote; and preparing remarks for him to deliver.

As mired in details as that may sound, Shelton is buoyed by the big picture. “I like trying to help make the country, state, or district better,” she comments.

In some ways, Shelton’s experience with public service began at the College. She was vice president of the student body, a member of the basketball team, and then coach of the team the year after she graduated. “All the opportunities for teamwork and working to find solutions were good preparation for public service,” she notes.

After coaching, Shelton interned on Capitol Hill before enrolling at the University of Tulsa School of Law in 2007. Between her political science major and the College’s Writing Program, she felt well prepared. In addition, she says, “The small classes at Prin forced you to stay on top of things, so I was ready to do that in law school.”



Shelton didn’t just keep up, however. In her third year of law school, she and two peers wrote a book! *What the L?: 25 Things We Wish We’d Known Before Going to Law School* offers inside advice on everything from choosing a school to taking the bar exam, with tips on law school etiquette thrown in for good measure. Alternately serious and funny, *What the L?* is the ultimate problem solver, alerting readers to potential problems so they can avert them.

For now, Shelton is happy on Capitol Hill. After that, who knows? “I definitely want to stay in public service,” she says. “At the end of the day, I want to feel like I’ve helped someone somehow, whether in a big or little way. I want to work for the greater good.”



MEDIATION:

A JUDGE'S PERSPECTIVE

by Trudy Palmer

Appointed to the Minnesota bench in 2011, the Honorable M. Jacqueline Regis (C'75) presided over criminal cases her first year in Hennepin County District Court. Mediation didn't play a role in that work, but since switching to family court in July, it has been her mainstay. "Family court is extremely busy," she notes. "I don't know what I would do without mediation."

In Minnesota family courts, mediators typically work in pairs (one male, one female). After explaining to the parties what they can realistically expect from adjudication, the mediators try to draw out what each person hopes to accomplish. "Often," Regis says, "they're able to reach an agreement without the court's help (though the court must approve the agreement). If there are no other issues—such as domestic abuse, drugs, or unreasonable conflict—mediation works very well."

"To believe in minds many is to depart from the supreme sense of harmony."

— Mary Baker Eddy, *Unity of Good*

Regis finds her current post particularly meaningful. "It's one of the few places I feel I can actually make a difference," she says. "The people I see are truly confused and in a chaotic place and are looking for some guidance and support. In most instances it is possible to give them a structure, calm them down, and encourage them to move forward in a better way. I explain that they can't control a judge's decision or a jury's, but through mediation they can contribute to, even have some control over, the outcome."

Most important of all for Regis is the spiritual dimension of mediation. "In almost every case," she explains, "the basic problem is the sense of 'minds many' not seeing how much they have in common and not understanding what they really want. Mediation brings them closer to the concept of one Mind, which is the ultimate result." ■

A native of Haiti, Judge Regis grew up in poverty in a fiercely male-dominated family and society. The likelihood that she would pursue work beyond the home was unthinkable to the men around her.

At 17, Regis moved with her mother to the United States, settling in Connecticut, where she finished high school. She earned her BA in French from the College in just three years and then completed her JD at Suffolk University Law School. After clerking for a year, she worked as staff attorney and hearing officer for the Massachusetts Labor Relations Commission.

Upon relocating to Minnesota, Regis served as the state's assistant attorney general and then joined St. Paul Travelers' Insurance Companies, where she rose to the position of second vice president and senior corporate counsel. Just before her appointment to the bench, she was senior associate general counsel at UnitedHealth Group. Regis has also held elected and appointed terms at the American Bar Asso-

ciation and the Minnesota State Bar Association.

Regis, who has two daughters, is an ardent mentor and advocate for young women and girls, striving to provide the opportunities and encouragement missing from her own childhood. In addition, as a member of the board of Minnesota Advocates for Human Rights, she works to educate people about international trafficking and the exploitation of children. Her memoir, *The Daughter of L'arsenal*—which chronicles her childhood in Haiti and stresses the perils of childhood servitude—is part of that effort.

Of course, trials happen, and McAdoo is the first to acknowledge the importance of also developing the skills needed to try cases. As she points out, certain cases need to go to trial—those involving “deep-seated unfairness or uncertainty,” for example, as well as those “in areas where the law needs to be developed.” On the whole, however, “The win-lose, adversarial frame of mind is not an effective way to practice law,” she notes. “Getting cases settled requires a different skill set than going to trial. The problem-solving mode is not a fighting mode.”

No surprise, perhaps, the “problem-solving mode” can allow for more effective systemic change than merely paying damages to an individual—the best-case scenario for the client who “wins” in the “fighting mode” (i.e., trial). In employment discrimination matters, for example, changing a decades-old policy that has historically kept minorities from getting access to a promotion can be part of the settlement in mediation but is not likely in an individual trial, McAdoo explains. “Making sure a wrong won’t happen again is often worth a lot of money to plaintiffs,” she comments. “Even apologies are worth a lot of money.”

For McAdoo, the growing emphasis on problem solving makes this a very exciting time to teach law. She can’t say enough about the value of legal training—far beyond the practice of law. “Analytical skills, the ability to

Read about the Principia College mediation team’s recent success in national competition—and about their upcoming trip to Dubai! See p. 5.

see both sides, marshaling facts and evidence, learning to distill down to what’s essential—all of these skills are incredibly useful and critical for effective problem solving,” she notes. “Legal education is a wonderful education for life—school board, leadership in the community, and so on—because of the way it trains you to think.” ■

After earning her JD at George Washington University Law School, Bobbi McAdoo practiced law for five years at a large, corporate law firm. She then joined the faculty at Hamline University School of Law in 1984, founding and directing its top-ranked Dispute Resolution Institute for nearly a decade beginning in 1991. Along with teaching at Hamline, McAdoo is known nationally for her empirical scholarship on lawyer and judicial attitudes concerning court-based ADR. She has provided negotiation and mediation skills training for lawyers and judges in several states and has guided state courts in their efforts to institutionalize court-based ADR. McAdoo is currently working with an international Collaborative Research Network of the Law and Society Association to develop and test a research tool for studying judicial dispute resolution.

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by Armin Sethna

PURPOSE Winter 2013 | 19

SHAKE IT UP



SHAKESPEARE

True, our sixth, seventh, and eighth graders aren't setting sail in leaky wooden galleons to cross an ocean that may or may not be flat. But with the help of creative and watchful navigators (teachers and coaches), these young learners are relishing the challenge of trying the untried and expanding their educational horizons.

Now in its second year, Middle School's program of "exploratory" classes is demonstrating its utility and vitality. Exploratories provide choice, variety, and balance. Compact, eight-week sessions convert broad expanses of history, science, religion, and art into

discrete and digestible topics. They allow more opportunities to apply theory to practice, to problem-solve, and to collaborate on projects.

Students can choose from a menu of nearly 50 exploratories to discover new interests, skills, and meaning on their educational journey. Even with minimum requirements to be met, the sheer variety of courses ensures there is something for every learner.

Read on to find out why exploratories have both students and teachers excited about learning!

Shaking up Shakespeare

In 2012 alone, Middle School students performed two of William Shakespeare's better-known comedies—*Twelfth Night* and *The Taming of the Shrew*—with wit and aplomb, amid sets built by their power tool-wielding peers. Team-taught by veteran language arts teachers Becky Stevens (C'80) and Holly Morris, the Shake It Up, Shakespeare exploratory class is about focus and fun. Students read different plays, draw plot diagrams, and even take lessons in sword fighting.

For February's production of *Twelfth Night*, students in the Stagecraft

class built the sets. But before they picked up a tool, they read the play, watched a movie of it, and discussed how to translate the ideas into a set. Next, they researched sixteenth-century English benches, built a scale model, and then created a full-size version. They even built a couple of *periaktoi*—large triangular set devices that display a different scene on each side. That's quite a feat for inexperienced builders!

Students in Art Explorations, taught by Louise Elmgren-Carlson (C'84), joined the collaboration at this point, painting the six sides of the *periaktoi*, which served as an extra-large canvas and a real-life

project. And the science exploratory class taught by Amy Evans (US'00, C'04) ran lighting and sound cues for the performance.

In the October production of *The Taming of the Shrew*, the girls in Stevens's advisory group helped paint sets and make props. And the art exploratory students made the masks used by actors in the opening monologues.

Such cross-disciplinary learning demonstrates that, given choice and the opportunity to actively interpret, perform, and build, students can shake up notions about how education works!

LEGO



ROBOTICS

Learning Science with LEGO

We know what you're thinking: Surely most students have outgrown LEGOs by the time they get to Middle School, right?

Wrong—and neither have their teachers! But this isn't LEGO as you knew it . . . and it's not just about kidding around, either.

A few years ago, scientists at the National Aeronautics and Space

Administration (NASA) teamed up with the Danish toy company to figure out ways to help increase interest in and improve STEM (science, technology, engineering, and math) learning in schools around the U.S. The result was LEGO Robotics, a program that has fired students' imaginations around the country.

Taught by Roger Bower for the first time in the 2011–12 academic year, the LEGO Robotics exploratory course was a great success in Middle School and paved the way for a

PROJECT



ADVENTURE

similar class in Upper School this year. In preparing for the “ultimate challenge” (a competition among the robots), student teams of two figure out how to write pseudo code, learn programming behaviors, consider robot ethics, and even follow instructions without complaint as they build and test functional machines.

In addition to gaining programming skills, Bower says students are learning to think like engineers, “to consistently problem-solve, and to do so with tenacity and attention to detail.”

Making the Leap

Both literally and figuratively, students make a big leap during their middle school years. Literally, Principia students do it during Project Adventure, which is required in all three grades. These sessions of physical activity and teamwork are built around the School's outdoor climbing wall and ropes course. By conquering fear, expressing physical dominion, and making sure team

members can rely on them, students reach new heights and eventually take the “leap of faith”—a jump from a high platform toward the “liberty bell”—knowing they'll be held safely by their team of belayers (made up of students and adults in most cases).

Sixth graders are schooled in the basics of team play (and fair play) for several weeks before even being allowed near the climbing wall.

Through a variety of games, exercises, and reflection, they learn the importance of being alert and attentive to their teammates' needs and cues, following rules for a specific activity, and being reliable and accurate. In seventh grade, they take on more responsibility. And in eighth grade, if they have proven they're ready, the students belay each other on the wall, with the coaches close at hand to encourage and help out if needed.

ALTERNATIVE



ENERGY

Alternative Energy Electrifies Learning

It's a Friday afternoon on a lovely fall day, and a dozen Middle School students are clustered around a bright yellow, rather unusual-looking car, under the watchful eye and patient guidance of teacher Dan Sheets (US'81, C'85).

As part of their Alternative Energy exploratory class (a science elective), the students have taken on the challenge of fixing and restoring this donated vehicle—one of the first electric cars to be commercially produced in the U.S. (Only about 2,500 of these two-passenger Sebring–Vanguard Citicars were ever manufactured.) The car has an aluminum frame, a body of ABS plastic, and six to eight batteries that can be charged from a 110-volt electrical outlet. The speedometer indicates a maximum speed of only 50 mph, and the range on a full charge would also be about 50 miles.

The students are working to get the car back to running condition

and then convert it from a plug-in charging system to a solar-powered one by installing solar cells atop the roof and the sloping hood of the car. (In the spring of 2012, the first time Alternative Energy was offered, students outfitted a recumbent trike with a solar panel to help power it.)

Before picking up any tools, the class learned about the range of fossil-fuel alternatives. They studied solar, hydro, and wind power, and built vertical wind turbines out of cardboard and wire. The key skills Sheets stresses in all his hands-on electives—which also include boat building and mountain biking—are scientific inquiry, understanding how things work, and planning each step before embarking on a project.

“I’m definitely noticing an excitement about learning,” Sheets remarks. “Parents say their children are coming home and volunteering information about the exploratory classes. And the students themselves are arriving early, staying late, and volunteering to work after class.” ■

A Sampling of Middle School Exploratories

- ▶ Advanced Guitar
- ▶ Art 360 = Sculpture
- ▶ Astronomy: Studying the Final Frontier
- ▶ Beginning Guitar
- ▶ Boat Building
- ▶ Geology: The Stuff the Earth's Made Of
- ▶ How the Cold War Was Won
- ▶ LEGO Robotics
- ▶ “Life, Liberty, and the Pursuit of Happiness”
- ▶ Mystery of Masks, Unmasked
- ▶ Physics of Flight
- ▶ Shake It Up, Shakespeare
- ▶ Stagecraft: The Scene Behind the Scene
- ▶ The Secret to Freedom




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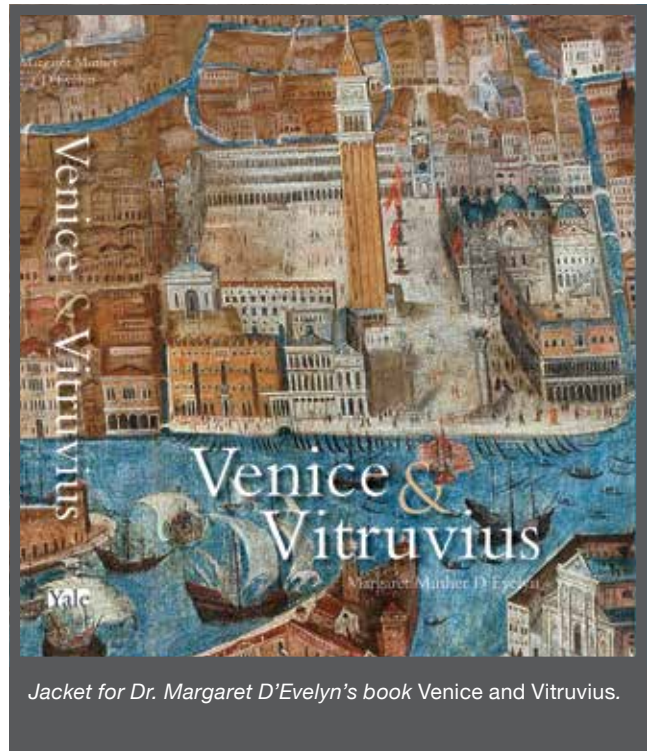


PRACTICE WHAT YOU TEACH

The Role of Scholarship in Instruction

by Trudy Palmer

There's nothing like learning about a discipline from someone passionately involved in it. That's why professors' practice of their craft—whether in the lab, library, field, or studio—makes such a difference in the classroom. Principia's Art and Art History Department offers a particularly interesting glimpse into the range of academic and creative pursuits contributing to vibrant instruction at the College.



Jacket for Dr. Margaret D'Evelyn's book *Venice and Vitruvius*.

The connection between scholarship and teaching buoyed **Dr. Margaret D'Evelyn** (C'70), Principia's art history professor, during decades of researching and writing *Venice and Vitruvius: Reading Venice with Daniele Barbaro and Andrea Palladio* (Yale University Press, 2012). "Part of the inspiration that kept me going," she explains, "was the deep conviction that my own most inspiring teachers in graduate school were those who were actively involved in research and writing, or had just completed a book in which they deeply believed, and that my own research and writing would similarly make me a better teacher."

Multidisciplinary in subject matter and approach, D'Evelyn's book focuses on architectural history with forays into ancient history and urban planning—all guided by the practice of close reading, a method typically associated with literary study. Peeling back the layers of architectural and intellectual culture that made Venice the crowning jewel of Renaissance cities, D'Evelyn travels briefly to the first century BC, when Vitruvius wrote *De Architectura* (On Architecture), a ten-volume, Roman text that has influenced architecture for centuries.



Dan Kistler, 1935 Auburn 851 Cabriolet. Colored inks on paper.



David Coughtry, Olana. Oil on panel.

Her main focus, however, is the sixteenth century, when Daniele Barbaro, an aristocrat and humanist scholar, improved upon earlier translations of Vitruvius, using Venice as an example of Vitruvius's principles in action. D'Evelyn's close examination of Barbaro's manuscripts, including notes from his conversations with Andrea Palladio, a well-educated architect from the mainland, turned up a surprising insight. Instead of finding that Barbaro taught Palladio, as had always been assumed due to their differences in rank and education, D'Evelyn discovered exactly the opposite—the architect, who had been studying Vitruvius independently for his own practice, taught the eminent scholar. For example, Barbaro couldn't figure out Vitruvius's incomplete mathematical formula for the “turning” of the Ionic volute (the scroll-like sculptural forms at the top of Ionic columns), so Palladio explained it to him based on discoveries he'd made by minutely measuring these details of the antiquities in Rome.

D'Evelyn's discovery not only upends long-held scholarly assumptions about two sixteenth-century men but invites readers to examine their own assumptions about who owns knowledge and how one acquires it. Questions of intellectual culture like these are but one aspect of D'Evelyn's hefty volume, but they drive home the

instructional value of knowledge gained by the practical exploration of ideas. Just as Palladio taught Barbaro about the “turning” of the Ionic volute from hands-on experience, D'Evelyn teaches about the rigors and pleasures of scholarship by example. And her colleagues teach art by practicing it.

“To be an artist, you have to be producing work,” says fellow Art and Art History Department faculty member **Dan Kistler** (C'79), whose practice includes photography, illustration, painting, drawing, and graphic design. Invariably, the study abroad trips he leads provide a wealth of inspiration. After non-stop drawing, painting, sketching, and especially photographing overseas, he designs books about his trips. In addition, as a graphic designer, being a practicing artist includes a commercial component, so Kistler pursues occasional freelance work in order to “stay up on design software and especially on the client experience.” As he points out, “I can help students better understand the process because I'm involved in it myself.”

David Coughtry (C'77), a painter, also found inspiration on the 2011 Turkey and Greece Abroad, which he co-led with Kistler. In particular, he was struck by the Hagia Sophia in Istanbul. While there, Coughtry >>



Duncan Martin, *Winter, High Road*. Oil on canvas.



Danne Pike Rhaesa, *WaterStone*. Inset image: an example of the water-worn rocks that inspired Rhaesa's sculpture.

made drawings of interior walls and is now in progress painting a series of large-scale canvases based on the strange and exotic stone patterns he found. This piece is a departure from his usual work, which focuses on landscapes, often close to home. The great Mississippi River, flowing past the unique stretch of bluffs at Principia, has been a particularly compelling subject for his work.

Duncan Martin (C'76), chair of the department, also paints landscapes. He is in the midst of a multiyear effort to paint in all 58 national parks in 58 months. The final, large-scale paintings for "58 in 58," as the project is called, aren't completed on location, of course. Instead, Martin paints a small panel on site and makes drawings, photographs, and videos, which he then uses to create the finished work. "The experience of being there feeds into the final painting," he explains, adding that "the goal is to paint some unique aspect of my interaction with the park, not necessarily a quintessential view of it." Martin is emphatic that painting "enriches [his] teaching and gives it authority." That's true, in part, because it keeps him in touch with his students. "I'm working to solve the same problems they are," he notes.

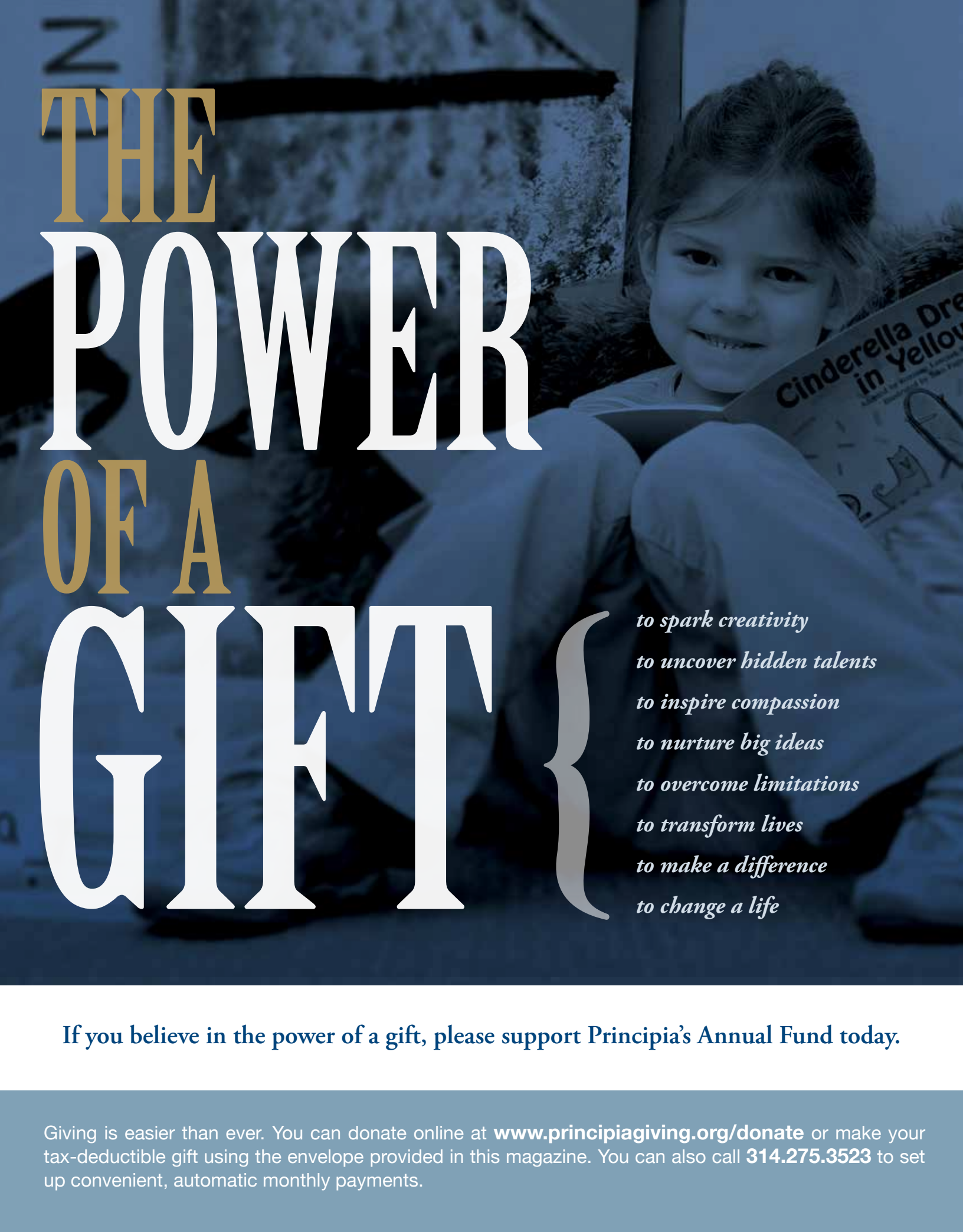
For sculptor **Danne Pike Rhaesa** (C'79), 3-D is her "love." Her two most recent works grew out of suc-

cessful competition in back-to-back public sculpture contests at Southern Illinois University, Edwardsville, where Rhaesa is pursuing an MFA. Plans for the 2012 entries were judged by Jesús Moroles, an internationally renowned sculptor. Rhaesa's *WaterStone* was one of eight chosen for the exhibit and also won third place.

A 10-ton stone sculpture, *WaterStone* was inspired by a particular shape of stones worn by water. As Rhaesa explains, "The rock resists but cannot withstand the constant, effortless movement of rain and runoff. This sculpture is reminiscent of [these] weathered forms . . ." No level or plumb line was used during construction, and rarely even a hammer. Instead, Rhaesa says, "Each stone fits organically into the next; stone upon stone."

Though Principia undergraduates aren't building 10-ton sculptures as part of their training, Rhaesa's practice of her craft clearly enriches her teaching. In fact, her Sustainable Design course and *WaterStone* sculpture share this overarching goal: "to create a direct relationship between human beings and nature, a close connection with and experience of the earth."

As you can see, the practice of art at Principia is instructive for teachers and students alike. ■

A young girl with light brown hair is sitting and reading a magazine. The magazine's cover features the title 'Cinderella Dress in Yellow' and an illustration of a girl in a yellow dress. The background is a soft-focus outdoor setting. The text 'THE POWER OF A GIFT' is overlaid on the left side of the image. 'THE' and 'OF A' are in a gold, serif font, while 'POWER' and 'GIFT' are in a large, white, serif font. A large, white, curly bracket is positioned to the right of the word 'GIFT'.

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HAPPY 50th, W

by Trudy Palmer

LP,

eight-track, cassette, CD, MP3. Delivery methods change, but one thing stays the same: students will have their music! Nothing proves that truth better than the start of radio on the Elsie campus.

Fifty years ago, WTPC began as a carrier current station, broadcasting through the campus's electrical system. Radio transmitters in each dormitory were connected to the electrical wiring, and students picked up the station by plugging an AM radio into an outlet or placing it near an outlet (or even near a cord plugged into an outlet). It's hard to imagine this kind of hard-wired system in today's wireless world, but it worked. What's more, it provided scores of WTPCers a one-of-a-kind education—and many fond memories.



SELLING THE VISION

As James Sindelar (C'64), WTPC's first station manager, explains, "The concept of a student-operated radio station started with four students—David Brady (US'58, C'62), Glenn Commons (US'59, C'63), Will Hancock (C'61), and Roger Jones (US'59, C'63). United in their belief that this activity was necessary for a more complete student experience, 'the Four' proceeded to sell the idea to the rest of the student body with the fervor of the fictional salesman in *The Music Man*."

Two factors, in particular, made the idea easy to sell: LPs were expensive, and it was hard to pick up an FM signal

on the College campus. To remedy this, the station founders planned to rebroadcast music from St. Louis FM stations, filling in with student programming. Surmounting hurdles one by one, the "visionaries," as Sindelar calls them, garnered students' support and the administration's approval—along with a room in the School of Nations and an antenna on the building's roof for receiving FM signals. Having readied the soil and planted the seed (in thought at least) during the 1960–61 school year, three of the four visionaries then graduated, transferred, or went abroad, leaving the hard work of actually getting the station started to the next set of enthusiasts, ably led by Sindelar and Andy Laird (C'65).

>>

TPC



(1)



(2)



(5)



(3)



(4)

Clockwise from top: (1) Rob Hummel (C'76). (2) 1964-65 WTPC Board: from left, Dick Hammer (C'66), station manager; Andy Laird (C'65), chief engineer; Beth Schmid (C'65), secretary and catalogue; Steve Haussler (C'65), program director; Bill Getschmann (C'65), treasurer and advertising manager. (3) Vaughn Obern (C'66) and Andy Laird (C'65). (4) Jim Sindelar (C'64). (5) Bob "Fats" Kistler (US'61, C'65).



BUILDING THE STATION

Funds for the station appropriated by the student body didn't even begin to cover professional-level equipment, so the system had to be built from scratch. Fortunately, Laird was up to the task. As Sindelar recalls, "Andy said he could design the boxes and circuitry for the dorm transmitters and build a model unit; then other students could replicate additional units for the rest of the dorms."

Meanwhile, Jon Tetzlaff Overton (US'58, C'62) was working to keep the would-be station in the administration's good graces, meeting often with the dean to convince him of the propriety of planned broadcasts.

Fast forward to January 1962 and the studio-in-the-making is abuzz with activity, thanks to Commons, Al Holman (US'59, C'63), and Bob Kistler (US'61, C'65), among others. Station call letters had been chosen. (W is the designation for stations east of the Mississippi, and TPC stands for The Principia College.) Permission to rebroadcast St. Louis-area FM signals had been secured, and The Mother Church had agreed to provide *The Bible Speaks to You* for Sunday broadcasts (essential to securing administrators' approval).

Finally, on April 27, 1962, the *Principia Pilot* announced, "WTPC . . . on the air," but those involved recall it starting the following fall.

Most likely both are true, with the springtime launch so fraught with technical difficulties that it barely counts as the station's debut. Laird explains it this way: "We built a radio station my freshman year and then built one that actually worked my sophomore year."



THE BUSINESS OF RADIO

Funding hit a high note in the fall of '62 when Commons decided to sell stock in the station—70 shares at \$10/share. "Pub shakes were 30¢," he notes, "so buying a share was the equivalent of 33 shakes!" Commons had planned to sell ads to nearby businesses in order to pay investors a dividend, but businesses weren't interested, so he offered to buy back shares with his own money. Fortunately, only two students took him up on his offer. "The rest considered their investment a gift," he explains.

All that trial and error with technical and business matters has direct bearing on early WTPCers' lasting allegiance. Laird is emphatic about the value of creating the station from scratch because it forced him to "figure out how things worked." Sindelar concurs, adding that time and again, "Either a solution came forth before it was even known to be a problem, or the barrier was worked through by dedicated individual activity and support."

Fueling the fun of the challenge was the thrill of ownership. No faculty

or staff member tended the station. It was entirely up to the students to keep it afloat—from repairing equipment to maintaining the FCC license to assigning broadcasting slots to their peers. That independence made strong demands on students, which called forth the best in them—the hallmark of an excellent education.

Eventually, Richard Tullis (US'30, C'34), a Trustee of Principia and the chairman and CEO of Harris Corporation (one of whose subsidiaries was Gates Radio Company), took an interest in WTPC—an interest that not only transformed the station but left an indelible impression on the early 70s cohort of WTPCers. Tullis donated top-of-the-line professional equipment that took WTPC from an AM carrier current station to an FM frequency strong enough to reach beyond campus borders and carry live broadcasts of athletic events, concerts, and talks.



THE NEXT DECADE

When Rob Hummel (C'76) enrolled at the College in the fall of 1972, WTPC was the closest he could get to his longtime interest in motion pictures. Eager to begin broadcasting upon his arrival, Hummel earned his FCC license the summer before his freshman year. To his dismay, however, few people listened to his—or anyone else's—broadcasts. KADI, KSHE, and KSLQ blared in the Pub and

dorms, not WTPC. That would soon change, however, with the arrival of Jim Thurman (US'73, C'77) the following fall.

In an effort to remedy WTPC's low listenership, Thurman began studying the competition. Through hours of listening to St. Louis-area stations, he dissected the format, or schedule, behind the mix of music, announcements, on-air IDs, and so on, that gave each station its unique identity. Hummel and Thurman also got behind-the-scenes experience working as DJs for professional stations in their respective hometowns during the summer of '74.

Once back on campus, both men agreed that WTPC needed a more predictable sound. But getting students to break the habit of playing and saying whatever they wanted wasn't easy. Thurman describes it as "herding cats."

Eventually, Thurman and Hummel reached out to Mason Lee Dixon, a popular DJ on KXOK, for advice. Dixon couldn't have been more generous with his time. He even traveled to campus to speak with the WTPC staff, which was up to about 40 by then. Dixon's rationale for formatting turned the tide. From then on, DJs fit their unique sound within a predictable structure, keeping in mind the interests of both on- and off-campus listeners. Before long, WTPC was the station of choice at the Pub and in

>>

WTPC'S LASTING IMPACT

Only a few alums are named here, but hundreds of students contributed to WTPC's success. Happy 50th to all of you!



By the time he became WTPC's program director his junior year, **Andy Laird** (C'65) was, by his own admission, "hooked." He served as station manager his senior year, going on to a career in the industry. Laird was program director at a radio station, staff engineer at a television station, and chief engineer at another radio station, all in Denver. From there, he moved to Los Angeles, where he was chief engineer for a major AM station and later vice president of engineering for 70 stations, all while running his own business in audio design and studio consulting. Laird currently serves as chair of the Digital Radio Broadcast subcommittee of the National Radio Standards Committee, which recommends digital broadcasting technical standards to the FCC. He's also chief technical officer over radio and television for the Journal Broadcast Group in Milwaukee. During his nearly 15 years there, the company has grown from 18 broadcast properties to 50, and he still can't get enough. As he puts it, "I'm doing what I really enjoy, and someone's giving me a paycheck!"



James Sindelar (C'64) stuck closer to his original academic focus, education, but you'd be hard pressed to find a more passionate WTPC enthusiast. Sindelar earned a master's degree in guidance and counseling at the University of Chicago. Then, after running his own business for a while, he settled into a 30-year career as a high school counselor, including a specialty working with physically challenged students. Though he hasn't been on air since his college days, Sindelar says the leadership experience he gained as WTPC's first station manager proved invaluable to his success as an entrepreneur and educator.



After graduating, **Rob Hummel** (C'76) was hired as a newscaster at St. Louis's KSLQ, thanks to demo tapes produced at WTPC (and lots of prayer). Two years later, he moved to Los Angeles and began working in the motion picture industry, where he held a variety of special effects-related positions for *Star Wars*, *Close Encounters of the Third Kind*, and *Blade Runner*, among others. Hummel has worked for Technicolor, Disney, DreamWorks, Sony, and Warner Brothers, >>

the dorms, and listeners beyond the bluffs increased dramatically as well.

THE PROS AND CONS OF STEREO

These improvements led to the next phase of technical exploration—deciding whether or not to go stereo. Conventional wisdom said the campus audience would increase if the station broadcasted in stereo, but making that change would decrease signal strength by almost 50 percent, reducing the off-campus listenership dramatically. As part of a business class project, Hummel surveyed students and determined that 80 percent were already loyal listeners, so there wasn't much to be gained by going stereo. Instead, station leaders decided to beef up the production studios.

Once again, Tullis made this leap of progress possible through a generous donation, but not until the students had made a persuasive—and professional—case for making these changes. Indeed, many of the business lessons learned at WTPC came through contact with Tullis. When on campus for sessions with the Trustees, he would carve out time to meet with station leaders. As Thurman explains, “WTPC board members spent weeks in advance preparing, distilling, and practicing their presentation.” After listening, Tullis would request a follow-up letter, which they promptly mailed. In the process, of course, Tullis was

teaching the students how to conduct business—and they took those lessons to heart.

To this day, Tullis stands as a giant in the hearts of WTPCers. Thurman describes him as “a man of incredible principle, integrity, and graciousness.” And Hummel says he learned from Tullis's example how to be a Christian Scientist in the business world: “He didn't broadcast it” (no pun intended), “but he didn't hide it either.”

In the spring of his senior year, Hummel installed an additional production studio, rebuilding the broadcasting booth in the process and documenting for the next cohort how everything worked.

FROM WTPC TO PIR

As with any student group, institutional memory was short-lived. Documenting how equipment works is one thing; passing along life lessons is another. Evidently, future students underestimated the value of formatting, and the station once again lapsed into an eclectic and unpredictable mishmash. No surprise, the listenership declined.

A more formidable blow came in 1979 when the FCC eliminated crucial protections for educational frequencies. As a result, smaller, 10-watt stations like Principia's were overpowered by larger ones. WTPC (which had by then shifted to stereo)

tried moving to clearer frequencies over the next few years, but there was no escaping one very powerful station in the area that effectively obliterated its sound. Interest faded, on-air time declined, and the station became more of a lab for the Mass Communication Department than a student-run affair. Then in the late 1990s, WTPC's license lapsed without anyone realizing it—until a cease-and-desist notice arrived from the FCC! At that point, College administrators called a timeout, closing the station in order to determine the next steps for campus radio.

Rick Dearborn (C'74), a former faculty member in the Mass Communication Department (and an early '70s WTPCer), was asked to assess the situation and make a recommendation. Given the prohibitive expense of broadcasting with enough wattage to be heard, he suggested switching from terrestrial to Internet radio and also moving the station under the institution's purview to allow for more diverse programming and to accommodate both campuses. Both recommendations were accepted, Dearborn redesigned and rebuilt the studio, and Principia Internet Radio (PIR) was born. (Tune in to www.principia.edu/radio 24/7 from anywhere in the world.)

These days, a radio club still exists, and students still broadcast—for mass communication classes and just for fun—but they no longer run the station. Some early WTPCers think

that's a shame, knowing how they benefitted from being responsible for the station. But the shift has broadened the station's scope. PIR covers both College and School activities with live broadcasts of sports events, speaker series, graduations, and so on. Principia has also developed a radio show—*Principia Chats*—featuring live interviews with faculty, staff, and students.

In the end, moving the station under the corporation was, as much as anything, a sign of the times—not unlike the shift from the days of neighborhood kids playing outside unsupervised to the highly scheduled, mostly indoor lives of kids today. There's no turning back the hands of time, but there's no tarnishing of times gone by either.

The lessons learned and connections made at WTPC live on in the hearts (and, in a few cases, the careers) of many. Their stories abound with the spirit of adventure, pride in a job well done, and abiding affection for the station and each other. For example, Rob Hummel and Jim Thurman, still close friends, developed a website honoring WTPC (www.wtpcfm.com). Jim Sindelar wrote a 3,000-word retrospective on the station's origins—the genesis of this article. And Glenn Commons and his wife, Linda (Keller, C'63), named their son after Andy Laird.

As connections like these confirm, WTPC rocked! ■

Jim Thurman (US'73, C'77)



and he's now Chair of Public Programs and Education for the Science and Technology Council of the Academy of Motion Picture Arts and Sciences. He's also president of Group 47, a private company providing long-term data storage solutions through DOTS (Digital Optical Technology System). Though Hummel's time on the air was brief, he says, "WTPC was a seminal influence on my career, especially my management ability. To this day, what I learned there influences how I handle myself in business."



The summer after his freshman year, **Jim Thurman** (US'73, C'77) worked as a DJ in his home state of Florida. That experience, along with his time at WTPC, helped him land a job the following summer at an ad agency in California. He returned to the agency after graduating and eventually became a partner there. Thurman easily lists a number of lessons learned at WTPC that helped him in advertising: how to deal with different constituencies, build relationships, resolve disputes, show genuine love to others, and put into practice the truth of man's oneness with God. No doubt, those lessons also aid his current work as a Christian Science practitioner and teacher.

If moving from radio to advertising to the healing ministry seems like a surprising trajectory, consider how Thurman signed off all his shows—on WTPC and WILZ in Tampa Bay. "Remember, there's no problem so great that Love cannot overcome," he'd say. "That always brought nice comments from listeners," he recalls.

Most days, he probably still says some version of that to someone—just not over the air.



Feeling at

AWAY FROM HOME

by Armin Sethna

THE UPPER SCHOOL BOARDING EXPERIENCE

"Bye, Jessica. Wait a minute . . . do you have warm clothes with you?"

Oh, I'm okay.

"The weather report says it's going to get cold later."

I'm going to be, like, running around, helping out . . . I'll be fine.

"It would be a good idea to take some sweatpants."

Really?!

"Yes, really. Thank you for doing that."

Sound familiar? It's the type of conversation heard many times, in many homes. And Principia Upper School's two dormitories—which are home to scores of students—are no exception.

As in any home, occasional firmness helps things flow harmoniously—especially when you're dealing with a family of some 60 "brothers" or "sisters," which is the case with Canfield House, the boys' dorm, and Aron House, the girls' dorm. (Having multiple moms and dads helps, too. Each Upper School dorm has a residential head and a team of house moms or house pops.)

Having fun with friends

Life in the Upper School dorms is a lot more fun than most of us have at home, mainly because there's always a friend close at hand. Add to that house parents who throw late-night pool parties, surprise "their kids" with an off-campus movie or a Cardinals game, and provide special treats every night during finals' week . . . and parents may have a hard time competing.

"The best part of the dorm is the opportunity to spend all your free time with your friends, teammates, and roommates—while still being



productive,” says 2012 graduate David McClelland, now a freshman at Principia College. Living in the dorm, he says, fostered “a sense of independence and kept me responsible and disciplined. I highly recommend the experience!”

His classmate, Katya Rivers (US’12 and a freshman at the College), agrees emphatically, though it was different when she first arrived. “I was rather shy, did not trust many people, and kept to myself,” Rivers says. “But by the end of my freshman year, I realized how fully enveloped with love this community made me feel.”

Making meaningful connections

As these comments show, dorm life goes well beyond a camp-like experience or the thrill of temporarily living away from home.

“There’s a reason we call our department the ‘Home Department,’” says Clark Shutt (US’72), now in his fifth year as boys’ dorm residential head. “What we work to achieve in this ‘home’ of ours is having the kids understand (1) their own spirituality and (2) what it means to govern themselves.”

Expanding one’s experience beyond the boundaries of home and immediate family, especially in this era of globalization, is another important aspect of boarding life, says girls’ dorm residential head Bonnie Mansfield (US’77). “That opportunity to expand was part of the reason I sent my kids to Upper School before I began working here,” she notes.

For Californian and senior Meg Andersen, who transferred to Principia as a junior, part of that “opportunity to expand” came with the diverse student body. “It’s amaz-

ing,” she says, “and [was] one of the first things I described to my friends back at home. They couldn’t believe how many friends I have from all over the world!”

There’s immense value in living with people who could be from any state in the U.S. or any continent. The majority of these relationships turn into friendships with ease, but sometimes there is a need for more thought, effort, and humility. Even that is beneficial, explains house mom Karen Whitney (C’79). “Learning how to live with other people, make adjustments, and support each other is really important,” she says.

Holding up a standard for young men

“We have worked to create a culture of self-government, excellence, and selfless service,” Shutt says, adding how essential it is that “every child

>>

on each hall knows just how much he is cared for and loved by his house parents.” Once this foundation is established, he continues, students understand that “we are after their own well-being—whether it’s cheering them on, giving them hugs,” or using “tough love” and some plain speaking.

New house pop, Paul Perea, expands on this idea. “It’s a combination of Principle and Love,” he says. “When you set the bar high and expect the kids to meet that, they do, because you’ve set up a relationship with honesty and love and clear expectations from day one.”

The house pops are ever-conscious of helping the boys question and combat the prevalent images of masculinity in popular culture and pushing them to go beyond what

made myself look ridiculous in the process,” a senior wrote in the latest issue. Just before the start of junior year, he studied an excerpt about “the man of integrity” from Mary Baker Eddy’s *Miscellaneous Writings* (p. 147) that the house pops often discuss with the boys. “I decided I would return to Principia with a new attitude,” the student wrote. Today, this young man is serving in an elected position on the Student Council.

Supporting the growth of young women

Similarly, seeing and enabling girls to grow into young women of character is a privileged responsibility, say the girls’ dorm “moms.” House mother Monica Semnacher (US’01, C’05) is especially enthusiastic about the “spontaneous conversa-

much different—more homelike and considerably smaller. In Mansfield’s view, to parent a teenager—whether in one’s own home or in the dorm—is to “be a lighthouse.” She explains: “Our job is to keep shining that light and seeing each child’s perfection, regardless of mistakes the kids make. They are going to bump into rocks. But it’s not about search-and-rescue. It’s about keeping that light out there so that, when they’re ready to find their way home, they know just where home is.”

Attesting to the benefits of boarding

At the October 2012 Family Weekend, more parents than could be counted spoke up in meetings at both dormitories about the positive impact the Principia boarding experience is having on their children. Often choking up with heartfelt emotion, they talked of their children’s emergence out of shyness or self-centeredness; of the development of responsibility and accountability; of growth in the understanding and practice of spiritual healing; of greater openness to trying new things; of meaningful friendships . . . the list went on.

To make matters even better, Principia’s house pops and house moms love encouraging all that growth. Laughing about a joke he and his colleagues share, Shutt says, “We often turn to each other and say, ‘I can’t believe we get paid to do this work!’” ■

Our job is to “be a lighthouse. . . . to keep shining that light and seeing each child’s perfection”

— Bonnie Mansfield, girls’ dorm residential head

Shutt calls the “standard of mediocrity that is so accepted in today’s world, of doing just enough to get by.”

Many of the boarding boys openly share their experiences of growth and learning (which sometimes take place the hard way) in *The Canfield Standard*, a dorm newsletter. “I spent a lot of my freshman and sophomore years trying desperately to impress people but only

tions and special moments of connection that take place daily.” Each one adds up to make a difference in the girls’ lives and to help them move forward academically, socially, and spiritually, she says.

Four of the five house moms were boarders at Upper School. Recalling some of their experiences from the ’80s and ’90s, they agree that the feeling in the dorm these days is

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MEMORABLE MOMENTS

When we asked former faculty members for a brief description of one of their most memorable teaching moments at Principia, we received many wonderful responses. The first installment ran in the Summer '10 issue; the second ran in Summer '11. You can find both magazines at www.principia.edu/purpose. The reflections below wrap up the series. Enjoy!



SHARON (U'REN, C'70) CARPER

Upper School Social Studies Teacher



During my tenure at the Upper School (1977–1989), the most significant and thrilling moment for me came my final spring as I guided my juniors and seniors through our last World Affairs Conference. This was the culmination of almost

ten years of student-run and -directed conferences that had provided not only Principia but all ABC League schools an annual, all-day immersion in world affairs.

That year our keynote speaker was the late Joseph Harsch, an award-winning journalist for *The Christian Science Monitor*. Though retired by then, he was still full of stories about his coverage of World War II, including the bombing of Pearl Harbor. The students drank in his wisdom and perspective.

For me, the shining moment came that night as he sat in a big wingback chair with the student steering committee at his feet listening. I remember cherishing this picture of future leaders of our movement, media, and business looking up expectantly at this mental giant. True to my vision, many of those students are today journalists with the *Monitor* and CNN, teachers, and business leaders.

Harsch's words were so poignant that night, for he sagely told the students that their eyes should be on Western Europe's relationship with Eastern Europe. He said this relationship would not only shape Europe's future but the world's.

How prophetic! In a little over six months, the Berlin Wall came down. Some of the students present that night talked with me years later about that gathering, where a modern-day prophet enlightened them.

DR. JOHN GLEN

College History Professor



Experiential learning can provide some of the most meaningful educational experiences possible for college students, and the Principia College study abroad and field programs have long been known for providing life-changing scenarios. My wife,

Dorsie, and I have led four field programs exploring the cultural history of the Hawaiian archipelago.

On one of our programs, we had a young man who didn't seem totally engaged in our readings and discussion, and I must admit I felt a certain amount of frustration with his study habits. However, when we visited the USS *Arizona* memorial at Pearl Harbor, all this changed.

After an emotional visit to the shrine room, where the names of the 1,177 sailors and marines who lost their lives on the battleship that day are listed, we then stood amidships on the 184-foot memorial structure that spans the *Arizona* and watched as drops of oil slowly made their way to the surface from the oil storage tanks that housed over 1.5 million gallons of fuel oil on that day. The ship has leaked between two to nine quarts daily, depending on atmospheric conditions, ever since the attack.

The student who had been less than fully engaged in the academic program up to that point was completely taken over by the moment as a drop of oil surfaced—almost as though the ship herself was still bleeding from wounds suffered that day—and then dissolved into the waters of the bay. He began to cry openly as the totality of the experience overwhelmed him. As a result of that one experience, this young man became an exceptional student for the remainder of the program.

DR. DAVID CORNELL (C'59)

College Physics Professor



In winter 1974 I led a group of 25 students on a field program in Washington, DC. For me, the experience was more as “coordinator” than classroom teacher. The focus of the program was the interface between federal government and the mushrooming telecommunications industry.

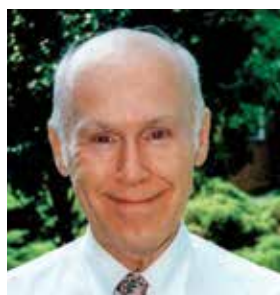
One unforgettable part of this experience was the privilege of having a unique window on the Watergate scandal in the Nixon White House. As an assistant to the president, Principia graduate Egil “Bud” Krogh (US’57, C’61) had helped plan the covert operation to search Daniel Ellsberg’s office. After that operation, he regretted the lack of integrity it represented and courageously decided to plead guilty to criminal charges.

As part of our field program, Bud came to the Brighton Hotel, where our group was staying. He spoke about the question “Was it right?” in connection with his

official activities. He spent four hours with us that night, talking freely and answering probing questions. The next day he was in court for sentencing. Our sympathetic group flooded the courtroom gallery, and every one of us—including Bud—was grateful for the shared learning experience.

ROBERT ROCKABRAND (C’53)

College Music Professor



For the Principia College Singers, spring vacation 1990 began with a performance in Seattle, the first on our two-week, “left coast” tour representing Principia. Sunday’s concert was a good opener, and Monday’s in Portland was even better, but

the ensemble, together since the previous September, had not yet really jelled.

On our original schedule, we were to perform in Sacramento on Thursday. However, sometime before our departure, Christian Science friends in Medford, Oregon—which had no Principia Club—offered to sponsor a Tuesday concert, which was most welcome news.

At our afternoon rehearsal, something wonderful happened. For reasons I feel none of us will ever be fully able to explain, it unexpectedly became a musical and emotional experience that magically brought us all closer together. At one point I had to stop the rehearsal to give us all spiritual breathing space. I will forever remember the embraces, tears, and supportive comments that strengthened us. That night, before an enthusiastic audience, the singers finally coalesced and delivered a stunning performance that became a springboard that nourished and supported us not only in Sacramento but all the way to San Diego. That performance forever became known as the “Medford Miracle.” ■

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IDEALS SET IN STONE

by Phebe Telschow


Principia Trustee Clarence Howard was impressed when he met Bernard Maybeck in 1923. “He’ll build the college around Principia’s ideals,” he wrote to Frederic Morgan, the elder son of Principia founder Mary Kimball Morgan. And that’s exactly what Maybeck did.

But the artistry and integrity Maybeck put into campus buildings over 80 years ago carries meaning beyond the Principia community into the wide world of architectural history.

Recognizing this, Principia organized and hosted a conference called “A Celebration of Bernard

Maybeck and Principia College” from November 8–10, 2012. It attracted an international collection of distinguished architects and scholars, including Diane Haigh, an architect from Cambridge University and this year’s Principia College Annenberg Scholar. An expert in Arts and Crafts architecture and >>





in refurbishing historic buildings in sensitive settings, she has worked on projects as diverse as the restoration of Royal Festival Hall and the coordination of special review panels to advise decision makers about the impact on London's infrastructure of construction for the 2012 Olympics.

Early on in the conference, Haigh zeroed in on its central focus: "The questions we're asking are, 'What were Maybeck's ideas and how are they still relevant?'" Responses highlighted a range of qualities embodied in his campus structures. For example, St. Louis architect David Page commented, "The spirituality of these buildings can be seen in how they flow and work together with the landscape and with each other. . . . The scale of them is human, which gives this community an overall sense of peace and harmony. It also gives everyone who lives here a sense of belonging, ownership, and connection to each other."

And Robert Craig (US'62, C'66), professor emeritus at the School of Architecture at Georgia Institute of Technology and author of *Bernard Maybeck at Principia College: The Art and Craft of Building*, noted

"I BELIEVE THAT THE COLLEGE BUILDINGS SHOULD BE SO SPIRITUAL THAT THE STUDENTS WITHOUT KNOWING IT GET THE QUALITIES WHICH WE NEED TO MAKE LEADERS."

– Bernard Maybeck

that "Maybeck's buildings [at Principia] are instruments of the school's policy to build character." In addition, Craig pointed out that while the buildings serve a serious purpose, they express a deep sense of joy.

Participants also commented on the timelessness of Maybeck's structures. His modern use of materials fused with old-world craftsmanship forms a bridge between past, present, and future. Maybeck's buildings show us how to cherish old values while simultaneously allowing those values to inspire and impel progress.

Concerning progress—especially any future construction—Bill Marquand, principal of Marquand Design and the founder and executive director emeritus of the Maybeck Foundation, encouraged

Principians to keep their relationship with Maybeck's buildings fresh and not to take them for granted. "Preservation is about education," he noted. "Principia's Maybeck buildings . . . are important storytellers. We need to listen to the stories. . . . Wonderful care and ingenuity went into crafting this place, and it needs to be nurtured."

By all accounts, the conference not only nurtured Principians' appreciation of the College's Maybeck legacy but shared and celebrated it with others. ■

TO LEARN MORE

The Maybeck Buildings at Principia College and the Maybeck Collection (correspondence, drawings, etc.) in the Principia Archives

www.principia.edu/maybeck

Bernard Maybeck at Principia College: The Art and Craft of Building by Robert M. Craig

Available at the Principia College bookstore

www.principia.edu/bookstore
618.374.5061

Bernard Maybeck and Principia College: The Historic District by Charles B. Hosmer Jr.

Available at the Principia College bookstore

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Sharing Expertise: One Digital Native to Another

by Catherine Speer

For Spencer Powell (C'09), the Internet is an office of sorts. It's the place where he builds business for businesses. He's the third generation to work at his family's company, TMR Direct, but he's the first to develop the company's Inbound Marketing Department, which helps clients build websites and drive traffic to them.

Right out of college, Spencer set up his own LLC, Powell Social Media, in Seattle, Washington, gaining valuable experience helping individuals and small companies boost their business through social media. He then joined the family business in Colorado Springs, Colorado, and began building this new division from the ground up.

“The variety of classes I had gave me the ability to think critically about things in a logical way”

“When we started the inbound division,” Spencer explains, “we wanted to identify a vertical market we could become experts in.” And that's exactly what he's done by helping clients expand beyond their company website through blogging, marketing via Facebook and Twitter, measuring activity on Google Plus, and so on.

Leading the charge in a new industry isn't an obvious match with Spencer's pre-Principia persona. He describes himself as super shy in high school and credits athletics at the College with helping him break out of his shell. “I gained a lot of confidence playing football at Principia,” he says. “I found who I was as a person and discovered I had a lot to share.”

Principia's approach to liberal arts made a big difference as well. “The variety of classes I had gave me the ability



to think critically about things in a logical way where one can step back and look at something from a higher level, figuring out what is really trying to be accomplished as well as the necessary steps for getting there,” he explains. In addition, the College's emphasis on writing developed his competence—and confidence—in “communicating clearly through presentations, PowerPoints, e-mail, phone sales, lectures, and more,” he notes.

Gratitude for those gains impels Spencer to give back to Principia by sharing his expertise with current students. He has been a guest lecturer for College business classes both in person (pictured above) and via Skype, and he'll soon be sponsoring internships for Principia students in the Inbound Marketing Department at TMR Direct.

As you might expect, with Spencer not even five years out of college, current students learn a lot from him and relate easily to him—as one digital native to another.

If you'd like to join Spencer as a career contact and share your expertise with Principia students and alumni—whether you've got decades of experience or are just getting established—please contact Catherine Speer at catherine.speer@principia.edu. ■

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

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AWARDS AND ACHIEVEMENTS

SCHOOL

A State-Level Tennis Win



For the first time in 20 years, Principia was represented at State in girls' singles competition. Senior **Meg Andersen** played for two days in Springfield, Missouri, coming away with fourth place in Division I Girls' Tennis.

Musicians Earn Accolades

Oboist **Jennifer Ritter** (US'15) earned a place in the All-State Orchestra. She was selected from 40 oboists auditioning for four chairs in the State Band and Orchestra.

Seniors **Stephen Hanlin** and **Meredith Hamilton** were accepted to the Missouri All-State Choir. Stephen represents Principia in the Bass Section and Meredith is an alternate for the Soprano Section.

Upper School brother and sister, **Austin** and **Anna Webster** garnered State-level honors in piano performance this fall. Austin took second place for tenth grade in the Missouri Music Teachers' Associa-

tion State Piano Competition with his repertoire of Rachmaninov, Debussy, and Bach. Anna received honorable mention for ninth grade at the same competition, with pieces by Clementi and Balakirev. Earlier, both of them took first place in the District piano competition, performing the same repertoire.

Leadership Honored

Senior **Austin Moyle** was recognized this fall as an Outstanding Student Leader in St. Louis County.



The award, given annually to one student in each St. Louis County high school, honors "academic, athletic, extracurricular, and community service achievements and contributions." All honorees attended a daylong leadership conference. Austin is pictured here with County Executive Charlie Dooley, who presented the awards.

Since his sophomore year, Austin has devoted substantial time and effort to student government at Upper School—first as a Student Council (StuCo) rep, then as StuCo vice president, and this year as StuCo president. He has also participated regularly in track and varsity football.

COLLEGE

College Chooses Lincoln Academy Student Laureate



Each year, the Lincoln Academy—a not-for-profit, nonpartisan organization—honors college seniors in the

state of Illinois for overall excellence in academics and extracurricular activities. This year's Principia College Lincoln Academy Student Laureate is **Shelby Lemons**, selected through a highly competitive, campus-wide nomination process.

A political science, sociology, and Spanish triple major, Shelby has held a wide range of leadership positions on campus, including resident assistant in Anderson House. She has also been a member of student government, helped coordinate the Pan-African Conference, served as director of operations for the 2012 Public Affairs Conference, and been a delegate to Model United Nations. A member of the cross-country team for four years, Shelby also played lacrosse for three seasons. She studied abroad in Brazil in 2011 and presented a paper at the International Studies Association Midwest Annual Conference in 2012.

AWARDS AND ACHIEVEMENTS

Cross-Country Runners Compete at Nationals



Two College runners qualified for the NCAA Division III Cross Country Championships held in Indiana this fall. At the Championships for his second year in a row, junior **Wylie Mangelsdorf** made impressive strides over his previous standing, finishing 19th out of more than 200 runners—70 places higher than last year. With his top-20 finish, Mangelsdorf earned All-American status.



Competing for her first time at the National Championships, senior

Casey Powell, two-time St. Louis Intercollegiate Athletic Conference Runner of the Year, finished in the top third.

Canada Taps Principia Coach

Ken Leavoy (C'75), head softball coach for Principia College and School, has been selected as an official coach for the Canadian Women's National Softball Team. During the summers, he will work



with both the Junior and Senior National teams. Asked why he coaches at Principia instead of a Division I school, Leavoy explains, "What I feel I get to do here at Principia isn't just about athletics; I get to help individuals learn to equip themselves to be successful in life. . . . [T]hat is a higher sense of education, and that is why I am here at Principia."

Professor's Book Wins Publication Prize

Dr. John Near (C'69) was recently honored by the Organ Historical Society, which awarded him the 2011 John Ogasapian Publication Prize for his book *Widor: A Life Beyond the Toccata*.

ALUMNI

Scott Knickerbocker (C'98)

The University of Massachusetts Press recently published *Ecopoetics: The Language of Nature, the Nature of Language* by Dr. Scott Knickerbocker, an assistant professor of English and environmental studies at the College of Idaho. The book explores the relationship between artifice and the natural world in the work of modern American poets.

Lee Suarez (FS'90) Ben Crandell (US'99, C'03) Stephanie (Hood, US'99, C'03) Case

Three Principians will be inducted into the St. Louis Intercollegiate Athletic Conference (SLIAC) Hall of Fame in May 2013: Lee Suarez served for 36 years at the College in a range of capacities, including head volleyball coach, faculty member, and athletic director. Ben Crandell was a nationally ranked Division III

tennis player and won Principia's Willard and Corde Hanzlik Award, given annually to an outstanding senior athlete. Stephanie Hood Case, a member of the College's Gold & Blue Athletic Hall of Fame, holds several College cross-country records and is the SLIAC Cross Country Championship Course record holder. Her senior year she earned All-American status, finishing 30th in the NCAA Division III Cross Country Championships.



Practicing Grit and Grace

by Mary Ann Sprague

This season Principia College volleyball adopted the theme “grit and grace in action.” Our definition of *grit* included courage, toughness, and resolution, as well as consistency of effort and persisting in the face of struggle. The description of *grace* we committed to was striving to be fully present in the moment, having gold medal re-focus when we wandered from the moment, and being unable to judge. (In the absence of judgment, there’s only love.) Our team rejoiced in the fact that all these qualities have their source in God and that our heritage, according to the first chapter of Genesis, includes full rights to them.

For one senior, in particular, a beautiful unfoldment of good resulted from this focus on grit and grace. She had committed her spring and summer to preparing physically and metaphysically for a great final season. Even so, the season started out less than stellar for her, and she was frustrated. But God’s grace unfolded the path from frustration to fulfillment. She realized she had accepted false responsibility for the success of the team and was putting a huge amount of pressure on herself to play at a very high level.

I, too, struggled with a bit of false responsibility. I wanted all of her dedication and hard work to pay off. She had been following my lead in her training, and for a brief moment I wondered if I had led her astray. Right then, this simple

“Wow, it couldn’t get any clearer
Look to God. Lean on God. Live with blessings.”

thought came to mind and washed away any vestige of false responsibility: “To those leaning on the sustaining infinite, to-day is big with blessings” (*Science and Health with Key to the Scriptures*, p. vii). Wow, it couldn’t get any clearer or simpler. Look to God. Lean on God. Live with blessings. I was instantly freed from those distracting thoughts.

This young woman was diligent in prayer as well. As she explains, “A large portion of our team’s summer reading was about choosing our thoughts and actions, so I chose to rely on God and express Him more than I ever had before. I worked harder metaphysically simply to express, not impress.”

One day I noticed that she was treating everyone on the team with more grace and respect. She was reaching out to help younger players and being kinder to herself. At the same time, she was showing a lot of grit as a constant hard worker

in practice. She was also demonstrating courage in tough competitive situations and finding ways to be exactly what our team needed.

A few weeks into the season, this young woman was the picture of both grit and grace—and a blessing to the entire team. Grateful for this growth, she sums up her progress this way: “All aspects of my game improved, and I ended the season leaning and relying on God.” ■

Mary Ann Sprague is Principia College’s associate athletic director and head volleyball coach.



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