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www.principia.edu/trips



SUMMER 2014, Issue No. 370

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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If you have an article idea for the *Purpose*, please send a query to **purpose@principia**. **edu**. The *Purpose* accepts no responsibility for unsolicited material, which will not be returned unless accompanied by a self-addressed, stamped envelope.

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#### Dear Reader,

Sometimes the best way to move forward is to stay put—figuratively, at least. That has been true for over 100 years now with regard to Principia's focus on character education. When the school was just 10 years old, founder Mary Kimball Morgan reminded her faculty of the primary importance of developing students' character, urging teachers to "bring out the real child, God's child" (*Education at The Principia*, p. 65). Today, that bringing out, or unfolding, of each student's God-given, innately



good character is as central to Principia's identity and operation as ever.

On the one hand, this focus puts us ahead of the rapidly growing pack of educational institutions either inventing or reinvigorating character education programs. On the other, the uniqueness of our approach—with its emphasis on unfolding students' character instead of instilling it—places us outside of the pack altogether. In the cover story, you'll get a clear picture of where Principia fits in today's character education landscape and how we're staying true to Mrs. Morgan's primary focus.

Also in this issue, you'll meet another alum "off to a roaring start." Following the strong positive feedback we received to the last issue's focus on young alums' accomplishments, we've decided to make this a regular feature of each issue. Speaking of alumni, six of our newest alums—members of the Class of 2014 at the School and College—are profiled here. Find out about their experiences at Principia, and learn where they're headed next.

We've also included a peek into School students' interest in engineering as well as a glimpse into the practical liberal arts learning—not to mention the fun—students take away from the College's popular Sugarbush Management course.

And that's not all. This issue is packed with student and alumni adventures and accomplishments. Dive in—and enjoy!

Jonathan W. Palmer (C'78)

Jonatian W. Jahren

Chief Executive

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I graduated from the college in 1997, and normally when I receive the magazine, I give it a cursory glance. I always give it a chance to surprise me-and it never ever does . . . until now!

I was so moved and inspired by what my contemporaries are up to. More than that—HOW they are going about their lives, and the sort of "I didn't just walk in the front door, I found my own route" sense that pervaded all of them.

It reminded me in a very real way of what Principia sets out to do-and does. Essentially, the experience of Principia gets

you examining everything so much that unless your eyes and ears are totally closed for four years, you end up leavening the career that you choose by virtue of having tasted how things could be. Honestly, it's sad to say, but I almost forgot about that. Thank you so much for putting forth the reminder in a big way.

Thank you for being so refreshing!

Heather Frederick Brown (C'97)

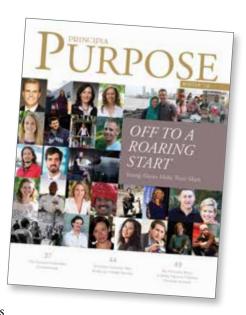
#### Correction

Brian Roberts' class year was listed incorrectly. He is a

#### Interested in teaching at Summer Session?

We are now accepting course proposals for Summer Session 2015, which will be held on the College campus June 13-27, 2015.

Submit your proposal at www.principia.edu/summersessionproposal. The deadline for submissions is September 30, 2014. All faculty must be Christian Scientists.



#### **Photo Caption Contest** Winner

"Does that door make my legs look fat?"

- Emma Coyne (US'16)



For the next contest, submit your caption for this photo to purpose@principia.edu by November 1, 2014. The winner will be announced in the Winter '15 issue.

#### Principia to Welcome New Principal

Travis Brantingham (US'94, C'98) will be stepping into the newly created role of School principal on July 1. During her eight-year tenure, outgoing Head of School Marilyn Wallace (C'72) brought significant changes to the School, including Middle School renovations, the introduction of one-toone computing in Middle and Upper School, greater curricular emphasis on experiential learning, and a change from trimesters to semesters.

Brantingham, who holds an MA in educational leadership from Maryville University in St. Louis, joined the staff at Principia School in 2006, serving as assistant dean of students

until 2008 and as athletics director from 2008 to 2013. He and his wife, Hannah (C'02), have three children.

Brantingham will work with a reconfigured team of administrators, including Dean of Students Lee Fletcher-McGookin, whose role has been expanded from the Upper School to include the entire School, and three assistant principals. Current Middle School and Lower School/Early Childhood Directors Alyssa Henn (US'97, C'01) and Dorothy Halverson (C'85) will transition into the assistant principal roles at their respective levels, while new hire Peter Dry will fill that post at the Upper School.



New School Principal Travis Brantingham (US'94, C'98)

Dry has served as a teacher, coach, house parent, and administrator at schools in South Africa, England, Japan, Norway, and Australia. He will move to St. Louis with his wife, Samantha, and their three children this summer.



#### **Upper School Artists Shine**

Each spring, the venerable St. Louis Artists' Guild holds an exhibition of curated works in a range of media by high schoolers in the area. This year, seven of the 142 pieces accepted into the exhibition—just about 5 percent—were by Principia upper schoolers! In addition, senior Grace Buchanan's oil pastel portrait, Tatyana (pictured here), won the \$500 Frani Weinstock Scholarship Fund Prize.

#### Club Lacrosse Added to Upper School Athletics Options

Gaining hugely in national popularity in the past decade, lacrosse has had a few devotees at the Upper School as well, most notably Matt Gilman, who graduated in May. A varsity football and basketball player at Principia, Gilman was also a key member of the John Burroughs lacrosse team for four years and was named MVP at Burroughs' 2013 State Championship game. During this past spring semester, with the support of Athletics Director Brad Warrick (US'90, C'94), Gilman pulled together about 20 athletes, organized the purchase of equipment and uniforms, and ran a tight practice schedule. It's expected that lacrosse will continue to be offered at the club level in the coming academic year.

#### 2014 Cum Laude Honors

The following seniors were inducted into the Principia chapter of the Cum Laude Society at the traditional year-end chapel the Monday before graduation: Robert Butler, Emilie Fredrikson, Nicole Gerber, Brewster Glascock, Meaghan McMahon, Tanner Walters, and Kevin Ward.

#### **Featured Speakers**

In February, activist Mike Kim spoke at the College as the Ernie and Lucha Vogel Moral Courage Lecturer. In 2003 Kim moved to



the North Korea/China border to help those escaping North Korea. Conducting operations along a 6,000mile, modern-day underground railroad, he successfully led hundreds to safety.

In March, former U.S. Secretary of State Madeleine Albright, this year's George A. Andrews Distinguished Speaker, offered listeners an encompassing global perspective in her talk, "A World of Change: Challenges Facing the New Generation of World Leaders," followed by a Q&A session moderated by John Yemma, Christian Science Monitor editor-at-large.

#### **Spring Dance Production Premiere**

Of special note in this year's Dance Production was the debut of Found, a ballet choreographed by former American Ballet Theatre (ABT)



dancer John Gardner and featuring former ABT prima ballerina Amanda McKerrow.

Students choreographed many pieces as well, with styles ranging from hip-hop to eclectic fusion. Due to previous commitments, McKerrow performed the lead role in three out of the five performances of Found; Principia dance Professor Hilary Harper-Wilcoxen performed in the others. This turned out to be a rare opportunity for students who, despite having studied with Harper-Wilcoxen, had never seen her perform.

#### Dr. Tom Fuller Wins Teaching Award

This year's recipient of the Horace Edwin Harper Jr. and Evelyn Wright Harper Award is Dr. Tom Fuller, chair of the Computer Science Department. Fuller has taught computer science and math for 25 years and held many administrative posts. A demanding and popular professor, he leads the Programming Panthers in a yearly programming contest, where the team regularly ranks ahead of much larger schools.



#### Celebrating 2014 Graduates

A warm, clear spring day set the scene for this year's College commencement on Saturday, May 10. Dr. Robyn Metcalfe (US'66) delivered the address, encouraging graduates to use their innate curiosity as they take their next steps.

Afterward, friends and family gathered on the Chapel Green to celebrate the 106 members of the 2014 graduating class. You can listen to the address on Principia Internet Radio (www.principia.edu/radio) and meet three members of the Class of 2014 beginning on page 34.

#### Spring Sports Highlights

Principia won the overall St. Louis Intercollegiate Athletic Conference (SLIAC) Sportsmanship Award for the 2013-2014 academic year. The College also won team sportsmanship awards in men's and women's cross country, volleyball, men's tennis, and softball.

In tennis, the women's team won five out of the six First Team All-Conference singles awards, one honorable mention, and all the First Team All-Conference doubles titles. Also, Casey Reynolds (C'80) and Shannon Carney, the men's and women's tennis coaches, won SLIAC Coach of the Year recognition, both for the second time.

#### School

#### Alli Ball—State Player of the Year



Senior Alli Ball closed out her Upper School basketball career on a stellar note: she was named State Player of the Year (Class 3) by the Missouri Basketball Coaches' Association. (She is only the second Principian so honored. Liz Gilman (US'12) was the first.)

During the 2014 season, Alli received her 1,000-point ball—and many other accolades. The 6'1" forward was named Metro League Player of the Year and Class 3 District 4 Player of the Year. She was also chosen for First Team All-State by the Missouri Sportswriters and Sportscasters Association and for First Team All-Metro by the St. Louis Post-Dispatch (a Principia first).

Alli also played varsity soccer at the Upper School. She was part of the team that won silver at State in 2012, and she competed at State in cross country her freshman year and in track for two years. This fall, Alli will play basketball for the University of Akron, a Division I school.

#### Musicians Excel at State

All 12 Upper School musicians who participated in the State Music Festival in May came away with a ranking of "Superior" (first division) or "Outstanding" (second division):

Woodwinds—seniors Melissa Frank (flute) and Nicole Gerber (clarinet), and junior Jennifer Ritter (oboe)

Saxophone—seniors Ben Swank and Tia Goebel, junior Josh Barthelmess, sophomores Tanner Caldwell and Michael Coburn, and freshman John Woodall

Individual performances—junior Drew Shotwell (bass clarinet), sophomore Andrew Schueler (tuba), and freshman Haydn Jones (violin)



#### **Robotics Team Success**

The Upper School robotics team had a very successful first foray into highschool competition. During regional rounds in March, the team won the Rookie All-Star award at the FIRST ("For the Inspiration and Recognition of Science and Technology") Robotics Competition. In April at the championships, team Optimus Prin won six out of ten matches, placing 36th out of 100 competitors in their group. (For more information see page 43.)

#### Seniors Earn Eagle Scout Rank

During the 2013–2014 school year, two seniors attained the highest rank from the Boy Scouts of America.

Jackson Hoffman earned his Eagle award from his home troop in New York. For his project, he worked with troop members to build an elevated planter for the Islip Public Library on Long Island. Zach Telschow worked with Principia Troop 554 members to construct 15 wooden birdhouses that were designed and placed around campus to attract a variety of species.

#### Girls' Soccer District Win

The varsity girls' soccer team won the District Championship the week of graduation, with a 2-0 victory over John F. Kennedy High School. After school ended, they went on to compete in sectionals and made it to the State quarterfinals, which were played at home under lights on the Mesa field.

#### College

#### **American Chemical Society** Award

Cathrine Grace Shepard won this year's Outstanding Junior Chemistry Award from the St. Louis Section of the American Chemical Society.

#### Wildlife Refuge Volunteer **Award**

Junior Kyle Meserve received the Volunteer of the Year Award from the Two Rivers National Wildlife Refuge in Brussels, Illinois. A biology major, Kyle volunteered regularly for special events, including an eagle monitoring project.

#### Athletes Earn Academic Honors

For the third time in four semesters, the College men's swimming and diving team was the highest-ranking CSCAA NCAA DIII Scholar All-American Team.

For the winter and spring seasons, 31 student-athletes earned St. Louis Intercollegiate Athletic Conference All-Academic Team honors, with representatives from the following sports: basketball, tennis, track and field, and softball.



#### Sophomore Ranked Nationally in Pole Vault

Conrad Bollinger competed at the 2014 NCAA Division III Outdoor Championships in Delaware, Ohio, in May, entering the competition ranked fourth in the nation for pole vault. His qualifying jump of 16'134" set a new school record, and he is Principia's first male vaulter to earn Athletic All-American honors.

#### **Alumni**

#### Don Dickinson (C'66)

High school social studies teacher Don Dickinson was named the 2014 University of Arizona Circle-K Outstanding Teacher of the Year. Of special note is his founding of the Ironwood Ridge High School Veterans Heritage Project Club, part of a national project where students interview veterans and write and publish their stories.

#### Tarn Wilson (C'89)

The Slow Farm, Tarn Wilson's memoir about growing up with hippie parents in British Columbia, was published this year by Ovenbird Books. A Pushcart Prize nominee, Wilson has appeared in *Brevity*, Defunct, Gulf Stream, Harvard Divinity Bulletin, South Loop Review, and The Sun. She holds an MEd from Stanford and an MFA from Rainier Writing Workshop at Pacific Lutheran University.

#### Seth Johnson (FS'93)

Head coach of the Principia College men's soccer program for 18 years, 11 of which were as a member of the St. Louis Intercollegiate Athletic Conference (SLIAC), Seth Johnson was inducted into the SLIAC Hall of Fame this May. While coaching for Principia, Johnson was named Conference Coach of the Year three times, including twice by SLIAC, and National Soccer Coaches Association of America (NSCAA) Central Region Coach of the Year once. In 2001, Johnson became the first coach to lead a Principia team to the NCAA Division III National Tournament, and his teams were routinely ranked within the region.

#### Ian Anand Forber-Pratt (US'98, C'08)

In honor of his work as the founder and president of Foster Care India, Forber-Pratt received a 2014 Distinguished Alumni Award from the Brown School of Social Work at Washington University in St. Louis, where he earned his MSW. His organization, based in Udaipur, Rajasthan, in western India, works to secure "every child's right to a safe, nurturing and healthy family environment."

#### Christina Speer (US'05, C'09)

In May, Christina Speer, a two-sport starter at the College, was inducted into the St. Louis Intercollegiate Athletic Conference (SLIAC) Hall of Fame, the first student-athlete to be selected unanimously. In volleyball she is the only student-athlete to date to earn Conference Player of the Year three times; she was also named First Team All-Conference four times. She led the nation in kills per set (4.86) as a senior and finished her career with seven school records. In basketball, she held the conference record for career points scored by a women's basketball player (1,688) until it was broken in February 2014. She was named to the women's basketball All-Conference Team four times and holds five school basketball records.

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#### Staying Connected through the Years

by Heather Shotwell

aving lived in three different U.S. cities since graduating, Kim and Sally (Glover) Krieg (both C'78) have found that getting involved with Principia Club activities helps them stay connected with Principia wherever they are. And involved they are! Through the years, they've volunteered in numerous capacities, never shying away from leadership roles.

"We moved to Denver soon after college," Kim explains. "When our children came along, we began to take them to Christmas Sings, picnics, and other Principia Club activities, and continued these traditions when we moved to Seattle and now here in the Phoenix area."

Serving as a class agent since 1990, Kim connects with alumni and encourages class giving. "Actually, the best part of this role is staying in close contact with classmates, which is a real privilege," Kim says. He also served on the Trustees' Council for several years. "I interacted with such wonderful people I wouldn't have otherwise known," he notes.

Kim has served on the Alumni Association Board for three years and is currently vice president. "Truly, the highlight is assisting at reunions, when board members act as hosts, greet reunioners, and help make sure things go smoothly," he says. That's a natural for Kim since he and Sally have consistently attended reunions since graduating. This summer, they will attend along with their daughter, Cori Kotila (US'01, C'05). "Cori and I especially look forward to the Howard House reunion because we were both Howardites," Sally comments. "Reunion will be a multigenerational experience for our family this year."

In July, Kim and Sally are going on Principia's Fire & Ice in the Rocky Mountains trip with geology professor Dr. Janis Treworgy (C'76). "This will be our first organized Principia Lifelong Learning trip," he explains, "but we're also traveling with some Principia classmates to Holland in the fall."



Kim will also attend the 16th semiannual McNabb Golf Classic this September, when approximately 50 McNabbies descend upon Scottsdale for a long weekend of golf and fun. "Actually, we try not to let the golf get in the way of the fun," Kim says with a laugh. "I wasn't actually in McNabb, but these guys accommodate me and others who lived in different houses during college. During the 2012 McNabb Golf Classic, some recent College graduates joined us, and it was very special to get to know them. This experience is a great example of something prospective students should understand about Principia—in addition to the outstanding academic education and career preparation at Principia, friendships made during those student years truly last a lifetime."

Most recently, Kim and Sally hosted a living room chat to acquaint prospective families with Principia School. Upper School math teacher Bill Marston (US'75, C'80) and a current Upper School student spoke at the chat. "We were thrilled with the opportunity to share a bit about Principia with folks here in Phoenix," Sally comments. The Kriegs also hosted a similar event when they lived in Seattle and then-College President George Moffett (C'65) came to town.

"We look forward to many more Principia connections in the coming years," Kim adds. I

#### We Give to Principia Because . . .

by A. C. Brown

or Krista (Moore, C'92) and Kevin (C'93) Capp, giving to Principia is about priorities. "To financially support Principia is not just helping the only college for Christian Scientists in the world," Kevin notes. "You also help advance an amazing institution that pushes students to think critically and communicate effectively."



The Capp family, from left: Riley, Kevin, Ethan, and Krista

## "Not a month goes by that I don't reference something I learned at Principia . . ."

— Kevin Capp (C'93)

Kevin is quick to acknowledge that his Principia experience didn't stop after he graduated. "Not a month goes by," he says, "that I don't reference something I learned at Principia that I use in my business life. Whether it was an experience

on an abroad, in athletics, or for my history major—like writing the history of the world in five pages—I'm still using the lessons I learned at Principia."

In Krista's case, being embraced in a Christian Science atmosphere was one of the most important reasons she transferred from a large university to Principia. "The love for Christian Science that brings everyone together" was paramount to her college experience, she says, and it's a significant reason she donates today.

Beyond gratitude for their own experience, the Capps see value in supporting Principia for future generations. "Our sons are approaching college age, and we want to make sure Principia will be there for them and the facilities will be well maintained," shares Krista. Her desire is to provide not only for her own children but for anyone who wants to live in the environment Principia offers. "Principia is a wonderful atmosphere for young people to discover their passions in education and take part in many other activities, such as theatre, sports, dance, solar car, leadership, etc."

For the Capps, the decision to make a recurring monthly donation to Principia was easy for a number of reasons:

- "Even though it seems like a small amount each month, a recurring donation adds up to a big amount by the end of the year."
- "A recurring donation can be as little as what it would cost to buy a cup of coffee or have a nice dinner out each month. When you set up an ongoing monthly donation, you don't 'feel' it as much as if you made a large donation one time a year."
- "Even when someone's monthly budget doesn't allow for a large donation, the automatic recurring donation is still in place and isn't disrupted."

# JOIN US FOR HOMECOMING WEEKEND AT PRINCIPIA COLLEGE

October 17-19, 2014

Honor Principia athletes during the Gold & Blue Athletic Hall of Fame Induction Ceremony on October 18 in Cox Auditorium.



#### **GOLD AWARD INDUCTEES**

Winnifred (Andrews, US 1906) Hubbell and Adelaide (Obear, US 1906) Fill Along with writing the "Principia Hymn" and "Gold and Blue" (our fight song), these women were charter members of Principia's first athletic association.

#### **BLUE AWARD INDUCTEES**

Thiers "Ty" Anderson (US'54, C'58), Joshua Burek (C'99), Kerste Bryant Helms (C'91), Kristin Martin (C'83), Peter Mehring (US'83, C'87), Andrew Schierholz (US'90, C'94), and the 1966 and 1968 Football Teams

www.principiaalumni.org/homecoming

#### Painting to "bless all mankind"

by Anne Farley Gaines (C'76)

s the youngest of four sisters, I first learned of Principia College when I was seven. My family and I frequently visited my eldest sister, Sally (Gaines, C'65) Mosher, at Principia. I was struck by its beauty in all seasons. Even as a child, I sensed that the atmosphere was very harmonious because most students, faculty, and staff were regularly studying the teachings of Christian Science. I knew then that I would most likely attend Principia, and that idea was further reinforced when my sister Jane Marie Gaines (US'64) attended the Upper School her senior year.

When my sister Susan Gaines-Gatto (C'71) was at Principia, I visited one weekend and watched a watercolor demonstration by Professor James Green as he painted an evening harbor scene. The room was packed. All onlookers seemed transfixed. The process and the end result were enthralling, and Mr. Green sold the work immediately. That experience left a very lasting impression.

#### My turn to attend Principia

My senior year in high school, I applied to three colleges, one of them Principia. When my acceptance to

Principia arrived, I knew that I belonged there. I had frequently puzzled over whether I should major in music or art, as I was seriously dedicated to both disciplines, but I was certain that Principia would provide the atmosphere for me to prayerfully discern the right career path.

That fall when our mother and I drove from our home in South Haven, Michigan, to the Principia campus, I felt anxious. However, from the moment I walked into my dormitory, Anderson East (AE), a settled calm ensued, and I embraced my new "home." I quickly became acquainted with my dormitory



### Whenever I teach classes, I always aim to infuse values learned at Principia . . .

sisters and happily remain in contact with several of them. One fond memory is singing the "Sisters" duet from *Irving Berlin's White Christmas* with Roni Van Fossen (US'72, C'76) in the AE living room at the holiday talent show.

Each quarter was memorable and unique, but freshman year was pivotal in formulating my life goals. Fall quarter, I took Ear Training and voice lessons from Ethelyn Sparfeld and became a Chapel soloist. I loved Geology 111 from Dr. Forbes Robertson ("Dr. Robby," US'34, C'38) so much that it led to going on the Australia Abroad

summer quarter of 1973. Winter quarter I took Freshman Project with David and Cynthia "Candy" Nartonis, a dynamic couple who selected 20 applicants each quarter. Freshman Research Seminar culminated in a paper on our goals and how we could achieve them. My goal was to become a multilingual college choral director and singer and to travel the world.

#### A shift in focus

Spring quarter, that changed. I took Art 101 from Judy (McCreary, C'68) Felch and was hooked. For me, spending hours practicing vocal scales paled in comparison with sketching nature and architecture. The day I decided to major in art was one of the most peaceful days of my life. I was truly listening to God's guidance and not turning back. I still sing, however, and my sculptor husband, Geoffrey Novelli, and I relish attending the Lyric Opera of Chicago.

The Australia Abroad was excellent for experiencing new knowledge and scenery. I stayed out of school fall quarter of my sophomore year to slice bread at a local bakery to reimburse my father for the extra expenses of traveling abroad and also did commissioned drawings of people's houses.

Back on campus winter quarter, I dove into Comprehensive Drawing, taught >>







Above: Anne puts finishing touches on her commissioned mural Treasures of Palos Heights before the unveiling ceremony in October 2011. Preceding spread: Anne in front of the mixed-media mural she produced for San Jose Obrero Mission, a women's shelter in Chicago. The mural was funded in part by a Neighborhood Arts Program grant from the Chicago Department of Cultural Affairs.

Unfolding Friendship, 2014, watercolor of Anderson East, 4"x 6"

by Glenn Felch (C'68). Many of us created work we never imagined we were capable of. Glenn later wrote me a recommendation to Bowling Green State University in Ohio, which he had attended as a graduate student. I received a fully paid teaching assistantship there and later painted abstractions from the Great Barrier Reef for my MFA thesis exhibition, Transparencies.

Remembering Mr. Green's amazing demonstration, I pursued watercolor classes with gusto and went on Art Abroad '75 my senior year with 22 other art majors. We painted on location—in England, France, Switzerland, and Italy—and formed permanent friendships. Nearly 15 years later, in 1989, I had the privilege of teaching

two sections of watercolor as a visiting scholar at Principia while my close friend and colleague David Coughtry (C'77) was on sabbatical.

#### Teaching what I learned

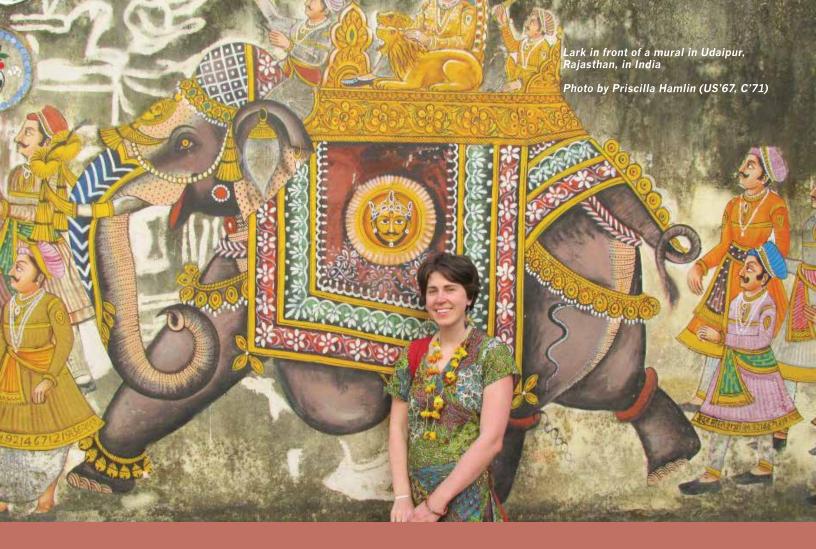
Whenever I teach classes, I always aim to infuse values learned at Principia the importance of not limiting one's abilities, practicing diligently to hone one's skills, and educating oneself beyond the syllabus. And when I took students to Europe in 2003 and 2004 while teaching at the International Academy of Design and Technology in Chicago, we went to several of the same places I had visited on the Art Abroad. I regaled students with stories —like the one about getting locked in

the tower of Chartres Cathedral with Sue Ballenger (C'76) when we lost track of time while sketching gargoyles. It helped that we knew how to shout "Help!" in French.

My love of coordinating large murals in recent years comes from wanting to reach out and help others. The large work I did in Professor James Schmidt's Beginning Design class emboldened me to tackle large works of art and to explore mixed-media painting. The importance of wanting to "bless all mankind"\* and to care for the world beyond oneself is a very Principia concept, one that I happily embrace.

\*Mary Baker Eddy, The First Church of Christ, Scientist, and Miscellany, p. 353.





## OFF TO A ROARING START Lark Rodman (C'06)—Living Sustainably

by Trudy Palmer

fter wrapping up a two-year contract with Google as a Spanish language quality evaluator, Lark Rodman began an admittedly lackluster job search. "The idea of finding work with long-term security and enough money to support myself was uninspiring in and of itself and also seemed like a luxury, a privilege unknown to much of the world's population," she explains. "What I really wanted was to work to create a future for these other people, not just a future for myself."

That's when Rodman recalled that fellow alum Amanda Stephenson (US'06, C'10) had volunteered briefly with Sadhana Forest in India. "I was drawn to the idea that the entire organization (which has projects in Haiti and Kenya, too) is run by volunteers and powered by a gift economy and by service," Rodman says. So she decided to volunteer for a month or two, which stretched into six months.

When Rodman finally returned to the U.S., it was only to fundraise for a project in Kenya before returning to Sadhana Forest in January as a long-term volunteer. Then in April, she left India to help launch the organization's work in a remote, extremely arid region of Kenya.

Reforestation, water conservation, and food security are Sadhana Forest's key goals. "But equally important," Rodman says, "are the intentional communities established in each area where we work. The practice of living in these self-sufficient communities—producing all our power on-site, minimizing the waste we bring in and create, cooking together over wood fires, refraining from using drugs, tobacco, and alcohol, and living with the intention of bringing a higher consciousness to all our activities—carries with it many advantages, as well as challenges."

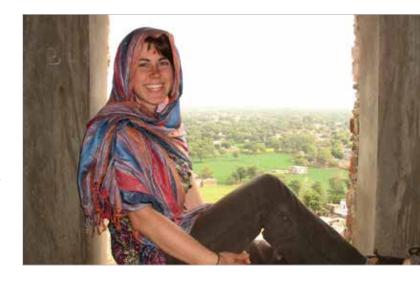
#### "I've found it helpful to remember that we are never victims of circumstance."

— Lark Rodman (C'06)

As extreme as aspects of that lifestyle may sound, part of the appeal for Rodman is its familiarity. "The fact that Principia College is a residential campus and the strong focus on communication and character education prepared me really well for living in a sustainable community where the ability to work and live with people of different nationalities and backgrounds is key," she comments. "It also taught me the importance of living by certain standards, even when it's not easy and you don't necessarily agree with all of them. I've realized that a sustainable lifestyle starts with sustainable communities and sustainable relationships."

A global perspectives major with an emphasis on sustainable development, Rodman credits Principia's faculty and program with preparing her to work abroad, noting, in particular, the major's cross-disciplinary nature. "That has been really useful," she explains, "since I could be planting drought-resistant trees one day, fundraising and developing social media campaigns another, and innovating a wick irrigation technology the next, all while cooking for the community over wood-fire stoves and sometimes managing a 6,000-watt solar system."

"Occasionally I joke that my major at Prin was Principia," she continues. "By this I mean that one of the greatest avenues for learning was taking an active role in decision

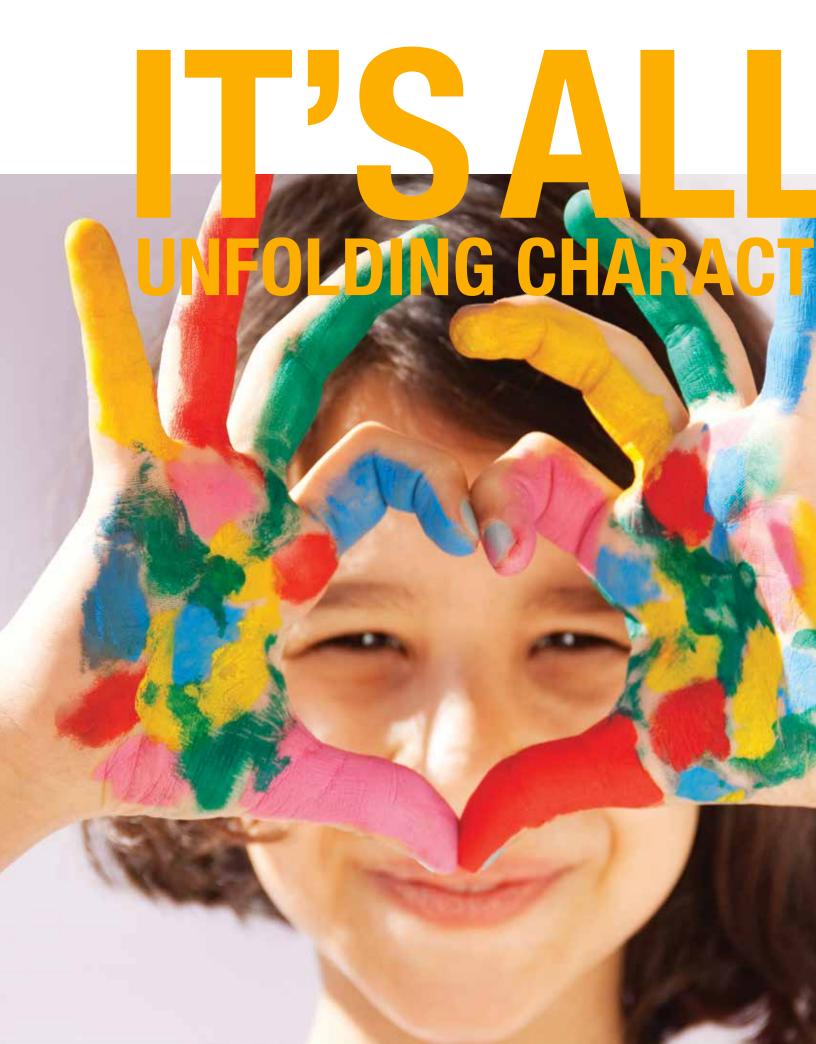


making. The accessibility of school administrators and the opportunities to develop leadership skills and take on responsibility were incredibly empowering and have enabled me to engage more effectively in my work with Sadhana Forest."

Rodman also appreciates the "solid metaphysical foundation" she received at Principia that enables her to live and work in what she says is sometimes an "unbelievably challenging" environment. "We are confronted daily with extreme poverty, corruption, and violence, which can be troubling and sometimes alarming," she notes. "I've found it helpful to remember that we are never victims of circumstance. When I might feel like a victim [or target]—as a woman, a relatively affluent Westerner, etc.—I've realized it's equally important to remember that there are no victims of poverty, of corruption, or of environmental degradation either."

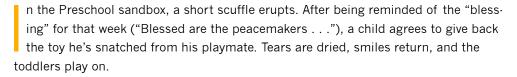
#### Nominate a Young Alum

Our Off to a Roaring Start column features young alumni who graduated in the last 15 years and have had a significant impact on and/or demonstrated significant success in their professions or communities. Share the names of alumni you know who are "off to a roaring start" at www.principiaalumni.org/youngalum.



# ER AT PRINCIPIA

by Armin Sethna



During a Middle School drama class, a teacher faces a dilemma: A student displays acting talent but has a reputation for not being a diligent worker. With the production only a few weeks away, should he be given a lead role—or is that too risky? It's an opportunity for the student to demonstrate persistence and for the teacher to demonstrate trust in the student's innate character. The performance is a success!

The girls on the Upper School tennis team have been working hard on form, conditioning, and metaphysics during late-summer sports camp. One evening, several girls are late for the bus heading to a special team-building activity. The bus leaves without them. The lesson? Being part of a team isn't just about playing your best. It's also about being prompt, present, and accountable to your teammates.

At the College, a young man struggling with self-esteem issues breaks the community commitment relating to alcohol use. His first instinct is to leave campus and head home to the shelter and comfort of his family. But he stays and comes clean to a staff member and a group of his peers. Guilt, fear, and despair are replaced by a sense of impersonal love that leads to great personal growth and academic transformation.

Saying "thank you" to the bus driver, offering metaphysical support to a friend facing a challenge, making time to tutor a classmate, encouraging a peer to move from complaint to gratitude, insisting that another student own up to having broken an item belonging to a teacher . . .

Every day, every week, every term of Principia's nearly 120 years in operation provides abundant evidence of character education in action. >>

"The most important work that Principia has to do is the development of character in the young people committed to her care," founder Mary Kimball Morgan stated unequivocally several decades ago (p. 77, Education at The Principia). Increasingly, twenty-firstcentury educators agree that character education is—or at least should be an essential ingredient of day-to-day school life across the United States.

Dr. Marvin Berkowitz, co-director of the Center for Character and Citizenship at the University of Missouri-St. Louis (UMSL), describes school-based character education as the "promotion of those characteristics of people that make them want to and able to do good in the world."

Across the country, schools are incorporating character and values education —ranging from private institutions such as the Hyde School (with campuses in Maine and Connecticut) to the 140+ public charter schools in the KIPP (Knowledge Is Power Program) network, and quite possibly, the local school down the street from you.

At Principia, developing character has been the primary focus from its very start, in 1898. Concerned about the moral and spiritual dimensions of her two sons' education, Morgan began to school them in the carriage house behind her home. Soon a young friend from their Christian Science Sunday School joined them, and Principia eventually embraced children from Christian Science families locally, nationally, and internationally. Morgan's commitment to incorporating character into education draws on deep historical roots.

#### "Our work is co-curricular . . . [providing opportunities] to learn more about one's already intact Christ-like qualities and character."

—Debra Jones, College Dean of Students



Professor Billy Miller (C'72) of the College's Sociology and Anthropology Department engages students in discussion during his fall semester International Human Rights Law and Advocacy course.

#### The Ups and Downs of Character **Education in the United States**

"If you look at the history of education—back to the Greeks and to early U.S. education—the purpose was to create citizens of good character," says Brian McCauley (C'78), dean of enrollment management at the College and an avid student of character

education. "The schools and universities were more focused on developing character and spiritual qualities than on increasing knowledge, per se." The founders of the country—including Thomas Jefferson, John Adams, and Benjamin Franklin—often wrote about the importance of character education in supporting and maintaining the democratic ideals of the new republic.

With the expansion of industrialization came an increasing emphasis on producing young adults with specific skills and competencies suited to the employment market. Interestingly, it was during this period that Morgan began her own school, feeling that the existing institutions of learning were not adequately supporting moral and spiritual development.

In the first half of the twentieth century, public school-based character education was further eroded by a combination of factors, according to SUNY-Cortland professor Dr. Thomas Lickona, who founded and directs the Center for the Fourth and Fifth Rs (Respect and Responsibility). His article "The Return of Character Education" identifies three key dynamics leading to this erosion:

- Darwinism, or the theory of evolution, which "led people to see all things, including morality, as being in flux"
- The philosophy of logical positivism, which "asserted a radical distinction between facts . . . and values," resulting in morality being seen as a matter of "personal 'value judgment"
- A worldwide "rise in personalism, [which] celebrated the worth, autonomy, and subjectivity of the person"

As a result, Lickona says, "Public schools retreated from their once central role as moral and character educators," a shift that was most pronounced between the 1950s and 1980s (*Education Leadership*, November 1993).

By the end of the twentieth century, efforts to right this imbalance were underway. Lickona helped establish one such effort, the Character Education Partnership (CEP), in early 1993. According to CEP, the current movement toward integrating character education in schools "is simply a reminder of education's long history of stressing core values such as respect, integrity, and hard work to help students become capable people and good citizens" (*Eleven Principles of Effective Character Education*, 2010).

#### The Principia Difference

There is, however, an important difference between the promotion of character education in most academic circles and Principia's approach. The former promotes a mix of sociological and developmental reasoning and strategies to inculcate or cultivate desirable traits and behaviors in students. Principia turns that idea on its head, seeking not to instill something that's missing but to reveal what's already present.

For McCauley, who is working toward a PhD through the UMSL program, the task is to "translate the [academic] approach . . . to God as the cause and originator" of desirable traits. The first step, he says, is seeing students as good, as individuals of sound character "because they start that way, and it's Mind that makes them so."

New School Principal Travis Brantingham (US'94, C'98) underscores this point: "The main difference is that we at Principia truly are seeing the unlimited nature of man. We see students as already perfect, whole, and complete." Or, as School Dean of Students Lee

Fletcher-McGookin puts it, "At Principia, we're not imposing character; we're seeing it unfolded in each of us."

Fletcher-McGookin, who recently completed UMSL's one-year Leadership and Character Education (LACE) certificate program, observed strong agreement among fellow administrators, teachers, and program faculty "that loving, embracing, and valuing children positively impacts academic and character growth." The experience validated much of what Principia is already doing and offered insights, too—such as the importance and benefit of being more "intentional" or explicit about character and values.

This may not necessarily mean large posters or signs about what we value, Fletcher-McGookin says, but it requires finding ways to make the underlying principles and language of character more widely and better understood across the entire Principia community—including faculty, staff, and students as well as parents, alumni, and friends. As a start, School faculty have produced short video clips sharing how they integrate character-related themes, values, and discussions into daily academic instruction and co-curricular activities.

At the College, the Office of Student Life has identified specific goals related to the unfoldment of character. "We focus on three components of students' growth in character," notes Dean of Students Debra Jones, "growth in moral courage, in loving their neighbor as themselves, and as a student of Christian Science." For those arriving at the College with prior experience at Principia, these goals would be familiar.

School students practice balance, discipline, and courage while riding the Preschool pony and scaling the Challenge Course climbing wall (facing page).

#### **Character Unfoldment from** Day One

"Character, to me, is simply who you are and how you act," says Tanner Walters (US'14), who started at Principia in the Acorn infant program. "I don't consciously think about character usually—but it might be because Prin has instilled that in me," he says. "Prin has created learning opportunities for character my whole life."

These opportunities begin as the youngest students on campus are encouraged to view right acting as natural and normal and to practice the skills of thinking "clearly, vigorously, fearlessly, tolerantly, unselfishly"—as outlined in Principia Policy 6.

"Spiritually based character education is embedded in all we do," says Dorothy Halverson (C'85), director of the Lower School and the Early Childhood Program. "It's one of the main avenues through which students have opportunities to practice these vital thinking skills." She cites numerous examples from daily school life where such thinking and character traits are exemplified—when the children are learning to swim in the big pool, climbing on the ropes course, taking riding lessons on the Preschool pony, or building a LEGO robot. "They learn to think tolerantly as they open their thought to new ideas and views," she says.



"If the spiritualization of thought, or in other words, character training, is not the vital thing in the instructor's thought, then the students are not being helped . . . "

- Mary Kimball Morgan

As students progress through Lower School, the intentional integration into the curriculum of five "big ideas" helps further Principia's character education goals. (See sidebar on page 25.)

#### **Character Unfoldment** in the Later Years

As students mature and enter the higher grades, opportunities for character education become less situationspecific as well as more analytical. In Middle and Upper School, advisory groups-structured yet informal clusters of students led by adult mentors—provide a safe environment for

exploring the sometimes-perplexing issues of friendship, social norms, future aspirations, and spiritual advancement. While there are differences in approach, tone, and topics at the two levels, the underlying purpose is similar.

According to Fletcher-McGookin, two key objectives of advisory groups are to give every student a voice and ensure that every student feels valued by developing a deeper connection with other students and at least one adult in the community. But the most important purpose of advisories is "fulfilling the mission of Principia to serve the

Cause of Christian Science," she says. "The small group serves as a format for character discussions—as an opportunity to elevate thought, bring out the innate goodness in each other, deepen understanding of values and principles for living one's life, and grapple with moral dilemmas."

In addition, other avenues exist for older students to talk with adults about the "drugs, sex, and rock 'n' roll" type of issues that begin to surface in the teen years. But character education in Middle and Upper School and at the College encompasses far more than dos and don'ts or social mores and behaviors. In fact, programs—as well as individual interactions with faculty and staff—get to the core of what motivates us as individuals and as Christian Scientists.

"Principia is a microcosm of the culture at large, facing the issues and challenges presented by the world," observes Dean Jones. Her former colleague Blair Smith (C'77), who supervised College resident counselors for several years until retiring this summer, agrees that social pressures are a topic for discussion among students at Principia, as elsewhere. "But more than ever," he says, "students are searching for their true purpose—how they can serve and where they can be most useful to the world."

In this regard, Jones points to the value and relevance of the College's Community Commitment—Strive, Conquer, Love, Give. "This primary building block in our character co-curriculum turns our gaze toward where we want to go, instead of just focusing on the 'don'ts," she says. (See the Community Commitment on the next page.) >>



## AT A GLANCE



The number of locks on student lockers at the Upper School:

## ZERØ

## THE 5 BIG IDEAS

integrated into the Lower School curriculum in support of character development.

**SERVICE** 

2 **RESPONSIBILITY** 

3 **LEADERSHIP** 

**ETHICS** 4

5

**DEMOCRACY** 





PRINCIPIA COLLEGE COMMUNITY COMMITMENT

#### STRIVE

to understand and express God in all you do

## CONQUER

"all that is unlike God" (Science and Health, p. 262)

"God . . . and your neighbor as yourself" (See Luke 10:27)

At the School, too, Brantingham sees a positive trend of "students being more aware of the world and genuinely wanting to see more social justice." He points to recent Upper School senior projects as examples of "students wanting to think on a bigger scale." Nevertheless, he is concerned about the challenge that technology, more specifically the Internet, poses to young people's morality as well as their ability to "self govern" and be discerning consumers of information.

By building on its foundation of spiritually based character education and promoting deeper questioning and analysis (the "Socratic method"), Brantingham believes Principia can "lead the way in helping train students to be self-governed in a cyber world." Being able to "reason through complicated questions . . . and drill down deeper rather than taking things at a superficial level is an important part of character," he says.

#### Character beyond the Classroom

From its earliest days, Principia has operated as a "community of practice" where students can strive, thrive, and grow in a nurturing but demanding environment. According to Chief Executive Jonathan Palmer (C'78), "Communities of practice are used around the world to bring together people who have similar interests, capabilities, responsibilities. These communities create increased responsiveness and innovation" in a range of areas.

And so it is with issues of character at Principia, where staff and students in all departments and at every level, are, in effect, members of a community of practice. Athletics, student government, social activities, music and drama performances, and a host of other co-curricular opportunities are equal partners in character unfoldment—in teaching students to think things through "from the basis of Principle," as founder Morgan repeatedly emphasized.

At the College, Jones and her team are reviewing existing Student Life programs with the aim of implementing a more integrated and intentional approach to character education. "Our work is co-curricular, working alongside academics," Jones explains. "But the 'classroom' for this learning is unconventional and takes several forms—student houses, clubs, and social events, all of which serve as natural laboratories . . . to learn more about one's already intact Christ-like qualities and character."

Using every aspect of the Principia experience as an avenue for developing character is a common practice across all levels. "Whether I am teaching, coaching, or directing, I always put character development first," notes Brad Warrick (US'90, C'94), the School's director of athletics and a former Middle School teacher. He cites football as "one of the greatest training grounds for experiential character education. Players are consistently faced with how they will respond to adversity, and we give them the right tools for doing so. We build a spiritual foundation."

Megan Selby, one of this year's Upper School grads, agrees, noting the value of athletics to her own individual >>

## Bible-based character education in Lower School

Throughout the year, teachers infuse the themes below into their instruction and interactions with students in each grade, using stories and characters from the Bible.

- Service: First grade uses the story of Jonah to think about how selfless service brings happiness.
- Responsibility: Second graders consider the importance of building a right relationship to God, as illustrated in the parable of the Good Samaritan.
- Leadership: Third grade
   explores the stories of Moses
   and Joseph and how their early
   experiences enabled them to
   become great leaders.
- Ethics: Fourth-grade students study the Ten Commandments and the Sermon on the Mount to understand how they form a foundation for ethical decision making and behavior.
- Democracy: Fifth graders, in conjunction with their social studies unit on citizenship and democracy, research ways in which the Bible supports the concept of democracy.

#### Principia's Rugby Team—Men of Honor

by Heather Shotwell

"Courage, fortitude, selflessness, trust, perseverance these are the qualities exhibited on Principia's rugby field," says Coach Ward Patterson (C'82). "I strive to help these young men recognize that these attributes are actually already within them and that rugby brings them to the fore. These guys are transitioning to adulthood, and I am mindful that we're preparing them for careers, relationships, and all that is to come."

Known as "the spiritual guy" when he coached rugby at Middlebury College for 11 years, Patterson is thrilled that, as a Principia coach, he can make Christian Science the center of the team dynamic. "We begin each practice with a 'met' [metaphysical sharing]," Patterson explains. "Spiritual growth and wonderful healings are the result, and players recognize that rugby is a proving ground for Christian Science. We talk about putting on spiritual armor before a practice, contact drills, or a match, as well as doing protective metaphysical work for the sport."

#### The Man of Honor in the Mirror

"I have a tradition of requesting that players stand in front of a mirror each night to look themselves in the eye and ask some questions of the guy looking back," Patterson



explains. "'Have I had an honorable day? Did I work hard? Did I give into distractions? Am I proud of my behavior?' This self-examination places the responsibility on each individual to ensure that his life's journey expresses the best qualities possible."

The team is not immune to challenges, of course. Patterson acknowledges that some players are learning the importance of balancing academics and athletics and of meeting deadlines. "Some are also learning self-control with electronics—knowing when to turn them off!" Patterson notes. "They are all learning greater self-awareness, how to deal with conflict and communicate effectively."

To further develop selflessness, players give back to the community through service activities. This year, team members mentored juvenile offenders at Pere Marquette Youth Center in Grafton, helped at a church cleanup, and ushered for Dr. Madeleine Albright's talk in Cox Auditorium. "We establish that service is a natural thing," Patterson says. "These activities benefit everyone. If 20 rugby players show up at a service event, it clearly changes what can be achieved, and our guys love the interaction."

#### **Dominion, Not Domination**

Patterson insists that players check their egos at the door. "We play to win," he explains, "but I talk with the guys about the difference between dominion and domination. Dominion shows skills, fortitude, and control. Domination brings a sense of ego and self-righteousness. Certainly we want to win, but always with humility and grace."

Players respond to these spiritual expectations. "We perform at a much higher level when we get outside of ourselves," says junior Kendall Shoemake. "When we play to express God, limitations go away." Fortunately, what the men are proving extends far beyond the rugby pitch. As senior Dillon Siewert puts it, "Every challenge in life is mental and can be met and overcome through discipline and directly facing fears. This is true in rugby and in life." growth. "Being an avid basketball player has supported my character development for the past two years," she comments. "I had to be humble, understanding, and supportive as a new member of the team." Another important factor was "metaphysically preparing myself as well as sharing my inspiration with others," she adds.

The wealth of opportunities to grow in a variety of ways at Principia is a highlight for students on both campuses. "Principia has given me so many avenues to learn and grow as far as character is concerned," says College junior Kendall Shoemake, who was captain of the Thunder Chickens rugby team during their remarkable fall 2013 season, when they won the USA Rugby DII 7s National Championship. "I learned a lot about character," particularly through the team's commitment to "adopting a selfless standard of play . . . and playing to express God," he says.

Shoemake, who cites Morgan's "A Talk with College Men" (*Education at The Principia*, pp. 195–196) as one of his favorite references, will soon have a new way to demonstrate character—as vice president of the student body. "It is extremely refreshing to be part of a community that holds such high standards and expectations for its students and its men," he comments.

Selby, the basketball player, also lists her participation in student government—the Girls' Dorm governing board and Student Council—among the activities that have broadened her understanding and demonstration of character, along with community service and on-campus clubs. These roles, she says, "have enabled me to think



## "It is extremely refreshing to be part of a community that holds such high standards and expectations . . ."

—Kendall Shoemake (C'15)

outside the box, try new things, and listen—thinking not of myself, but of how to support others."

#### Practicing Character in a Safe Space

Of course, not every opportunity to practice character turns out perfectly. Slip-ups and poor decisions happen. At the same time, Principia is cultivating an environment where "more students are willing to come forward confidentially to 'self-disclose' and take responsibility for violating community standards," says Fletcher-McGookin. This is true at the College as well.

Many cases are handled by the student, his or her parents (if a School student is involved), and the relevant Dean of Students' Office. When situations

require a more formal process, either the Upper School Reconciliation Board or the College's Community Board (both of which include elected student representatives) takes up the matter. Whether the student faces formal consequences or not, the aim of each Board's process is always one of healing, of reminding students how they are loved and viewed spiritually by the community.

The experience of a 2014 College grad who went through the disciplinary process illustrates this point. "I was met with an incredible outpouring of love and support that was completely unexpected," he notes. As a result, the student gained confidence, improved his grades, and began making friends more easily. In addition, the low self-esteem

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#### Character Development at "Home"

Just as home life is one of the most significant venues for character growth—so, too, is "home life" in the School dorms and the College houses. The difference? Students have dozens of brothers or sisters instead of just a few!

Bonnie Mansfield (US'77) and Clark Shutt (US'72), the residential heads of the Upper School Girls' and Boys' Dorms respectively, love their jobs! Along with their teams of house moms and house pops, they get to model and strengthen moral and behavioral traits among the boarders, and to see daily evidence of character in action. For them, every teachable moment, every opportunity for character development is rooted in a Christian Science perspective. Here are some ideas they recently shared with students and parents.



#### Bonnie Mansfield, Girls' Dorm Residential Head

Our first and primary relationship is with God, divine Love, who creates and governs the universe. As we grow to understand our divine relationship, we find more harmony in all our human relationships.

Working from the basis of Mary Baker Eddy's statement that "Christian Science raises the standard of

liberty . . . " (Science and Health with Key to the Scriptures, p. 227), Principia also "raises the standard of liberty" by establishing an environment in which it is safe to try new things and to be free from the bondage of "I can't" or "I don't want to." The girls demonstrate this freedom in many ways every semester—in learning to live with 60 other girls, in their academic endeavors, by exploring new activities such as skiing or performing on stage, and even just by writing thank-you notes!

#### Clark Shutt, Boys' Dorm Residential Head

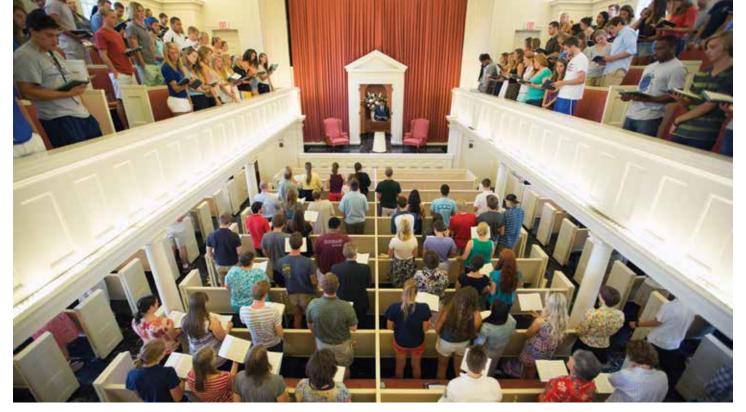
When I see the boys making sound decisions, becoming personally responsible, and taking the initiative to get things done properly, these instances of selfgovernment show character development at its best. Examples include a senior taking the time to identify his life goals; a hall chief calling a hall meeting on



his own to address issues; a member of the dorm selflessly leading other boys in daily exercise and training; and a young freshman deciding to get up on Saturday morning to get an early start on his homework.

The vital part of this growing expression of self-government stems from the boys' genuine desire to become closer to God, to take a more serious approach to daily study of the Bible Lesson, and to actively express the Christ ideal in their daily experience.

Those of us who live, work, and play alongside the boys of Canfield House [the dorm] know there isn't a greater gift these boys can give themselves and their parents than to become properly self-governed. It helps them form better habits, worthy relationships, and a heightened spiritual awareness that leads to greater joy, freedom, and dominion. These lessons will last a lifetime.



A Tuesday Christian Science Organization testimony meeting in the College Chapel

that had plagued him for years was, as he puts it, "completely healed."

Sometimes, acknowledges Principal Brantingham, "Kids go through some rough spots, but that's OK. . . . What I love about Principia is that it's a safe home base, a place to recalibrate and refocus one's thinking."

#### A "Community of Character"

Through study and research over the years, UMSL's Berkowitz has found that the greatest impact on students and schools occurs when positive character traits are expected and modeled by faculty and staff, incorporated into activities and expectations, and become part of the school culture. "If kids come to schools where they feel valued and safe, and feel teachers have their best interests at heart," he says, "they commit themselves. They work harder, there are fewer distractions, and . . . [they] are more motivated."

#### "We're not imposing character; we're seeing it unfold here at Principia."

-Lee Fletcher-McGookin, School Dean of Students

Not surprisingly, in such an environment, students are likely to learn more—and learn better. Writing in the Atlantic Monthly (May 2013) about teaching at a New Hampshire school, Jessica Lahey emphasizes the benefits of character education, including higher academic performance, improved attendance, fewer disciplinary issues, and a student body that feels safer. "From a practical perspective," she notes, "it's simply easier to teach children who can exercise patience, self-control, and diligence. . . . I can't imagine teaching in a school that does not have a hard-core commitment to character education."

For the College's Dean Jones, this kind of commitment means viewing "each

challenge that students (and the rest of us) face as an opportunity for a conversation, for growth, for expressing the humility and love that Jesus exemplified, . . . for letting divine Love shine through our thoughts, our words, and our actions."

Across the river on the St. Louis campus, Fletcher-McGookin describes this type of supportive environment as a "community of character"—a community of adults and students that operates according to a way of thinking as well as doing. As she puts it, "We expect that, when people walk through the door, they're seeing the perfect man. That's amazing! And it sets an environment that is embracing and healing."



The 2014 Grammy Award for Best Chamber Music/Small Ensemble Performance went to Brad Wells (C'84) and Roomful of Teeth, the eight-voice ensemble he founded in 2009.

by Heather Shotwell

The idea for this type of project began during my student days as a music major at Principia College," Wells says. "In particular, my music theory professor, Eliot Glaser (US'74), encouraged me to explore and write music with a very open approach. And Bob (C'53) and Sara Rockabrand gave me a very firm foundation in classical singing and choral music. Close relationships with faculty—both in and out of the classroom—provided a rich and powerful learning environment."

After graduating from Principia, Wells earned a master's degree from the University of Texas, Austin, and a doctoral

degree in music from Yale University. Now an artist-in-residence in vocal studies and the director of choral activities at Williams College, he devotes his energy to mining the expressive potential of the human voice.

Roomful of Teeth creates new music that incorporates the full range of the singing voice. The ensemble studies non-classical traditions from yodeling to Tuvan throat singing and combines them with western classical (bel canto) techniques to create a multifaceted approach to vocal music. "We take a sort of 'mixed martial arts approach' to working with the human voice," Wells explains. "Many choirs are singing music from cultures around the world. We're expanding upon this idea by inviting composers to make full use of every singing style in creating new and bold work."



Photo courtesy of Brad Wells

#### "The idea for this type of project began during my student days as a music major . . . "

- Brad Wells (C'84)

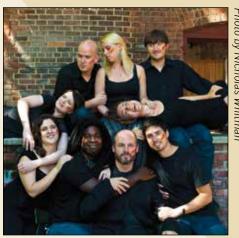
Roomful of Teeth members study with the world's top performers and teachers of non-classical traditions, and the group has commissioned pieces from a variety of composers, including Judd Greenstein, Caleb Burhans, and William Brittelle. The ensemble's highly acclaimed self-titled debut album, Roomful of Teeth, released by New Amsterdam Records, topped the classical charts on iTunes and Amazon and broke into the top ten on the Billboard charts. "The group rewrites the vocal

rulebook," declared a music critic. "The album will send an unnameable thrill down your spine," wrote another.

"Receiving the Grammy Award is such an honor and a validation for the project," Wells says. "And we're just getting started. I can't wait to see what the next round of composers creates with the 

This article first appeared in our monthly e-newsletter, PrincipiaWire.

Photo above: Brad Wells (fourth from the left) and his ensemble, Roomful of Teeth, after winning the 2014 Grammy for Best Chamber Music/Small Ensemble Performance. Photo below: Roomful of Teeth ensemble members with Brad (front row, center)



#### Meet a Few of This Year's Graduates



#### **Timon Keller**

**Expanding Spiritual and Educational Horizons** 

*Eclectic* and *expansive* describe Timon Keller and his journey through high school. Growing up near Hamburg, Germany, Timon studied hard, played soccer in an afterschool club, sang in a rock band, learned three languages, and planned on doing a high school exchange year in another country. He also attended Sunday School regularly and joined The Mother Church when he was 12, but he says he felt a sense of "separation" between Christian Science and his "everyday" activities.

Eliminating this feeling is one of the biggest and most positive changes Timon has experienced in his two years at the Upper School. "I felt Christian Science was a basic guide in my life and would help me through it," he says, "but I did not apply it specifically in areas such as my performance in music or in sports." Now, he says, he sees how his spiritual practice can be integrated into all areas of life.

Another aspect he appreciates about Upper School is the opportunity to follow one's interests and expand into new areas, rather than be pigeonholed into an academic "profile" or track, as is common in the European educational system. (In fact, that's a big reason he decided to extend his stay from one year to two.)

As a junior, he was one of four Principia students at a student leadership conference in Valley Forge, Pennsylvania, expanding his knowledge of American history and culture. And as a senior, he's taken the AP exam in calculus and used his senior project to teach himself how to play the bass guitar and read music and tabs.

"To me, the most meaningful aspect about Principia is the sense of community," Timon comments. "You always have people looking out for you who really want you to succeed. There's always someone behind you, pushing you toward good."

While he'd love to start a heavy metal band next year at Principia College, his main focus will be pursuing his interest in social issues and politics. Timon is considering a major and career that combines aspects of international relations and education.

-Armin Sethna



UPPER SCHOOL

#### **Maddi Demaree**

The Motivating Power of Gratitude

"I've been at Prin since first grade and have been so blessed," says Maddi Demaree, co-president of this year's senior class. "There's a common stereotype that students—especially seniors don't usually care about their school. So through our commitment to fundraising, we wanted to show that we're very grateful and we really do care."

Inspired by the previous fundraising record set by the Upper School Class of 2011, this year's seniors set out to do at least as well. But it wasn't just about the money. "We wanted everything we did this year to be about inclusiveness-not top-down leadership, but an expression of unity," Maddi explains.

As a result, every single senior contributed to this year's class gift. With seed money from students, parents, and families, the seniors raised over \$10,000—nearly twice as much as the previous record. They put on a major



fundraiser almost every month, including washing dogs and cars and selling donuts on Thursdays, cookies at home games, and Orange Crushes on Valentine's Day. They also threw a prom for parents and engineered the "Flamingo Flock," plastic flamingoes that mysteriously appeared on the lawns of area families, who, for a modest donation, could pick the flock's next destination.

"In the grander scope of things," Maddi says, "\$10,000 may not seem like much, but it's an expression of appreciation for what's been given to us at Principia—and of our desire to take care of it and pass it on to others. Because of Principia, I'm confident in the effectiveness of Christian Science. I know that having high expectations can help people rise to meet them."

Highlights from Maddi's Upper School experience include the junior class trip to Boston, a spring break trip to Israel, and participating in Spring Production. In addition to her studies and student government work this year, she maintained a very active schedule with a local ballet company, where she has danced since first grade. She also did extensive volunteer work and earned a Silver Congressional Award through DiscoveryBound's National Leadership Council program.

-Phebe Telschow



#### **Tommy Walters**

A Passion for Soccer

"I've made many good friends at Principia, and I know I'll keep in touch with them my whole life," says Tommy Walters. "The school's small size made it easy to get to know everyone, but I found my closest friends in soccer and baseball."

Tommy played both sports all four years and served as team captain for both teams as well. He's particularly passionate about soccer, though. "Coach [Travis] Brantingham (US'94, C'98) pushed me way out of my comfort zone," Tommy says. "Playing on his varsity [soccer] team was the toughest thing I've done here, but it was on the soccer field that I grew the most."

This fall, Tommy will start at New York University, where he'll play Division III soccer—and enjoy living in the city. "The [campus] atmosphere is absolutely electric," Tommy says. "It's right in the middle of Manhattan, and there is always so much going on."

At the Upper School, Tommy developed a keen interest in applied mathematics and economics, leading him to plan a double major in economics and finance at NYU. "Mr. [Jim] Moser (C'04) and Mr. [Bill] Marston (US'75, C'80) are outstanding math teachers," Tommy notes. "I particularly appreciate how they incorporated real-life math examples into their classes. In addition, Mr. [Howard] Bay's (US'69, C'73) economics class gave me a great foundation and really made me want to take it further in college."

When Tommy wasn't playing sports himself, he could often be found calling the basketball games as a radio broadcaster for Principia Internet Radio. "I learned a lot about basketball and about how to sound natural on the radio," he comments. Tommy also worked as a math tutor. "I really enjoyed helping others in a subject I like so much," he says.

"I've appreciated the Christian Science foundation here at Principia, and especially the example of teachers and coaches who really live it," Tommy says. "This is what I plan to do at NYU."

In the immediate future, however, he's very excited about visiting an Upper School friend in Brazil this summer and attending the World Cup. "This will be the ultimate soccer experience!" he says.

—Heather Shotwell





#### **Haley Morton**

Progress in Racing and Writing

"I'm very grateful for all the opportunities I've had at Principia," says Haley Morton, who also attended Upper School. "I've particularly appreciated the small classes and interaction with professors who truly know me and are completely devoted to students. My classes have definitely prepared me for law school."

A political science and history double major, Haley will study law at the Marshall-Wythe School of Law at the College of William & Mary in Williamsburg, Virginia, this fall.

Haley participated in the Model United Nations program, serving as head delegate the past two years. Last fall, she was selected for the statewide Lincoln Academy Laureate Award based on overall excellence in curricular and extracurricular activities. Following law school, Haley hopes to join the Judge Advocate General's Corps (JAG), the legal branch of the military.

For her senior capstone, Haley researched court cases pertaining to Title IX, legislation best known for ending gender discrimination in high school and college athletics. Last summer Haley interned at the Women's Sports Foundation, reporting directly to the director of advocacy. "I did everything from analyzing compliance data for Division I universities to sorting my boss's office papers," she explains. "I also researched instances of compliance abuse. I learned so much from each project."

Haley was a writing tutor during all four years of college and loves helping others improve their writing. "Tutoring actually helped my own writing," she says. "It also helped my people skills and taught me to meet people where they are."

When she wasn't studying or tutoring, Haley was probably with the cross-country team. "I entered college running the mile in over seven minutes and have shaved it to less than six minutes," Haley notes. "But most important has been making my closest friends. And I can't say enough about Coach [Chuck] Wilcoxen (C'81)!"

Haley looks forward to working at Adventure Unlimited camps this summer before embracing the rigors of law school in the fall.

—Heather Shotwell



#### **Sean Neel**

"The Best Decision I've Made"

"I have truly valued the Christian Science atmosphere on both campuses," says Sean Neel, who attended the Upper School as a senior before enrolling at the College. "The spiritual support has made a huge difference in my education. Coming to Principia is the best decision I've made."

This summer, Sean begins eight weeks of intensive training as a financial advisor with Edward Jones in Tempe, Arizona, with the goal of opening his own branch office next year. A business major with a minor in economics, Sean took full advantage of support from Principia College faculty, resources offered by the Academic and Career Advising Office, and contact with alumni to prepare for this opportunity.

"The small classes here at Principia meant that I really got to know my professors, and they got to know me," Sean says. "They definitely make themselves available to students. I also



took a career development class, which prepared me well for Edward Jones's rigorous, multistep interview process."

At the Upper School, Sean's longtime interest in the financial services industry led him to shadow Chris Towle (US'86), who owns his own financial advising firm, for his senior project. Sean further developed this interest while at the College through course selection and his senior capstone project, an analysis of Nike Corporation.

Last summer, Sean interned at Edward Jones, working for an established financial advisor. "I was astounded when he immediately trusted me to contact clients and actively assist him on many projects," Sean says. "I learned the nuts and bolts of the financial services industry and improved my database management and communication skills."

It hasn't been all spreadsheets and college term papers for Sean, though. He played on the basketball team, was a member of the solar car team, worked for campus security all four years, and made wonderful friends. "One of my favorite things to do is to go to campus events and sports with my friends," he says. "I know I'll keep in close touch with them my whole life."

-Heather Shotwell



#### Sousha Wexler

Caring for the World's Children

A passionate advocate for the wellbeing of children the world over, Sousha Wexler is determined to make a difference, especially with issues related to orphans and street children. Shortly after graduation, Sousha departed for Udaipur, India, to put her sociology and anthropology majors to work at Foster Care India, a nonprofit organization founded by Principia alum Ian Anand Forber-Pratt (US'98, C'08). "I'm very excited to gain firsthand experience with this amazing organization that helps place orphans in foster care rather than India's large, state-run institutions," she notes.

The need to find safe, nurturing homes for children hits close to home for Sousha, who was raised in a Russian orphanage until age seven, when she and her brother were adopted by Americans and moved to California. That experience also influenced her senior capstone topic—research into the plight of Russian street children.

"Sadly, this is a difficult problem and is often combined with drug and alcohol use, poverty, and a lack of government support," Sousha says.

After staying in India for two months, Sousha plans to return to California to work at a Christian Science care facility and intern at a local social services agency. Then, having recently reconnected with members of her biological family, she will travel to St. Petersburg, Russia, to live with her sister for a year, working to help find lasting solutions for street children there. With these experiences as a foundation, Sousha then plans to return to the United States to study social work in graduate school.

"I'm very grateful for the well-balanced liberal arts education I received at Principia," Sousha says. "A real highlight was going on the Greece and Turkey Abroad my sophomore year. It was so eye-opening as we visited so many beautiful places and studied the local culture. I've also really enjoyed meeting international students from around the world at Principia. I've felt the spiritual support here and have benefitted from many talks and discussions about Christian Science. These, in particular, have caused me to think deeply about moral courage and how needed it is in the world."

—Heather Shotwell



### Liberal Arts at Work in the Woods by Dr. Mike Rechlin

SOMETIMES, THE COLLEGE CLASS that sticks has nothing to do with a student's major. Based on the class's reputation—or perhaps to fill a requirement—the student tries it and . . . loves it! For Ben Kniola (C'11), a political science and mass communication double major, that class was Sugarbush Management, which he took with me his junior year. Three years later, we reconnected through e-mail.

August 1, 2013

Hi Mike,

Just wanted to say hi . . . . I'm currently in Montana working on a farm through the WWOOF [World Wide Opportunities on Organic Farms] network.

. . . On weekends we drive up into the mountains to fell trees for wood collection. Being up on a forested hillside on a Saturday morning in the crisp air brought back all these great memories from Sugarbush Management, memories of chopping wood in the forest and running the evaporator through the night.

Fun fact: While splitting wood at Prin, Paul Thurbon and I would pretend to be Italian butchers (with accents and hand gestures) and try to slice the thinnest piece of wood . . . marveling at this beautiful piece of "marbled prosciutto."

Best, Ben

August 1, 2013

Hi Ben.

Italian butchers . . . now, that's a new one! . . . I just met this guy, John Dalen, who plans on operating a 20,000-tap sugarbush in West Virginia. Actually, that's just the start. He wants to grow to 60,000 to 80,000 taps in the next three years. . . . The only problem is that he has never made so much as a quart of maple syrup! Any interest in WWOOFing it up my way come January to tap some trees?

Mike

August 12, 2013

Hi Mike,

Tapping trees in West Virginia? Country road, take me home! . . .

Ben



And that's how it all began. In January 2014 Ben headed to "Wild and Wonderful" West Virginia. Armed with a liberal arts degree from Principia, Ben was the only crew member who had ever made maple syrup.

Now, let's talk perspective. At Principia we would tap 175 trees; at John Dalen's bush we have 18,000 trees on tap. At Principia students empty buckets of sap; at this "bush," over 52 miles of tubing run from tree to tree, collecting sap. At Prin we would make 35 gallons of syrup in a good year. A good year up here looks more like 5,000 gallons. But what was learned at the evaporator behind Watson Hall applies equally as well to the biggest sugaring operation in West Virginia.

So, what does a Principia education get you in the woods of West Virginia? Let's start with creative problem solving. Trucks rolled in from Vermont with equipment Ben had never seen before: a reverse osmosis machine, a steam-a-way hood, an automatic draw-off, vacuum pumps, and an automatic defoamer. Instructions? I guess not; just figure out how to put it together, and then figure out how it all works.

Then there's teamwork. The team in the bush looks a little different than the one at Principia, but the principles needed to work together are the same. Off-season rock climbing guides, carpenters, plumbers, electricians—they're all characters with great stories, especially after a little of that other West Virginia liquid libation, the kind traditionally made by moonlight.

Mayhem? Well, not quite. It all came together just in time for the first spring sap run, kicking off eight weeks of super intensive work making maple syrup. Ben was a huge asset to the operation. His technical experience from Sugarbush Management was important, but the so-called "soft skills" he gained from his liberal arts education were invaluable.

#### A Postscript from Ben

Sugarbush Management was my favorite class. I loved the hands-on approach and the connections made between the science of making syrup and the business of marketing it.

Although my time in West Virginia was brief, it was character building. On a scale of 1–10, the demand for problem solving was definitely a 10. Since this was a first-year startup, we had to design a workflow system from the ground up, with the goal of getting it to work on autopilot.

I think of the transferable skills gained from a Principia liberal arts education as developing your "being" versus your "doing." It's about how you unfold as a person, not the facts you've learned. It's about being creative, resourceful, confident, hard working, and persistent. My sugarbush experience in West Virginia reinforced and confirmed my God-given gifts. It truly was a "Wild and Wonderful" adventure.

Dr. Mike Rechlin is the dean of the Future Generations Graduate School.

Ben Kniola has an open invitation to join John Dalen's sugaring operation next season, but he has decided to shift his focus to full-time work in finance or public policy instead.





In the Choose You project, WIT teens mentored and modeled healthy lifestyle habits for elementary school youth.

WIT works with high school students in the San Diego area, harnessing the teenagers' energy, enterprise, and social conscience to design and implement activities that change lives. The name comes from a boldly painted banner with the phrase "Whatever It Takes" that Hernholm displayed in her classes to encourage students to "do WIT" in their homework, athletics, and personal lives. Now, Hernholm and her team are "doing WIT" to kindle the potential of high schoolers, a group sometimes seen as awkward or difficult to reach.

Hernholm's approach has its roots in her own experience at Principia Upper School, where she began midway through her sophomore year. Admitting that she "was a little annoying at times," Hernholm mentions a teacher who called her on poor classroom behavior. "She got me into the hallway and said, 'You are better than that,'" Hernholm explains. "To this day, when I discipline my students, I always think about that—about not insulting children, but empowering them."

#### **How WIT Works**

In its current iteration, the WIT program draws together students from several high schools, ensuring a mix of socioeconomic and ethnic backgrounds in each class. Classes meet two evenings a week, and students receive credit from the University of California, San Diego (UCSD) Extension.

Usually the first hour is spent considering issues of moral and ethical leadership. To become leaders, Hernholm tells students, they must do two things:

- 1. Figure out their own morals, values, and ethics
- 2. Learn how to work with people from all different walks of life

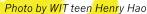
The next 45 minutes or so are spent developing a social enterprise or project to address an important issue students have identified in a specific community. "Because we have kids from different neighborhoods," Hernholm says, "we can ask, 'Is this

something your area would need?' This approach promotes conversations around race, privilege, entitlement, etc." The last 15 minutes of the class are spent on poetry from the class's only "textbook," Leading from Within —Poetry That Sustains the Courage to Lead. In brief personal commentaries, political, business, community, and religious leaders share how they find sustenance and hope in the words of poets ranging from American icons Emily Dickinson and Langston Hughes to the Zen monk Thich Nhat Hanh. "Not all the kids love that," Hernholm acknowledges with a chuckle, "but poetry is powerful and amazing."

#### **Examples of WIT Projects**

Even more amazing are the projects that WIT teens, as they call themselves, have developed in just a few years. **Choose**You is a mentorship program that provides elementary school youth with the information they need to live healthy, active lifestyles, thus combatting unwholesome dietary habits and potential obesity. Student representatives were invited to present their experience at a Chicago meeting of the American Medical Association—after which the CEO of the organization offered all of them internships and support to roll out the program nationally.

PLEASE (Prevent Loneliness: Elder And Student Exchange) promotes community involvement in reaching out to seniors who feel isolated and alone. In Major Decision, WIT teens brought in college students from San Diego State University to connect with high schoolers who will become first-generation college students, to help prepare





— WIT studenť Jovanna Sanchez



Stude<mark>nts depe</mark>ndent on school meal programs "shop" for food at the FULL project's "grocery store" to help tide them over the school holidays

them for what to expect in college and how to choose a major. The FULL project grew from the realization that students who are on school lunch programs often go hungry during vacation time. After garnering donations of food items, the WIT teens set up an outdoor "grocery store" where students in need could fill up a grocery bag to take home. EMBRACE raises awareness of body-image issues and encourages teens to look away from appearances toward a person's qualities and individuality.

"The project design, refinement, presentation, pitch, and execution are the key elements reviewed for credit," explains Dr. Edward Abeyta, director of K-16 Programs at UCSD Extension, through which the students receive credit. "These are the same skills industry seeks [from] employees, yet in many cases, real-world opportunities are difficult to craft. WIT fills a gap by providing the inspiration and support for students not only to gain these skills but to connect them to a cause. They become personally invested."

#### The Impact of the Program

Catherine Clark, who has two daughters involved in WIT, is very positive

about the experience. Her older daughter, a senior, worked on the Choose You project. "She has learned how to talk as an adult to adults, make presentations, and anticipate questions," says Clark. Her younger daughter, a sophomore who is a dancer, is engaged in the EMBRACE project. Clark appreciates that, with Hernholm and her team, "There is guidance, but there's not a lot of handholding. Sarah definitely promotes independence within the organization and matches the kids' skills with the right role for them."

Leo Quintero, a student on the Major Decision team, appreciates that sense of independence and empowerment. "What Ms. Hernholm does is show us that we can make a difference. . . . The staff members don't allow us to ever believe that something is impossible," he says. "In addition, as a Mexican-American student, it means a lot to me that a non-Mexican like Ms. Hernholm can work with us and understands us. It not only motivates us to do well but also allows us to break walls of judgmental views and stereotypes . . . . "

While making a difference for others, WIT students also help themselves, of course—sometimes literally. That was

the case for Jovanna Sanchez, another Major Decision team member. "I was having trouble choosing my major for college," Sanchez explains, "and I knew other teens from my school also had that problem. So I decided to change my life and the life of others by helping them decide what they want to do for the future."

"I think WIT is one of the best things out there," Sanchez concludes. "I would go even if they did not offer college credit."

Both Quintero and Sanchez believe the Major Decision project—as well as the overall "doing WIT" approach—can be applied in other parts of the country where communities face similar issues. Indeed, now that WIT is established in 10 San Diego schools, Hernholm plans to expand the program substantially this year—maybe even eventually bringing it to the Midwest. And if her visit to Principia this spring is any indication, she would find a warm reception. Middle and Upper School students enjoyed hearing about Hernholm's experiences, and many lined up to speak with her after her talk.



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# ROBOTS AND RACECARS: STEM LEARNING SPEEDS UP

by Armin Sethna

The alarm bell about U.S. students' poor performance in science, technology, engineering, and mathematics (STEM) has been sounding for a while now. In engineering and technology classes at the School, however, it's drowned out by the hum of students hard at work. robotics team (see right), and a quick peek into the science labs and classrooms all through the School, confirm that Principia students are more than enthused about science, especially when it comes to technology and engineering.

The recent achievements of the rookie Upper School

Taking a holistic view of STEM fields of study is an important starting point, says Upper School physics and robotics teacher Kathy Foy (C'70). "None of these four disciplines can function or thrive without the others," she says. That's why Principia teachers at all levels are finding new ways to bolster "scientific thinking" in a range of classes, underscoring math applications in science study and vice versa.

One strategy for promoting scientific thinking skills is to use (or adapt) the engineering design cycle as a framework for undertaking discussion, research, experiments, data collection, and data analysis in life science, physical science, and earth science classes.

For instance, Middle School teacher Dan Sheets teaches three STEM exploratories (elective classes), in which all students are introduced to a simple "ABCDE" model of the engineering cycle to help them remember key elements:

A – Ask the necessary questions

B – Bring together a range of solutions

C – Choose one

D – Do it (test the solution)

E – Evaluate the results

Then repeat the cycle, as necessary.

As with Upper School robotics, hands-on experimentation and competition get Middle School students excited about STEM, especially in the RC (remote-controlled) Cars and Boats exploratory class. Using materials from the Ten80 Student Racing Challenge, a NASCAR-sponsored STEM initiative, Sheets and his students work on the same goal as a real NASCAR team—improving the cars' performance.





First, they lay out a racetrack in the gym, which involves measurement and calculations and the ability to read a graph grid. Then they work on the cars and control mechanisms, testing alignment, changing gear ratios, checking tires, etc. For each "tune up" and subsequent test drive, they collect data and analyze the impact of that change on performance. Sheets has added sailboats to the mix so the students can go even further in their study of lift, speed, power, and wind direction, using the School swimming pool as their lab.

"Students may think they're just going to have a lot of fun playing with remote-controlled cars and boats," Sheets says, "but they soon discover that the curriculum includes a whole lot of math and science"—which is also the case in his Alternative Energy and Engineering exploratories.

And it's not just technical know-how that our students are gaining. In STEM education—as in real-life engineering and technology innovation—teamwork and communication are essential. As Upper School's Foy likes to remind her students, it wasn't just one engineer's or one physicist's efforts that put men on the moon—or guided the endangered Apollo 13 crew back to safety! Rather, teams of hundreds, at times thousands, of scientists, engineers, technicians, and programmers took part, working together (often around the clock), asking questions, testing solutions, discarding them, and trying again.

Freshman Stu Demarkles, who joined Optimus Prin (the robotics team) as a volunteer, really appreciates this aspect of the project. "I mostly worked on programing and electronics, and I controlled the arm during the competition," he explains, "but I also just helped out here and there. This activity really helped my team-working skills."

As a matter of fact, enthusiastic teamwork on robots and racecars often turns the hum of hard work into a friendly roar!

Photo by Steve Shedd



#### Robotics Team Wins Award

The Upper School Engineering and Technology (Robotics) class, helped by five underclassmen volunteers, spent six weeks building and programming The Scarlet Maestro according to the specifications of the FIRST Robotics Championship program. (FIRST stands for "For Inspiration and Recognition of Science and Technology.")

At the regional competition rounds over spring break, the team won the Rookie All-Star award, becoming one of only six teams (out of 45) to advance to the finals.

After a few more weeks of fine-tuning the robot, Team Optimus Prin (named in honor of the Transformers robot, Optimus Prime) participated in the championships held in St. Louis in April. The team won six of its 10 matches, placing just shy of the top third among 100 competing teams.



## Sharing Principia's Collections

Principia's paintings, sculptures, rare books, tapestries, and many other historically and aesthetically valuable objects make up a much-appreciated collection whose value is increasingly recognized beyond campus borders.

by Trudy Palmer

Principia students are the collection's most important beneficiaries, of course. As Lisa Roberts (C'90), director of the Marshall Brooks Library at Principia College, points out, "The generous donors who have contributed to the collection over the years want to know that their art will be not only treasured but shared with students."

Sharing the collection occurs in a variety of ways. Some pieces, like Frederick Oakes Sylvester's paintings, are displayed in public places to enrich the overall atmosphere of the campus. Some objects, such as centuries-old Bibles, are used for special exhibits related to classes. And many items, such as the Christian Science Manual Collection, make their way right into the classroom to illustrate aspects of a course.\*

College students aren't the only Principians benefiting from the collection. Middle schoolers regularly visit the Rare Book and Manuscript Collection at the College library in connection with their New Testament class, and last year a Summer Session course for adult learners focused on several key paintings Principia owns. In addition, a Teaching Collection on the School campus is available for Early Childhood through Upper School with items related to curricular themes ranging from ancient Egypt to Colonial America to the Russian Revolution and more.

#### Beyond campus borders

Over the last few years, several items from Principia's collection have benefited the broader public as well. Since 2011, a Union Porcelain Works Century Vase has been on loan to the Saint Louis Art Museum (SLAM). Originally owned by



1875 vase being packed for transit to the Saint Louis Art Museum

former Trustee Mrs. Nezzell Christie Dennis (US'11, IC'13) of Houston, Texas, the vase was donated to Principia in 1989 by Mrs. Elizabeth Dennis Rockwell.

This piece, designed in 1875, is of particular historic value, as it depicts how Americans at the time viewed their country's achievements and identity. George Washington

#### Three Rare Books Recently Donated

Principia's Rare Book and Manuscript Collection includes Bibles, Christian Science titles, and other religious books. Thanks to a donor's generosity, three especially notable volumes were added this school year. The two pictured here have rare covers: a 1638 King James Version Bible (below) and an 1892 Book of Common Prayer (next page). The third volume is a copy of La Semana Santa, a Spanish book about the tradition of the Holy Week, that contains a hand-painted illustration.







This 1638 King James Version Bible, the second oldest in Principia's collection, was printed in Scotland and has an embroidered cover.

Photo (right) courtesy of the National Cowboy & Western Heritage Museum





This 1892 Book of Common Prayer, bound by Sangorski and Sutcliffe in London, has a jeweled cover and several hand-painted illustrations. It hasn't been in the collection very long, but students in two different classes have already used it to inform their understanding of Protestantism and other religious influences and traditions in the late-nineteenth century

\*For other examples of the collection being used in classes, search for "Bringing Museum-Quality Art into the Classroom" online at www.principiawire.com.



Walter Ufer painting Luncheon at Lone Locust

and Thomas Jefferson appear between four medallions illustrating the enterprises of shipping, farming, manufacturing, and communications. Near the bottom are six animal heads, and the vase's handles are in the shape of bison heads, icons of the American West. Expressing his appreciation for this loan, Brent R. Benjamin, SLAM's director, commented, "This spectacular work will make a valuable contribution to the narrative of American artistic identity, ambition, and ceramic technology at the end of the nineteenth century."

#### From St. Louis to the Southwest

Just this year, *Luncheon at Lone Locust*, an oil painting on canvas by Walter Ufer, was included in the special exhibition *Walter Ufer: Rise, Fall, Resurrection* at the National Cowboy & Western Heritage Museum in Oklahoma City. The painting, which was donated to Principia by Percival and Mary Brooks in 1962, filled an important niche in this 100-year retrospective of Ufer, a member of the Taos Society of Artists.

Deb Wold (US'80), Principia's art registrar, attended the opening in February. "We're thrilled to be part of this exhibition," she commented. "It's a lovely way to honor the Southwestern art tradition and the Brooks' contribution to Principia's collection." The painting also appears in the exhibition catalog, which, as Roberts points out, "not only contributes to overall scholarship but also allows our students to see this piece in the context of Ufer's other works."

As opportunities for collaboration with museums nationwide increase, Principia is part of a growing group of colleagues with a wide range of expertise. Those who established and continue to expand Principia's varied and valuable art collection are bringing beauty, inspiration, and especially education to students on both campuses—and to many beyond its borders.



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#### Overcoming Fear in Performance

by Dr. Marie Jureit-Beamish

ver almost four decades of teaching at Principia College, working with countless students on developing the skills of performing music has been very rewarding. In music, as in many walks of life, there is no substitute for diligent and consistent practice—hours spent alone in the practice room for the purpose of bringing the performance to the highest level possible, with every note in its proper place. Also essential to a successful outcome is the conscious understanding of how the music works, applying the knowledge of music theory and analysis in order to communicate the music with understanding—not just by rote. Constant development of one's technique provides a stronger foundation for a successful performance. But these aspects of the training take one only so far.

What happens when a performer is suddenly overcome with fear when bringing this well-prepared music before the audience? Anxiety creeps in with its thoughts of self-doubt, inadequacy, panic, fear of forgetting, and so on. In my years of teaching, I have witnessed many students apply their study of Christian Science to replace fear with confidence, assurance, joy, and peace—and attain their dominion in performance. As with the diligent preparation of the music itself, the metaphysical work also requires thoughtful study and focused prayer to develop confidence in performing.

Here are a few ideas I have shared with students to help them prepare for a sound performance:

- Let the Christ walk into the hall before you (and this goes for the practice room, too).
- Much can be accomplished by acknowledging your oneness with your Father-Mother God, the true source of the music.
- Apply in detail the counsel of Hymn 457 from the Christian Science Hymnal, especially these lines: "Take my hands, and let them move / At the impulse of Thy love."

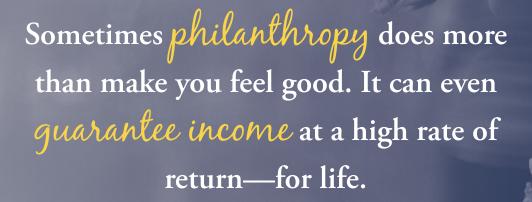
Recently, just prior to the College's weekly live radio broadcast of Music at Davis, I reminded a nervous performer that we are in the healing business not the music business! The goal of any performance is to uplift the thought of the audience so that those in attendance will leave inspired by the music. I promised her that if even one person was touched by the beauty of the music she was about to express, the performance would have been a success!

The true musician communicates heart to heart—with every note a healing psalm of praise. Furthermore, just as the musician practices to be absolutely true to the score, the "performer of integrity" allows God to shine through, getting himself, or his ego, out of the way.

That day in Davis, this instrumentalist played her most inspiring performance ever with complete freedom and joy. This moment marked a tremendous breakthrough in her years of study and performing.

The joy for me as a professor has been to witness firsthand how my students have grown in their confidence in performance through their application of Christian Science. Yes, it is wonderful to see how the students have developed as musicians, and what a unique privilege it has been to be able to share openly with them the metaphysical basis of performing!

Dr. Marie Jureit-Beamish, an awardwinning pianist and flutist, was named professor emerita of music at Principia College this spring.



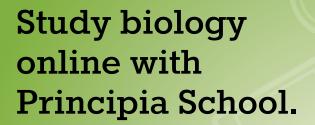
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