



PRINCIPIA PURPOSE

WINTER '20

CREATING OPPORTUNITY



A CONVERSATION WITH
VINCE GERARDIS (US'77),
EXECUTIVE PRODUCER

OF

GAME OF THRONES



26

Rethinking Business Education
for Entrepreneurs

34

Hearing Past Hate

38

Leadership and Community at
Principia School

Get to know Principia today.

Across both campuses, we are preparing students to be future-ready leaders who use their education for the greater good—thinking fearlessly, living selflessly, and learning purposefully.

As we challenge students to pursue innovation and embrace challenge, we, too, are looking ahead and envisioning new opportunities for Principia to fulfill its mission.

We're eager to welcome prospective students and families!

Come for a visit and experience today's Principia. See our updated facilities; discover fresh perspectives. Learn how we're building on our founding principles to ensure a robust future. Our Travel Fund is available to help with a portion of transportation costs.



MIDDLE / UPPER SCHOOL Visiting Weekends

- January 25–27
- February 15–17
- February 29–March 2
- April 4–6 (Upper School only)
- April 25–27

principiaschool.org/visit

Families with younger children are welcome for day visits anytime during the school year.

COLLEGE Visiting Weekends

- February 27–March 1
- March 26–29
- April 9–12
- April 23–26

principiacollege.edu/visit



Give us a call—we'd love to chat! **School: 314.514.3188** | **College: 618.374.5180**

Or reach out to us at principia.edu/referastudent if you know someone we should invite to visit.

The mission of the *Principia Purpose* is to build community among alumni and friends by sharing news, accomplishments, and insights related to Principia, its alumni, and faculty and staff. Content in the *Purpose* does not necessarily reflect the policies or views of Principia. The *Principia Purpose* is published twice a year.

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Dear Reader,

As I looked through this issue, I was struck by this pattern: Principians forging creative paths into the future. That's what entrepreneurs do. You'll learn about the College's offerings for budding entrepreneurs (p. 26) and find a profile of an alum entrepreneur in the fashion business (p. 14). In addition, a number of Upper School students recently showcased their business ideas *Shark Tank*-style (p. 5).



Our cover story—about the path Vince Gerardis (US'77) took to Hollywood—is the tale of an entrepreneur, too. Here is a man who loves stories and who reinvented the role of literary agent. Whether you were a *Game of Thrones* watcher or not, I think you'll find his journey to success interesting and his takeaways from the Upper School instructive.

You'll also get a peek at the College's new McVay Center for the Performing Arts (p. 30). This radical transformation of Morey Field House took a traditional May-beck landmark and brought it back to life as a stunning performance venue.

Any path to the future needs to be inclusive. Three alums offer advice about how to talk—and listen—across political divides (p. 34). And we share insights into the way Principia School builds community among students (p. 38). We also commemorate the five-year anniversary of Principia becoming more inclusive by opening its doors to the LGBTQ+ community (p. 25).

Finally, be sure to check out the strategic planning article (p. 41) to get an update on how we're forging Principia's own path to the future. We hope that, one way or another, our future includes you!

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Contents



Features

- 18** Creating Opportunity: A Conversation with Vince Gerardis (US'77), Executive Producer of *Game of Thrones*
- 25** Commemorating a Five-Year Anniversary
- 26** Rethinking Business Education for Entrepreneurs
- 30** McVay Center for the Performing Arts Opens in Grand Style
- 32** Student-Directed Learning in Early Childhood
- 34** Hearing Past Hate
- 38** Leadership and Community at Principia School: The Megazord Effect
- 41** Looking Ahead to Principia's Next Strategic Plan

Departments

- 01** From the Chief Executive
- 03** Letters
- 04** School News
- 05** College News
- 08** Awards and Achievements
- 10** My Principia Story
- 12** Focus on Faculty
- 14** Focus on Young Alumni
- 16** Christian Science in Action
- 44** Alumni News
- 46** Upper School Reunion 2019
- 48** Lovingly Remembered



Enjoyed the story on the Bible curriculum you have. Fun to see its rapid growth since 2012. Another great reason to attend Upper School.

David W. Holmes (US'69)

I am not an alum but a good friend of Principia and of a number of alumni and current students. I receive the *Purpose* and read it avidly, but this latest issue had a special item I want to thank you for.

The article by Dory Smith was great! I have a granddaughter at Brandeis University in Boston who has played soccer since she could kick a ball. She played varsity at Brandeis as a freshman, and this year will be her last year. I scanned and sent her the article (she is not a Christian Scientist), and she texted back that she loved it and sent it to her coach. The coach loved it and told her that she (my granddaughter) would be in charge of conveying its message to the team.

I also sent it to my daughter-in-law (my granddaughter's mother) who has her own business as a sports psychologist, thinking that she would incorporate some of the ideas into her counseling. . . .

You just never know how far-reaching these articles can go—even to a soccer team at a Jewish university!

Joanne Fernbach

From the Editor

Many thanks to the nearly 500 readers who took the *Purpose* survey. Your feedback gave us plenty to think about!

The most frequently received comment concerned the lack of alumni news. To our surprise, many readers assume we are publishing only a portion of the news we receive. On the contrary, we publish every bit of alumni news we get—we just don't get much. Social media can't make up for keeping your classmates updated through the *Purpose*. **Please share your news and photos often at alum@principia.edu!**

As with any survey, the responses often contradicted one another. For example, some said there were "not enough Christian Science-related articles," while others complained of "overly religious writing." There was considerable disagreement about the magazine's tone as well. Many described it as "sugar-coated," even as sounding like "Chamber of Commerce boosterism." By contrast, others appreciated the magazine's "uplifting" tone and "the brightness it reflects."

Often, those who found the tone overly positive also expressed a desire to hear more about the institution's struggles, especially concerning enrollment. One respondent asked, "Where will students and faculty come from with shrinking Sunday Schools, etc.? Why should I support Prin when they NEVER address the elephant in the room?" Others seemed satisfied with the

information shared, appreciating the "inspiring view of the work and experiences of individual Principians."

As a genre, alumni magazines are, by nature, promotional, leaning more toward sharing successes than struggles. It's true, however, that Principia stands at an important juncture—regarding enrollment in particular. We have heard the call from readers to share more openly about Principia's plan for the future. It's too soon to know exactly what our path forward will look like, since development of our next strategic plan is still underway. But the article on page 41 aims to inform readers about the conversation taking place.

Just over 67 percent of readers said they read most or all of the *Purpose*. Others felt there were "too many items crammed into the magazine." Many praised the design, while some wished for simpler, easier-to-read layouts.

We took particular note of how many asked for mini-courses from the faculty or at least for their course reading lists. Clearly, there's a desire for the *Purpose* to provide continuing education. We are taking this suggestion to heart.

Most gratifying, perhaps, was the news that many of you share *Purpose* articles and even entire issues. We're grateful you're finding material worth passing along. We will continue working to improve the *Purpose*—and we hope you'll continue to share feedback about it. Don't wait for the next survey. Your feedback is welcome anytime.

To submit your letters and provide feedback, email purpose@principia.edu, or write to *Principia Purpose*, 13201 Clayton Road, St. Louis, MO 63131.

School News

Uniforms Come to the School

This fall, the School moved to a more uniform look (pun intended). Across all levels (with the exception of Preschool), students now wear uniform tops and bottoms, but they don't all look the same. Students can choose their tops and bottoms from a predetermined set of styles and colors—all provided by Lands' End.

Clearly, this switch to uniforms simplifies things—for students, parents, and administrators. But the rationale for the change has to do with education, not ease. Dean of Students Melanie Duffy (US'99) explains it this way: “A uniform approach that is neat, clean, modest, and whole shifts the focus away from fashion and toward learning.”



Youth Empowerment Summit



In late August, 10 Upper School students participated in a Youth Empowerment Summit at the University of Missouri-St. Louis. The Principia group joined students from many other high schools, public and private, to learn more about leadership and to take on real-world challenges in an effort to solve them.

In the first session, students learned about conflict resolution, strengths-based leadership, and problem-solving. Later, they tackled one of the challenges in St. Louis, such as law enforcement, diversity and inclusion, equity, and access to education. Students met in cohorts according to their topic and later presented recommendations to panel members, including several councilmen and councilwomen, a captain from the St. Louis Police Department, and Ferguson's assistant chief of police.

Among the takeaways for junior Dylan Ouderkirk (pictured above on the far right) was the delight of discovering how quickly differences in background, status, and personality dissolved as groups worked together to solve a problem. “It was awe-inspiring to see how fast we could become closer despite differences,” Dylan noted. “The problems also seemed less daunting as we chipped away at them slowly and broke down the solution into manageable steps.”

Dining Together for Good Reason

The second annual Empty Bowls community dinner and art event was a great success. More than \$3,700 was raised for Urban Harvest STL, a nonprofit addressing hunger in the St. Louis area. Another plus was the high level of participation among neighbors unfamiliar with Principia. Many said how much they enjoyed the loving, giving spirit of the event.

In the runup to the evening, students and community members made scores of one-of-a-kind ceramic bowls, along with a few pieces for a silent auction during the dinner. At the event, attendees chose a bowl, which they got to keep, and filled it with one of the many homemade soups participants had contributed. Breads and desserts were on hand as well. The outcome was a delicious meal shared with friends old and new—all in an effort to ensure that those less fortunate have enough to eat as well.



Entrepreneurs Showcase Their Businesses

In the fall semester Entrepreneurship classes, Upper School students began learning what it takes to start a business. They studied successful entrepreneurs, worked to create their own business plans, and launched 15 businesses!

Then, just before winter break, students participated in a *Shark Tank*-style night, where they showcased their businesses and products to a panel of successful entrepreneurs and an audience of community members. Winning ideas included an app to decode incomprehensible “terms and conditions” legalese and bamboo straws to replace plastic ones. The top idea, with a stellar business plan, was for seasonal scrunchies bought in bulk and sold at a profit.

Lower and Middle School Robotics Competitions

The 4th and 5th graders’ Robo Paws team won the Core Values Award at the FIRST LEGO League City Shaper Robotics Competition this fall. Their LEGO robot completed missions to build a sustainable city, and they educated others through infographic posters. The Core Values Award recognized the students’ exceptional teamwork in building and programming their robot.

The Middle School robotics team, the Robo Solar Panthers, also competed, presenting an outstanding and innovative design for solar panels on RV trailers for maximum sustainability.



Photo by Melanie Shedd (C'98)

School Holds Strategic Summit



In early August, Principia School held a two-day summit meeting titled “Future Ready: Fueling a Thriving School.” A milestone event, the summit brought together approximately 160 faculty, staff, alumni, current parents and students, Trustees, and friends of Principia to think big about how to prepare students for the future.

In welcoming participants, Head of School Travis Brantingham (US’94, C’98) spoke of Principia’s enduring commitment to cultivating vigor-

ous, fearless, unselfish thinkers eager to better humanity (see Principia Policies 6 and 10). And Dr. Peter Dry, assistant head of school for innovation and strategy, offered context for the summit’s “future ready” theme, noting that training students for tomorrow means training them for the unknown—for jobs that don’t yet exist and knowledge bases that have yet to be invented.

Dr. Cheri Torres, an expert in the use of Appreciative Inquiry (AI) to prompt positive change, facilitated the summit. AI helps organizations identify and build on a strong foundation. In Principia’s case, discussion focused on these key pillars: 1) Christian Science values lived boldly, 2) Diversity, equity, and inclusion: the fuel for a thriving school, 3) All in! Fully engaged and striving for excellence.

Through a combination of one-on-one interviews, small-group discussions, and whole-group sessions, participants developed shared visions and goals related to these areas and created preliminary proposals for achieving these goals. Those proposals are now being considered as part of the School’s strategic planning process. (See page 41 to learn more about the strategic planning underway at the School and College.)

College News

Professional Development for Student Newsmagazine Staffers

Several of the students producing *The Principia Pilot*, the College's student-run newsmagazine, have taken advantage of recent preprofessional opportunities. Last spring, six students attended a journalism boot camp held at *The Christian Science Monitor*.

Over three packed days, students learned how to write stories

from a *Monitor* perspective from

Editor Mark Sappenfield; heard about the life of an international correspondent via video-conference with Scott Peterson in London; spoke with staff photographer Ann Hermes; and discussed how to choose a healing approach to stories with political correspondent Christa Case Bryant (C'03) and former correspondent (now manager of the Christian Science Publishing Society) Abraham McLaughlin (US'90, C'94). The weekend culminated with students reporting on a mock breaking-news event. They left Boston paired with mentors from the *Monitor*.

More recently, in November, four *Pilot* staffers attended the National College Media Convention in Washington, DC, where they explored a diversity of journalistic disciplines, including marketing, graphic design, editing, social media, and political reporting. In addition, they heard from journalism legends such as NPR's Supreme Court reporter Nina Totenberg and *Washington Post* Editor Marty Baron. These opportunities have breathed new energy and inspiration into the *Pilot*, including a revival of the online edition, available at principiapilot.org.



Former Professor Speaks on *The Dictionary Wars*

English author, scholar, and former Principia College professor Dr. Peter Martin (C'62) spoke at the College in November, discussing his most recent book, *The Dictionary Wars: The American Fight over the English Language*. The talk provided a high-level overview of the battle between the new republic of the United States and the home country of England over language in the 1700s and 1800s.

As Dr. Martin explained, the call for political independence brought a desire for linguistic independence as well, with disputes not just about spelling or pronunciation but about whether the two countries were even speaking the same language—or should be.

The next issue of the *Purpose* will include an article on this topic by Dr. Martin.

Professors Honored

At a reception during the College's combined Homecoming/Parents' Weekend in October, continuing endowed chairs and distinguished professors were recognized, along with three new ones: Dr. Scott Eckert, Dr. Heidi Snow, and Dr. Gretchen Starr-LeBeau. Below is the list of those currently holding these honors:

- Dr. Hélène Diaz Brown, Roy W. Johnson Distinguished Professor
- Dr. Duncan Charters (HON'14), Cornelius Ayer and Muriel Prindle Wood Professor of Humanities
- Dr. Jeffrey B. Cornelius (C'81), Charles Stewart Harding Mott Distinguished Professor
- Dr. Margaret M. D'Evelyn (C'70), William Martin and Mina Merrill Prindle Professor of Fine Arts
- Dr. Scott Eckert (C'79), Kent Smith Professor of Mathematics, Computer Science, and Natural Sciences
- Dr. Steven Hinthorne, Harry J. and Margaret L. Heimer Professor of Mathematics and Computer Science
- Dr. Heidi Snow (C'79), Edith and Lewis White Distinguished Professor
- Dr. Gretchen Starr-LeBeau, Jeanne and George Todd Professor of Religious Studies
- Dr. William B. Stock (US'76, C'80), Distinguished Professor of the History of the Christian Science Movement

Men's Soccer Team Wins Conference Championship



For the first time since 2007, the men's soccer team won the St. Louis Intercollegiate Athletic Conference (SLIAC) Championship in a hard-fought 2–1 victory over Spalding University, with both of Principia's points scored late in the second half. Four Principia players were awarded SLIAC All-Tournament Team honors: senior Nick Klusmeyer, junior Kaleb Keller (MVP), sophomore Seth Arens, and freshman Patrick Sherman.

Following their SLIAC win, the team moved on to the first round of NCAA tournament play but lost to Luther College 1–5.

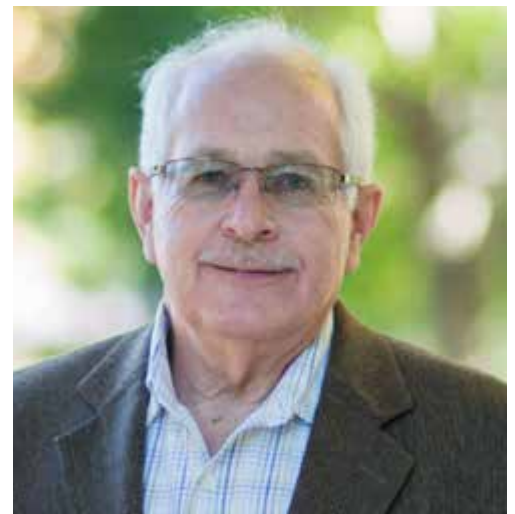
Principians Present Papers on Oceanography

In December, College sophomore Abby Holt presented her paper on microplastics in the Gulf of Mexico at the American Geophysical Union national conference in San Francisco. She generated the data for her paper on a field trip to the Gulf during her Oceanography class with Dr. Marie Farson, assistant professor of Earth Science. Dr. Farson also presented a paper titled “Oceanography 101: Drifter Deployment as Inquiry Based Learning and Teaching” at the meeting.

Interim College President Appointed

Immediately following the October 28 resignation of College president Dr. Jolanda Westerhof (US'77, C'82), dean of academics Dr. Meggan Madden (C'93) assumed the role of acting College president, filling it capably through the end of fall semester. On December 16, John Williams, professor of political science and Asian studies, took over as interim College president. He will serve until the search process is complete and the next College president is in place.

A 1976 graduate of Principia College, Professor Williams, JD, has served several terms as president of the Faculty Senate and was the inaugural recipient of the Horace Edwin Harper Jr. and Evelyn Wright Harper Award for Teaching Excellence in 2013. He has taught at the College for more than 30 years and is an experienced leader.



Dr. Westerhof's resignation was voluntary, and she requested it to be effective immediately. In an open forum on campus the following day, a statement from the Board of Trustees included gratitude for Dr. Westerhof's “service and contributions to Principia, for her deep expressions of love and care for our students, and for her attention to diversity and inclusion.” Boxes across campus were available for several weeks to collect gratitude notes from students, faculty, and staff for delivery to Dr. Westerhof.

If you would like to recommend candidates to be considered for the next College president, please send your recommendations to search@principia.edu.

Awards and Achievements

SCHOOL



Outstanding Student Leader

This fall, senior **Alyssa “Aly” Mikesell** was honored as a 2019 Outstanding Student Leader at a daylong workshop and ceremony hosted by Washington University in St. Louis. Each high school in St. Louis County may choose one senior for this award, based on achievements in community service, academics, athletics, and student leadership. Aly was chosen for this honor by Upper School administrators.

Aly regularly takes Advanced Placement courses, is a captain of Bole House, and is on the varsity cheer and tennis teams, including being captain of the latter for the past two years. In each of her roles, Aly strives to bring unity to the School by connecting with underclassmen and leading by example. She regularly volunteers and has gone on service trips to Costa Rica and the Dominican Republic with Principia and to Ecuador with the National Leadership Council. This spring, she looks forward to going on Principia’s Simunye service trip to South Africa.

Aly’s love of selfless service has led her to apply to the Naval Academy, where she hopes to meet fellow “challenge junkies,” as she puts it, adding, “I’ve always wanted to serve in the U.S. military.”

Green Thumb Award

Principia School was recently honored with a Green Thumb Award, which recognizes residents, businesses, and community centers for their efforts in making Town & Country a beautiful place to live, work, and go to school. Faculty/staff members **Sheila Alioto** and **April Anderson**, who have primary responsibility for the campus’s gardens, accepted the award, presented by Town & Country Alderman Matt Reuter.

Boys’ Soccer Wins at State

In a 3–2 comeback victory, the varsity boys’ soccer team clinched the Class 1 State Championship against St. Paul Lutheran of Concordia. Their first championship since 2015, it was especially sweet after losing last year’s championship during penalty kicks. Holding steady after St. Paul scored 63 seconds into the game, Principia made their mark in the second half, scoring the winning point on a free kick.



Cross Country Competes at State

Following their win at Districts, the boys’ cross country team placed 6th in State competition, with senior **Bramwell Havi** placing 6th overall. Representing the girls, senior **Jocelyn Luciani** placed 5th at Districts and 32nd at State.

COLLEGE



Lincoln Academy Student Laureate

Each year, one student from Principia is nominated for the prestigious Abraham Lincoln Civic Engagement Award for leadership and service in the pursuit of the betterment of humanity and for overall excellence in curricular and extracurricular activities. **Sophia Hathaway**, a triple major in environmental studies, educational studies, and global perspectives with a minor in sustainability, is this year’s Principia College Lincoln Academy Student Laureate.

Sophia is currently student body president and has served as the athletics and the sustainability representative on Student Senate, a resident assistant, and the volleyball and basketball team captain for two years. She competes in sports year-round and, after only two seasons, placed 2nd in the javelin throw in the St. Louis Intercollegiate Athletic Conference. She has also studied in Slovenia, Croatia, New Zealand, and Iceland on three of Principia’s abroad programs.

Sophia says she has “always liked to be part of the solution” and is currently applying to graduate programs, where she hopes to learn how to make the science for measuring and solving climate change more accessible.



Mediation Team's Success

Principia's mediation team, coached by multidisciplinary professor **Dr. Jeff Steele**, traveled to Toronto, Canada, in early November to compete in the 20th International Intercollegiate Mediation Championship Tournament. Led by team captains **Mackenzie Batten** (C'20) and **Hunter Hummell** (US'17, C'21), the team placed among the top three positions in all four competition categories—something Principia had yet to achieve. In addition, the entire team

made the cut to the semifinals—another first for Principia. Based on the group's performance in Toronto, Principia has qualified—for a record-setting seventh year in a row—to compete in the Law School Mediation Championship Tournament in Chicago in March 2020.

NSF Grant to Biology Professor

Principia College biology professor **Dr. Chrissy McAllister** (C'93) and her research colleague Dr. Toby Kellogg from the Danforth Plant Science Center in St. Louis were awarded a National Science Foundation (NSF) grant to build on their 2015 NSF-funded research on the evolutionary history of an ecologically and economically important group of grass species.

A portion of the three-year, \$850,000 grant, titled "Integration and modularity in grass diversification," will benefit

Principia College students in particular. As McAllister explains, "The grant specifically earmarks funds for involving Principia undergraduates in the collection, analysis, and presentation of samples and data, including the potential for international travel to research herbaria and botanical gardens, as well as travel to national scientific meetings to present research."

Coach Earns National Honors

Principia College's Women's Basketball Head Coach **Dory Smith** (C'77) was one of only 10 individuals nationwide to receive a 2019 Bruce D. Whitehead Distinguished Service Award from the National Interscholastic Athletic Administrators Association. The award recognizes length of service and special accomplishments and contributions to interscholastic athletics at the local, state, and national levels.

ALUMNI

Robert Craig, (US'62, C'66)

Dr. Robert Craig recently published *Maryland's Ocean City Beach Patrol* (Arcadia Press) and *Saving Lives: A History of the Ocean City Beach Patrol* (Hellgate Press). Both illustrated books detail the formative role Captain Robert S. Craig, a longtime member of the Upper School faculty (and the author's father), played in the development of surf rescue practices, procedures, and equipment. (Learn more in the next issue of the *Purpose*.)

John Near (C'69)

Dr. John R. Near, professor emeritus of music at Principia College, is widely

acknowledged as the world's leading authority on French musician Charles-Marie Widor. Near's recent book *Widor on Organ Performance Practice and Technique* focuses on Widor's pedagogical writings and acts as a companion to his award-winning 2011 biography *Widor: A Life Beyond the Toccata*. Both books are published by the University of Rochester Press.

Kathy (Dunn, C'76) Matusek Lovegren

In July, Kathy Lovegren won the Ms. Congeniality award at the Ms. Missouri Senior Pageant. A longtime St. Louis-area realtor, she earlier founded Music Makers in Miami, FL, which offered after-school musical enrichment classes

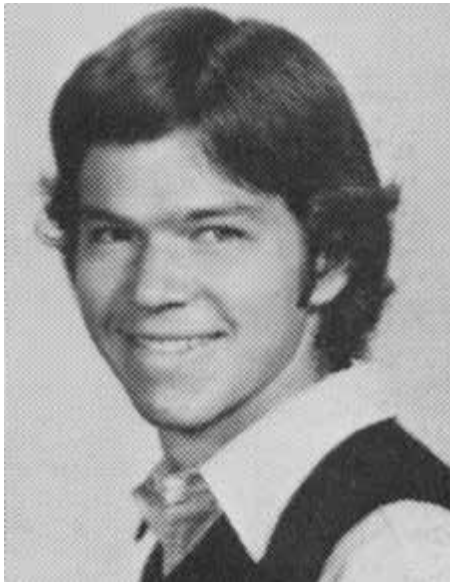
for Montessori and church preschools. For the talent entry for the competition, Lovegren played an original piano piece titled "Rejoice."

Howard Kelsey (C'79)

Arriving at Principia as the star of his Canadian high school basketball team (with an all-time career scoring average that has yet to be broken), Howard Kelsey went on to a decorated career at Principia College followed by more than a decade playing for Team Canada. A two-time Olympian, he helped lead the team to gold at the 1978 Commonwealth Basketball Championships and to a 4th-place finish at the 1984 Olympics. This past year, he was inducted into the Canadian Basketball Hall of Fame.

Remembering Joan R. Andrews

by Dr. Philip M. Smith



Philip Smith in his senior year, 1972

Many of us remember Joan Andrews, former professor emerita of world literature and religion, as the teacher of a course on the history of the Christian Science movement.

Demand was high, and usually only seniors could get a seat. In my student years, before the Robert Peel biographies of Mary Baker Eddy were complete, Mrs. Andrews's course gave us insight into the life of Mrs. Eddy and the founding of her Church, and we were hungry to know all we could. The syllabus for the course was filled with interesting readings from Martin Luther to Transcendentalists to apologists for and critics of Mrs. Eddy.

There is much more available now—lots of new biographies and articles

from The Mary Baker Eddy Library and Longyear Foundation, as well as astute scholarly articles about Christian Science and Mrs. Eddy's life. But 50 years ago, Mrs. Andrews's course was a rare gateway for us to see our Church in historical context. It was also the only Principia course where Christian Science was directly discussed.

We loved it, and everybody looked forward to taking it.

I still remember one of the paper assignments for her class. It was something like, "Did Christian Science relate more to Calvinism or to Transcendentalism?" Questions like that made us think and also appreciate the broader mental environments around us.

But a different course left an even stronger impression on me. In the winter of 1970, Mrs. Andrews taught Western Literature 282: Renaissance, Classical, and Romantic Literature. It was my sophomore year. I had just changed my major from math to philosophy and religion, a change influenced by courses taught by Dr. Archibald "Jeff" Carey (US'42, C'48) and by spending the prior summer working a night shift at The Mother Church.

That summer changed my life. Living in Boston in 1969 was an education in itself. The summer introduced me to so many things—music, hitchhiking to Tanglewood, camping under the

stars after concerts, hiking in the New England mountains, Cambridge bookshops, making friends who have influenced me for a lifetime, and, of course, focused study of Christian Science. Even though I had been raised going to Sunday School, I had never known about the Prose Works collection of Mrs. Eddy's other writings. That was a revelation, and I spent many hours devouring its articles and sermons.

That summer ended with the 1969 Biennial Meeting for college students, and I returned to Elsie and to Buck House with a greatly changed outlook.

Mrs. Andrews's literature course was demanding. She assigned Cervantes, Castiglioni, Machiavelli, Erasmus, Racine, Corneille, Molière, Voltaire, Goethe, and she asked us to read Victor Hugo's *Les Misérables* in one week. The pace was fast, and the learning was profound.

Mrs. Andrews could read all these works in their original languages. That particularly impressed us.

The summer before, Mrs. Eddy's writings had powerfully inspired me, and I have to say that Mrs. Andrews's course was a continuing source of inspiration. During that academic year, deep study of Christian Science and demanding academics were a powerful combination. I was learning to see "all things new" and to love ideas (Revelation 21:5).

“A course should stretch a student to go beyond what he thinks he can do—that’s where education begins.”

—Joan Andrews

However, my favorite memory of Joan Andrews was not in the classroom and not as a scholar of Mrs. Eddy and the Christian Science Church and not as a professor of literature.

My favorite memory of her happened on a lovely spring day in my senior year. I looked out of a second-floor window of the School of Nations just as Mrs. Andrews walked out of the library. She left the paved path. Instead, she walked beside the path in the grass, barefoot, holding her shoes in one hand and smiling. No one was with her, and she wasn't smiling at anyone in particular. It was a scene of delight and contentment.

I have never forgotten how I felt watching her smile in that unguarded moment. In a way, that memory captures a lot about how I felt about my education at Principia. We had professors with high standards who gave us demanding academic work, and there,



Joan Andrews teaching in 1972

outside the window, was one of the best and most demanding teachers I've ever had smiling happily just to walk barefoot in the grass on a lovely spring day.

Today, I still recall that image and the contrast between the rigor Mrs. Andrews demonstrated and expected of us and the delight on her face to simply walk alone and barefoot in the grass. Ever since then I have been grateful for nurturing environments, like Principia, that are both demanding and delightful. ▣

Dr. Philip M. Smith (C'72) is an associate professor of history at Texas A&M University.

What's *your* Principia story?

To submit a story (up to 800 words) about your Principia experience, email us at purpose@principia.edu. Selected submissions will be edited with the author's permission. Shorter submissions are welcome as well. Feel free to share even a brief memory.

Focus on Faculty

MEET PETER VAN LIDTH DE JEUDE:

Finding Fresh Perspectives—and Pastries

Dr. Peter van Lidth de Jeude (C'04) has been teaching at Principia College for five years. He holds an MA in history from the University of North Carolina at Greensboro and a PhD in history from Pennsylvania State University. His research focuses on modern European history with a special emphasis on Germany. Dr. van Lidth de Jeude shares his global perspective on history with students in courses on European history, early American history, non-Western history, and historical research methods.

Q. What research are you working on right now?

A. I am continuing the research that informed my dissertation, which is about German occupation bureaucrats in Belgium and Poland during the First World War. My work looks at how these men and women viewed themselves, the tasks they handled in administering these foreign occupations, and the constant dysfunction

they both faced on a daily basis and helped to perpetuate. More deeply, I am concerned with how a lack of clear organization and goals can doom any endeavor and how it is almost impossible to fix such large issues on the fly.

I hope this will turn into my first book in the near future, before I turn my attention to the both exciting and terrifying prospect of starting something new.

Q. What led you to teaching?

A. I come from a long line of teachers, so I was exposed to it from a very young age, but not until I first got in front of a class for myself did I realize why my family members loved it so much. When it's working, it's just such an enriching process—for all participants. I love the interaction I get to have with both my students and my colleagues, and I am constantly challenged to grow as a scholar, thinker, and person, which is so rewarding.

Q. Can you share more about why you love working with students?

A. When you study a subject for a very long time, you tend to have a lot of preconceived notions and built-in assumptions that you don't always challenge. So, it's wonderful to discuss the material with people who are being exposed to it for the very first time. They provide a never-ending supply of fresh takes. I cannot begin to count the number of times I've had to reassess my own perspective on a subject after hearing a new take I had never considered. I get to learn as much as I teach, and that's a pretty fantastic way to spend one's days.

Q. What do you find most challenging about teaching?

A. There is so much information available to each and every one of us these days that it is often difficult to keep students from getting overwhelmed—and to avoid getting overwhelmed myself. I constantly have to rethink how to present a topic in a way that's both comprehensible and accessible, all while competing with the millions of demands on students' time. It's a constant struggle, but also an important one, so I'm happy to face it.

“I do my best to pay that faith forward to my students . . .”

Q. Can you share a character education moment you've had at Principia that particularly stands out to you?

A. I'm always reluctant to share the biggest character education moments that I've been a part of as a faculty member, because it feels like those moments belong to the students as much as—if not more than—they belong to me. As such, they are their stories to share and not mine.

That said, when I was a student at Principia, I found out late in my senior capstone process that my topic just wasn't working. I had been thinking about a different topic for a while, but when I asked about switching topics, I encountered some reluctance from the department. I was fortunate enough to have an advisor who believed in me



Peter van Lidth de Jeude teaching history in the Germany Room in the School of Nations



and fought for me to be able to make the switch. The result was a capstone that I was both proud of and that made me consider graduate study in history for the first time. That faith changed my life, and I do my best to pay that faith forward to my students, in the hopes that their lives might also be changed for the better.

Q. What work would you pursue if you weren't a professor?

A. I honestly don't know that I can picture myself being as happy doing anything else as I am teaching. I suppose it's lucky for me then that I get to be a professor. It was a long and hard road to get here, but it was absolutely worth the effort.

Q. What would people be surprised to learn about you?

A. That I am perhaps the best source of information on baked goods in any

area I've spent time in. While doing research in Berlin years ago, I started exploring the city by finding the best bakeries there, and I have found it a unique—and delicious—way to explore parts of a city you might not otherwise see and to meet people you might not otherwise meet.

Q. If you had a day off and weren't allowed to use it to catch up on work, what would you do?

A. Have an adventure. My mother always used to tell me that adventure is ultimately a state of mind, so I'm always off on one when time allows. Maybe it's finding a new bakery, visiting a bookstore to feed my reading habit, or hanging out in a museum. Maybe it's just spending time with a good book or good movie at home. But whatever I do, I always make sure to do it in the spirit of adventure.

Q. If you could give students only one piece of advice, what would it be?

A. To find what they are passionate about and pursue it fearlessly and intentionally. I know that can sound clichéd, but college is a time for growth and discovery, and you can't do that if you are following a narrow path. You need to be exposed to new topics and new ways of thinking so that you can stretch and grow. That's the beauty of the liberal arts model. So, I always tell my students to make the most of the courses they are taking and to find that subject (or subjects!) they are really excited about.

Once you do that, you'll find that passion is going to make you far more successful in the long run than simply following a path you find safe, but unfulfilling. And you are going to have a lot more fun along the way. ■



OFF TO A ROARING START

Reshma Chamberlin: *FROM A NETWORKING MEETING TO ENTREPRENEUR*

by Kari Bradley

Photo by
Carley Rudd Photography

Not even in childhood did Reshma (Chattaram, C'07) Chamberlin picture herself working in an office—she wanted to “run the office.” Chamberlin lightheartedly laughs, confirming that her youthful dream is now her adult reality.

Chamberlin is the cofounder of Summersalt, a stylish direct-to-consumer swimwear and travelwear brand that she launched with Lori Coulter, a graduate of the Olin Business School at Washington University in St. Louis. Since launching in May 2017, Summersalt has garnered an amazing response from customers and press alike, including *Vogue*, *Forbes*, and *Elle*. The swimwear is known for its immaculate fit and durability; and the company, for its earth-friendly practices and inclusive advertising.

Chamberlin graduated from Principia College with a studio art major and a mass communication minor. “The Art Department was incredible when I was at Principia,” she says. “That major, in particular, just encouraged you to manage your own time while still having creative freedom—and that’s so important.” The department provided structure, she says, but also encouraged creative expression, forcing students to work in different mediums and stretch beyond what they already felt confident creating. Her decision to focus on graphic design came from her love of art and desire for a tangible career path. And the mix of fine art, on the one hand, and practical digital design skills, on the other, suited her. “The curriculum really allowed me to gain masterful command of the digital programs while still allowing me the freedom and flexibility to explore other mediums,” she says.

“The Art Department was incredible when I was at Principia.”

—Reshma Chamberlin (C’07)

One of her art professors, David Coughtry (C’77), made a lasting impression. Chamberlin remembers him setting an extremely high standard for his students. “He was so challenging as a teacher,” she recalls. “I think his demand for excellence helped me thrive.” Craig Savoye (C’79), one of her mass communication professors, also stands out to Chamberlin. “He was incredibly personally invested in our success,” she shares. “Multiple students would echo that same sentiment.”

During college, Chamberlin spent every summer as an intern in New York City, experiencing different firms and cultivating her network, which she sees as critical to her success. After graduation, she moved to New York City for a job at HarperCollins Publishing, where she further honed her design talents. When she and her soon-to-be husband, Don Chamberlin (US’03, C’07), decided to get married, she made the move back to St. Louis. Her return to the Midwest was “incredibly tough,” she says, but she recognizes that the move also ignited her desire to forge her own path as an entrepreneur.

Frustrated by the caliber of work she was being offered in St. Louis, Chamberlin started her own web design and

digital strategy firm. As her company grew, they opened a satellite office in New York and took on brand strategy and design thinking for multinational clients. Direct-to-consumer businesses really got her creative juices flowing, and it was evident to her that this was the future of retail.

Chamberlin soon realized that while she loved the challenge of designing brand strategy for her clients, she was ready to “sink her teeth into one brand—to live it, eat it, sleep it, breathe it.”

In June 2016, Chamberlin met her eventual Summersalt cofounder, Lori Coulter, for a casual networking lunch at Chipotle. They had first met years earlier through the St. Louis entrepreneurial community and had kept loosely in touch. The two women began talking about the state of retail and trends in the industry.

Coulter had a strong background in supply chain and had been designing and manufacturing swimwear and other garments for over a decade. Chamberlin shared her experience in the direct-to-consumer space while Coulter opened up about the incredible IP (intellectual property) she was sitting on. Then they parted and went on with their day.

Unbeknownst to Chamberlin, Coulter was inspired by their meeting and began writing the initial business plan for what is now Summersalt. Months later, they serendipitously ran into each other at

an event in New York City. Chamberlin hadn’t been invited to the event, but she went in order to meet up with a good friend.

While waiting for her friend, who was running late, she bumped into Coulter,



Photo by
Sasithon Pooviriyakul

A Summersalt swimsuit in production

who enthusiastically cornered her to show her the company she was ready to build. Excited, Chamberlin asked, “Lori, what do you think about having a cofounder?” Coulter quickly replied, “Let’s do it!” Barely one year after their lunch at Chipotle, they launched Summersalt together. Since then, Chamberlin says, “It’s been amazing . . . an incredible ride!”

Reflecting on what lies ahead, she notes, “We hope to grow Summersalt into an incredibly large business, and I hope to be an entrepreneur the rest of my life.” ■

Christian Courtesy in the Classroom

by Jim Moser



In considering the true goal of my work as an educator, I have found it helpful to refer to *Education at The Principia*, a collection of talks and writings by the founder of Principia, Mary Kimball Morgan. At one point, she wrote, “The most important work that Principia has to do is the development of character in the young people committed to her care. . . . [I]t is the constant erasing of the counterfeit and the bringing into expression of the real” (p. 77). Certainly, I’ve been hired to teach mathematics, but I could do that anywhere. I’m grateful that I’m truly in the business of helping students grow in character as they learn math.

One of the biggest challenges I face is having students arrive in my class with a fear of or distaste for math. Key to shifting students’ preconceived notions regarding math is creating a safe classroom culture grounded in Christian courtesy. Mrs. Morgan defines what that means perfectly: “Christian courtesy is a beautiful asset in an individual. . . . It never intrudes, never wounds the delicate sensibilities of others, never fails to feel another’s needs, never asserts itself to the discomfiture of others, always puts the awkward and diffident at ease, and brings out the best in individuals” (*Education at The Principia*, p. 68).

“In essence, they were ‘speaking the truth in love’ . . .”

That passage is the foundation of my classroom expectations, and I share it with my classes at the beginning of the year. Discomfit means to be confused or upset, and diffident means to be shy because of a lack of confidence. Certainly, every math student has felt confused, upset, or shy from a lack of confidence at one point or another. The students in the class can heal those feelings by “feel[ing] another’s needs” and offering help, by putting their classmates “at ease” when responding to mistakes, and by “bring[ing] out the best” in their classmates by being supportive and setting a good example.

It has been a true delight to see Christian courtesy demonstrated by many of my students. This consistent culture has helped shift students who thought they hated math into students who can do math with confidence, or at least aren’t intimidated by it. A few years ago, I had a student who was struggling considerably on a daily basis in my Pre-calculus class. Without my prompting, another student in the class took this

student under her wing and patiently helped her day by day find that she was capable. That act of selflessness truly led to a healing of attitude: the student who had initially struggled finished the class with confidence and mastery.

A few years ago, I taught a Problem Solving class where, each day, students had to present their solutions for the Problem of the Day. I was so grateful for the Christian courtesy they showed. After each presentation, we’d give positive and constructive feedback regarding the solution. Even when incorrect solutions were presented, the students were able to celebrate partially right reasoning and then correct the errors in a direct but polite way. In essence, they were “speaking the truth in love,” as Paul encourages (Ephesians 4:15). I loved the way students looked at a problem from multiple angles and celebrated what every member of the class brought to the table.

Christian courtesy isn’t just for school, of course—it’s for life. But it certainly is an important aspect of true education. ■

Jim Moser (C’04) has been teaching mathematics at the Upper School for 13 years. Before that, he taught sixth grade at Principia for one year.

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CREAT
OPPORT



A CONVERSATION
VINCE GERARD
EXECUTIVE P
OF

GAM
THRO



BY CLARA GERMANI

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UNITY

ION WITH
DIS (US'77),
RODUCER

E OF
ONES

THE GRIP OF AUTUMN
HAD TURNED THE
PRINCIPIA COLLEGE
FORESTS TO A COLD GRAY, AND
VINCE GERARDIS (US'77),
A CALIFORNIA SURFER WHO
HAD JUST GRADUATED FROM
THE UPPER SCHOOL, WOULD
SIT IN HIS ROOM STARING OUT
AT THE UNDULATING TREE-
TOPS, CAPTIVATED BY HIS OWN
IMAGINATION. >>

"I'd see ocean—the surface of the tops of the trees looked like moving ocean out there," he recalls, noting that the other view from his desk was a map of the South Pacific he'd tacked up on the wall and spent more time pondering than textbooks. "I had this wanderlust; there was no answer other than dropping out [of college]."

And he did, embarking on an unconventional path of self-discovery—and, in the end, Hollywood success—equipped with what he considers beloved Principia lessons. Gerardis is the co-executive producer of HBO's *Game of Thrones*—an eight-time Emmy nominee and four-time winner. The series, which concluded last spring, reached a global streaming audience of tens of millions.

Amid ominous cello strains, his name sneaks by almost imperceptibly in the *Game of Thrones* opening credit scroll, but Gerardis's contribution was critical: He represents the fantasy author George R.R. Martin and was the project's packager and dealmaker, who had the pavement-pounding patience and creative energy to guide the idea of the series through years of rejection to record-breaking success.

Gerardis never did get a college degree, but he says his three years at the Upper School—learning from the likes of drama teacher Mary Kessler (US'45, C'49) and coaches Jack Eyerly and Willy K. Simon (US'54)—informed his inner compass more deeply than any academic degree could have.

"Everything about Prin was the unspoken lesson," Gerardis says during an interview in his West Hollywood office space, where the only relief in the industrial chic tone-on-tone is the brightly colored covers of fantasy and science fiction novels he's reviewing for production.

Those "unspoken lessons" received at Principia were so foundational that they trigger strong emotions when recalling them.

Largely, his Principia lessons revolved around gaining "confidence outside your comfort zone," he says. Take his May Project, weeks before he graduated at the age of 16.

"I was *so* shy in school," Gerardis says, almost wincing. "Kessler was so insightful, such a pro, that she saw me and gave me this role playing another shy boy wanting to ask a girl out, but his very oppressive sister refused to allow it. The role culminated in a scene where I finally confronted the sister character and stood up to her for what my character wanted, saying, 'I want to invite her. I'm going to invite her.'"

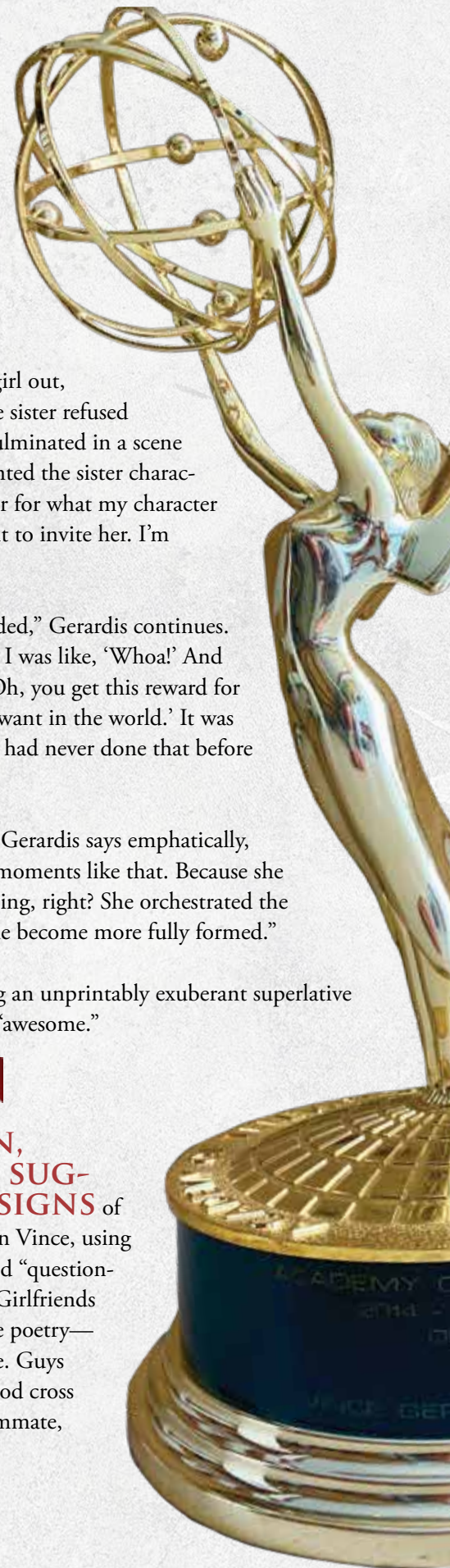
"The audience responded," Gerardis continues. "It was powerful. And I was like, 'Whoa!' And I remember feeling, 'Oh, you get this reward for demanding what you want in the world.' It was so simple; the shy boy had never done that before that moment."

Pausing to wipe tears, Gerardis says emphatically, "That's Prin; so many moments like that. Because she knew what she was doing, right? She orchestrated the whole thing to help me become more fully formed."

And he trails off, using an unprintably exuberant superlative to describe Kessler as "awesome."

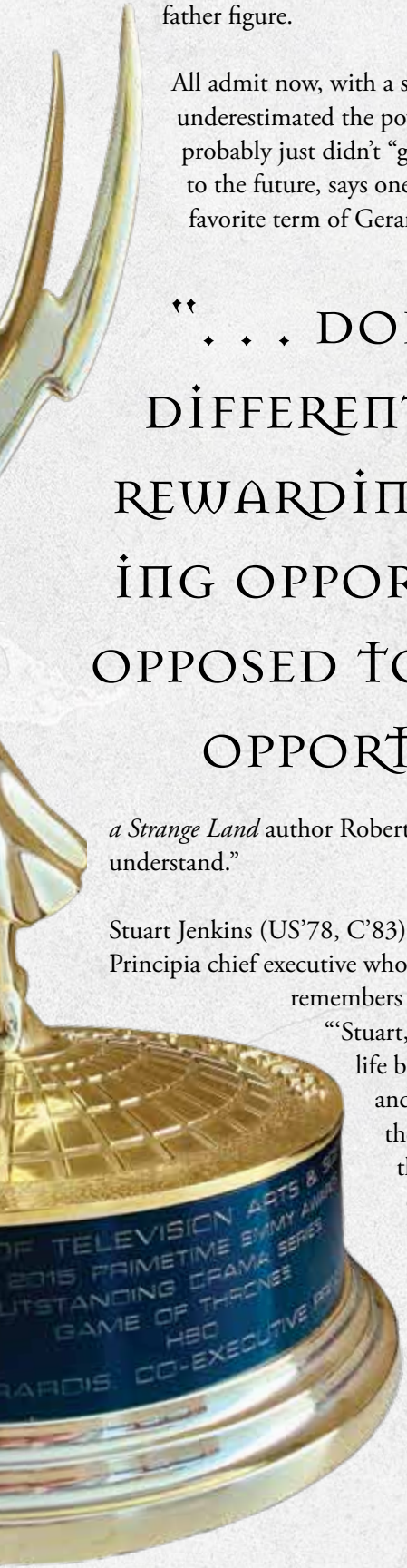


TO A PERSON, CLASSMATES SUGGEST EARLY SIGNS of an untethered seeker in Vince, using terms like "soulful" and "questioning" to describe him. Girlfriends remember his sensitive poetry—and sense of adventure. Guys remember him as a good cross country and track teammate,



if not a star runner, who saw Willy K. Simon as a father figure.

All admit now, with a sense of humor, that they underestimated the power of Vince's dreams. They probably just didn't "grok" his unorthodox approach to the future, says one of them—"grok" being a favorite term of Gerardis's, coined by *Stranger in*



“. . . DOING THINGS DIFFERENTLY CAN BE REWARDING. CREATING OPPORTUNITY AS OPPOSED TO PURSUING OPPORTUNITY.”

a Strange Land author Robert Heinlein to mean “deeply understand.”

Stuart Jenkins (US'78, C'83), a businessman and former Principia chief executive who remains a friend of Vince's, remembers his grand plans this way:

“‘Stuart,’ he says to me, ‘people live life backwards. When they're young and can do anything they want, they have the energy to do it and the passion to do it, but they don't have the money to do it. And when they get old and they have the money to do it, they don't have the energy or passion to do it anymore. I'm going to do it right.’”

Through the years that most classmates pursued traditional career trajectories, Jenkins was increasingly bewildered to see Vince roam the globe, following his love of travel and culture, earning money teaching water sports at resorts or lifeguarding, and studying gemology so he could grade and trade diamonds for money to support his lifestyle. Then, Vince landed on Jenkins's couch in the early '90s in Southern California with no money and a unique Hollywood business plan.

That plan was amorphous to Barbara Bradley Hagerty (US'77), a former *Christian Science Monitor* and NPR reporter, now a contributing writer for *The Atlantic*. She's diplomatic in describing a visit with Vince after high school graduation: Vince wanted “something more unregimented than the rest of us,” she says, recalling, “He wanted to change the world. When I asked him what he meant, he said simply, ‘just that.’ I was not so sure how things were going to work out for him. . . . He was holding to the loftiest dreams.”

But she laughs delightedly when, after being contacted for this article, she learns of his connection to *Game of Thrones*. “He kept the flame alive a lot longer than most people would have,” she comments.

Bonnie (Bryden, US'77) Mansfield, former dean of girls at the Upper School, has a long, unbroken friendship with Gerardis. She sums up his trajectory this way: “I would not have said he was overly ambitious, but he definitely has an imagination.”



BUT HIS AMBITION CAUGHT UP TO HIS IMAGINATION in a New York University screenwriting class in the early 1990s, not long after he'd been held up at gunpoint while trading diamonds in Seattle. Gerardis's 10-page script was a cryptic dialogue about how to commit a murder, shot from the backseat of a car behind the bald, scarred head of the driver. It got such a powerful reaction from the class that he left almost immediately for Hollywood. >>

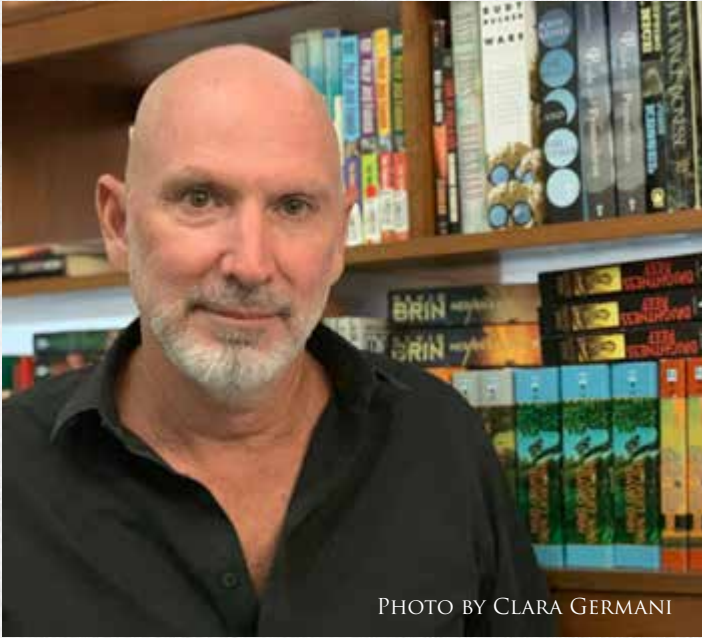


PHOTO BY CLARA GERMANI

VINCE GERARDIS IN FRONT OF NOVELS HE'S REVIEWING FOR PRODUCTION

He loved the world-building genres of science fiction and fantasy literature and recognized that authors were mainly represented by New York literary agents who would wait for Hollywood producers to come to them.

Gerardis had what he calls an “out of the box idea” to “co-agent”—in other words, to be the writer’s dedicated manager/producer *in Hollywood*, where he would “create opportunities” rather than wait for producers to find them.

Hungry and doing low-paying work, he started by boldly poaching: cold-calling famous writers and pitching his idea, until one literary agent—who represented big names like Stephen King—told Gerardis to stop. But that agent also tossed Gerardis a test, a challenging novel, suggesting he try to sell it.

“I sold it for half a million dollars, and [the agent] was like, ‘What?! How did you do that?’” says Gerardis, explaining that he took the “amazing” kernel of an idea in the book, wrote a treatment, had a screenwriter create a script, attached a director, and then sold it. “That has become the model which everyone uses now.”

The literary agent was so impressed that he backed Gerardis financially to do it again. And again.

That model, Gerardis adds, “is a perfect example of how doing things differently can be rewarding. Creating opportunity as opposed to pursuing opportunity.”

It goes back to that unconventional path he has followed and, he says, to a lesson learned on the Principia cross country team: “Never get trapped in the pack.” When the race starts, he explains, there are fast starters and stragglers, and a pack forms in the middle. “When you’re inside the pack . . . you can’t go at your pace. I took that as a life lesson: Never do what everyone else is doing, because if you do, you’re going to be limited to the things that other people are doing and the speed at which they’re doing them.”

“It’s a version,” he adds, “of think and act outside the box. I use it in everything. It’s how I live my life. To do things differently. . . . It gives you the freedom to do what you want or are meant to do, as opposed to accepting what the system provides.”



SEVERAL OF HIS PRINCIPIA FRIENDS SPECULATE

that Gerardis’s imagination and love of fantasy and science fiction fuel his wide sense of possibility, even if it did take years of rejection and being kicked around Hollywood to translate into the success he’s finally had.

“Everyone has an art. Me, I love story,” says Gerardis. “My kindergarten teacher sent a note home saying, ‘Vince has a tendency to daydream.’ And it’s still true. My mind never stops. I love being around stories; the bigger the worlds the better; the more imaginative, the better.”

His imagination charmed his high school friends, says Mark Whalley (US’78, C’82) a math teacher in Virginia. He recalls being on Eagle Hill the last days of their time at Upper School, where he and Gerardis and their girlfriends watched a sunset. Gerardis transported them all by narrating to them the story of their futures together, as if they were characters in a story, adventuring their way across land and sea. Then he invited each to create and narrate a next chapter of the story. Gerardis was indeed on a boat the following year, while the others continued on the more familiar path through college.

“EVERYTHING ABOUT PRIN WAS THE UNSPOKEN LESSON.”

Science fiction and fantasy, say those who have remained close to Gerardis, also puts him on a mental plane that allows thinking at a higher level.

“He liked that idea of life outside of matter, overcoming limitations,” Mansfield offers, by way of parsing how Gerardis lives his beliefs.

“I would say that his foundation really does get down to ‘Love is reflected in love,’” observes Jenkins (*Science and Health with Key to the Scriptures*, p. 17). “He has a belief in goodness. And [Vince] goes from there to saying what Bill Simon stood for and taught him: that sense of love and compassion and caring.”

Gerardis confirms that description and the fount of love Simon was for him. His light touch of watchful guidance and care packed a powerful punch of love that Gerardis says made Simon “as much a father as my own.”



PHOTO COURTESY OF VINCE GERARDIS

VINCE GERARDIS (LEFT) WITH *GAME OF THRONES* AUTHOR GEORGE R. R. MARTIN

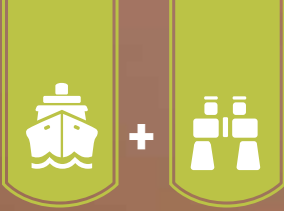
Gerardis talks about his respect for the “focused discipline” of the Christian Science faith and the power it holds “for those who understand it.” For his own part, he has built atop that foundation but taken things in his own direction, in the same way he has followed his own path in all aspects of his life.

There are two engines operating in the world of motivation—fear and love,” he notes. “There’s a type of creativity that spawns from fear and a type that spawns from passion. Once you understand that, you begin to see the difference in the type and energy of storytelling.” He pointedly raises the issue that “drama is derived from *conflict*. But not all conflict, in life or in story, must be fear-based. And as Bill Simon would always say, ‘Light can fill a dark room but darkness cannot fill a light room.’”

And now, these four decades later, he’s investing considerable sums in the development of changetheworld.com, an online clearinghouse for directly connecting those who want to help with those in need. Gerardis calls it a “pocket universe for good,” with the goal of “helping people help each other.”

The idea stems directly from his desire to help after the 2004 tsunami in Indonesia. “I watched the tsunami kill a bunch of innocent people living their daily lives,” Gerardis says. “And I felt like I had to do something.” At the time, the internet offered nothing but ways to donate blood or money. “That’s not what I meant,” he explains, saying he wanted to “go lift trees out of roads.”

When Gerardis looks at the course he’s charted on an unconventional path, his summary lands him right back at his days at Principia. A roommate, he explains, had a “very cliché poster of a setting sun, . . . but I’ll never forget the slogan: ‘Happy are those who dream dreams and are ready to pay the price to make them come true.’ The pain from living this way has not been easy, but I’m not about to change it now.” ■



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Commemorating a Five-Year Anniversary



Five years ago, Principia changed its admissions and hiring policies to remove discrimination based on sexual orientation. Both the School and College held events to acknowledge the five-year anniversary of this change in November.

The School hosted a Monday-morning Chapel speaker who is a School and College alum as well as a recent former School faculty member. He shared his own experience at Principia and focused on ways to apply Christian Science while working to be an effective ally for those who may not have a voice.

The College's Connect Club sponsored an event to commemorate all those who advocated change and to acknowledge those negatively impacted by past practices. Connect, which was approved as a student group in 2017, defines itself as "a support group for anyone feeling marginalized as a result of their orientation or identity." The group description says it hopes "to bring people together based on their shared values of inclusion, acceptance, and unconditional love."

Connect is now one of the largest and most active student groups and is

working to create a more open, loving, and accepting culture on campus, according to College Dean of Students Maya Dietz. Connect board members have helped develop a plan to pilot gender-inclusive housing and restrooms, build an online database of resources for LGBTQ+ community members, and support training on gender identity and sexual orientation for all new students.

During the well-attended Friday-night event in Wanamaker Hall at the College (pictured above), student leaders from Connect presented a timeline of Principia's history related to LGBTQ+ concerns, hosted a panel of alumni and former faculty who were impacted by the policies of the past, and presented their imagined future for the College.

The panel members, representing alumni from across the decades, shared their perspectives and experiences, highlighting the long-lasting impact made on their own lives and the lives of their family members, the role of allies and supporters in advocating change, and individual spiritual insights gained along their own journeys. One panel member recounted how hearing the fall 2018 apology from former College President Dr. Jolanda Westerhof (US'77, C'82)

had brought him to tears, even decades after having left the institution.

Following the Chapel talk at the School, Head of School Travis Brantingham (US'94, C'98) reinforced the importance of making sure Principia School is a "school of belonging" where all feel safe. He reiterated Principia's commitment to diversity, equity, and inclusion and quoted from the Cultural Competency statement drafted by a representative committee during the 2017–18 academic year.

It states, in part: "We value each individual as a complete, unlimited expression of God, divine good. As Christian Scientists, we recognize our individual and shared responsibility to see all people, within our community and around the world, as limitless and inherently good, and to ensure that this view of others governs our interactions with them."

If you would like to watch the College Connect Club's five-year anniversary event, listen to Dr. Jolanda Westerhof's apology, or be in touch with Connect, email Student Life (studentlife@principia.edu) or follow Connect on social media ([@princonnect](https://twitter.com/princonnect)). ■

RETHINKING BUSINESS EDUCATION

FOR

Entrepreneurs

By CONNIE SABLAN AND TRUDY PALMER



Thoughtfully designed for forward-thinking, entrepreneurially minded students, the Principia College Center for Entrepreneurship and Innovation seeks to promote and inspire students, while also creating a pathway for success through real-world learning opportunities. Launched in 2016 through a grant provided by Don (US'64, C'68) and Christina (C'66) Koch and the College's 50th Reunion Classes of 1966 and 1967, the Center uses a multidisciplinary approach that encourages collaboration and creativity.

According to Lucia De Paz (US'96, C'00), the Center's director and an assistant professor in the Business Administration Department, only one business class focused on entrepreneurship prior to the Center's creation. As more and more students showed an interest in entrepreneurship, the business department took a hard look at how to reimagine and restructure the curriculum to meet the demand.

"Many of today's students witnessed ill effects on parents and family due to the 2008 recession," De Paz comments. As a result, more students are steering away from traditional career paths and exploring entrepreneurship as a way to thrive in today's competitive professional landscape and to make an impact on the world.

REVAMPING THE BUSINESS CURRICULUM

To support this trend and continue to stay relevant, the business department surveyed students to identify their interests and needs. Based on survey results, the department created four concentrations: marketing, international business, entrepreneurship, and finance. Courses were also retooled to focus less on academic practice and more on simulating real-life practice.

Additionally, the faculty teaching entrepreneurship have been trained to teach courses based on design thinking—a methodology created by brothers Tom and David Kelley and known as the hallmark of the Stanford d.school. Design thinking focuses on applying creative problem solving and radical collaboration to real-world projects.



Lucia De Paz (fourth from the left) with some of the students who went on the Silicon Valley trip

“The new course offerings, in combination with the support of the Center, create a clear pathway for students to follow in exploring and developing business ideas,” De Paz says. “It allows them to think expansively about opportunities and solutions.”

Outside of the classroom, the Center provides students opportunities to spark and grow business ideas, including startup challenges, talks by entrepreneurs, and workshops on design thinking, prototyping, and planning and launching a business.

VISITING SILICON VALLEY

During fall break, a group of eight students traveled with De Paz to Silicon Valley to learn the innovative pathways of some of the most successful companies started by modern-day entrepreneurs. They toured and spoke with leaders at Salesforce, Google, and Pinterest and also met with companies who invest in entrepreneurs—Kiva, a global nonprofit, and Golden Seeds, a group of angel investors who provide financial and intellectual capital to women entrepreneurs. At several companies, students were hosted by Principia alumni employed there: Shannon Shaper (US’95), global head of reporting and insights for People Operations at Google; Pablo Quintanilla (US’98), director of the Office of Innovation at Salesforce; and Channing Fisher (C’18), a digital marketing associate at Kiva.

During their jam-packed trip, students also visited the Stanford d.school, observed a live pitch to investors at a Unicorn

Battle event, and enjoyed dinner with area alumni working in entrepreneurial ventures. “Our students were fascinated by the culture embedded in these companies and had lots of questions for these employers,” said De Paz. “Meeting with investors was also eye-opening to our students as they learned what interests investors, what risk factors they take into consideration, how salable an idea is, and its scalability.”

Back on campus, students shared insights from their Silicon Valley trip in a presentation, noting, in particular, how impressed they were by the innovative ways in which companies prioritize collaboration. Many have open workspaces instead of individual offices and feature communal areas designed to encourage conversation. At Salesforce, for example, the top (61st) floor of their building—the tallest in Silicon Valley—is called the “Ohana” floor, a Hawaiian word meaning family. A wide-open area with a 360-degree view and a café with free refreshments, the Ohana floor is intentionally a gathering place.

In addition, many of these companies embed opportunities to innovate into their employees’ work lives. As an example, sophomore Tyler Williams noted Google’s “10 percent time,” which encourages employees to spend 10 percent of their time developing an idea they’re passionate about that’s outside of their assigned duties. At Pinterest, this emphasis on one’s passions comes out at the company’s annual Knit Con, a two-day retreat where employees from around the world convene to teach each other something they love—baking, woodworking, >>

knitting . . . whatever. Knit Con also supports the company's family culture and encourages connections beyond one's job responsibilities.

Students also noted the positive qualities and goals driving these businesses. Senior Hallie Jones highlighted Salesforce's company values—trust, customer success, innovation, and equality—and their focus on community engagement. Salesforce practices the latter, in part, by breaking ranks with the many Silicon Valley companies that provide a gym and a dining room for employees. (Google even provides a swimming pool and beach volleyball court.) Instead, Salesforce gives employees a stipend and encourages them to eat and work out in the community.

Junior Luke McCutcheon was impressed by Pinterest's focus on quality of life expressed in their mission: "To bring everyone the inspiration to create a life they love." Similarly, sophomore Chris Michael Mawere appreciated Kiva's goal of providing crowdsourced funds for entrepreneurs in underserved communities. Most important, Chris noted, Kiva isn't just handing out fish; they're teaching people to fish, as the proverb goes.

MAP THE SYSTEM

Going forward, the Silicon Valley trip hopes to alternate annually with students' participation in the Map the System contest at the University of Oxford in England. A global competition, Map the System encourages recognition of the fact that effective solutions require first gaining a deep understanding of the complexity—the interconnected factors and actors—around an issue, using the tool of systems mapping.

Principia College participated for the first time in Map the System in June 2019. Senior Connor D'Amico and sophomores Sophie Hills and Nadja Peschke traveled with sustainability and economics instructor Nick Johnson (C'04) to England for the championship round, where topics ranged broadly—from honor killings to errors in healthcare billing. Principia's team examined the proliferation of single-use Styrofoam containers, which they dubbed "America's Obsession."

As part of their research, the team conducted a number of interviews, including with Jenn DeRose, former director of St. Louis's Green Dining Alliance, and David Miller, North America director of the C40 Coalition and former mayor of Toronto, Canada. Team members also spoke with representatives from local eateries and national food chains, and they researched recycling and the buildup of Styrofoam in landfills and waterways.

Ultimately, considering the cost of health and environmental externalities, the team concluded that it would be cheaper for the U.S. to avoid using single-use Styrofoam containers.

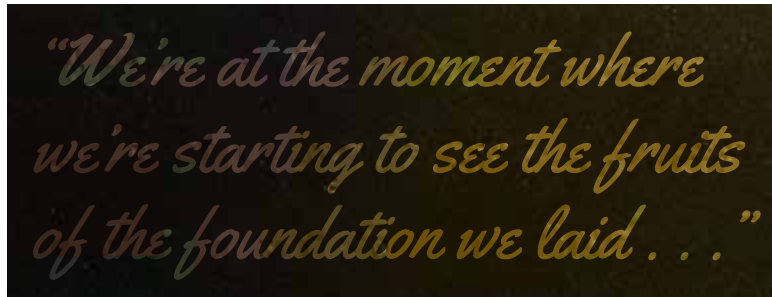
ACCESS TO INFORMATION AND OPPORTUNITIES

Along with helping to sponsor these Silicon Valley and Map the System trips, the Center for Entrepreneurship and Innovation will soon begin supporting local opportunities such as intercollegiate business-pitching competitions, collaboration and exchange of ideas with area universities, and ongoing support of business ideas through mentoring.

"We've had a number of pitching contests and innovation challenges on campus since we started the Center," De Paz notes. "Business professionals evaluate students' ideas and determine awards based on entrepreneurial spirit and on whether their ideas are disruptive to the marketplace."

"Since launching the Center, we've had a student start a photography business in Alton," De Paz continues. "Another created a stationery line, which included starting an LLC in order to sell online, and another won a contest at the University of Notre Dame that will provide funding for an app in development. We're at the moment where we're starting to see the fruits of the foundation we laid in revamping the Business Administration Department and creating the Center."

Indeed, De Paz's description of the Silicon Valley trip's breakneck pace also characterizes the department's reinvention of itself. As she put it, "We had little time to sleep but a lot of time to dream." With the help of the Center for Entrepreneurship and Innovation, the department's—and their students'—dreams are being shaped. ■



"We're at the moment where we're starting to see the fruits of the foundation we laid..."

SUPPORT

STUDENT PROGRESS AND ACHIEVEMENT,

JUST AS COACH BILL SIMON DID.



“Bill was probably the most significant leader in Principia’s history after Mrs. Morgan, because he showed the way for us all and modeled what it meant to be a Principian.”

—Head of School Travis Brantingham (US’94, C’98)

With a target completion date of **fall 2021, Simon Field House** will be a dynamic hub on the Principia School campus, offering all the amenities that coaches and student-athletes need, while celebrating the qualities that define Principia athletics and longtime coach and administrator Bill “Willy K” Simon—sportsmanship rooted in teamwork, perseverance, grace, and unconditional love.

Help carry forward Bill Simon’s passion and belief in Principia’s fearless future with a strategic investment in Simon Field House.

Contact Chief Advancement Officer Barbara Blackwell at 314.275.3521 for information about leadership gifts and naming opportunities. To give online, please visit principiagiving.org/simon.

McVAY CENTER FOR THE PERFORMING ARTS OPENS IN GRAND STYLE



The grand opening of McVay Center for the Performing Arts took place in October, celebrating a nearly two-year renovation of Morey Field House into a stunning performing arts space that will facilitate collaboration between the Music and the Theatre and Dance Departments.

The grand opening show, “Celebrating Morey and McVay: Retrospective and Renaissance,” was just such a collaboration. Performed two nights in a row, it included classical orchestral, choral, and theatrical selections as well as original compositions in dance, theatre, and music, all representing a wide array of styles ranging from Bach to Broadway and reaching from Shakespeare to the digital age. A documentary and a tribute video, as well as a ribbon cutting, were part of the celebration as well.

At the heart of McVay Center is a 325-seat theatre—named after Academy Award-winner and Principia alum Robert Duvall (US’49, C’53), who credits Principia College with introducing him to acting. An important addition to the campus, the theatre fills the gap between the 150-seat Davis Black Box and the 1,100-seat Cox Auditorium.

Structurally elegant and technically well appointed, the McVay Center includes these key features:

- Modified proscenium/thrust stage
- Orchestra pit and pit lift system
- Shared dance studio/lobby
- Initial components of an orchestral shell
- LED theatrical lighting system—the first fully LED system on the campus
- New dressing rooms and green room

Gratitude permeated the grand opening, with deep appreciation for this fully donor-funded renovation expressed by performers and audience members alike. Mary (Myers, JC’51) McVay, the lead donor after whom the building is named, took part in the ribbon cutting at the initial performance. “Principia was a wonderful experience for me, and I enjoyed it so very much,” she commented in advance of opening night.

Enjoy these images of McVay Center and the grand opening performance. To watch one of the videos shown at the grand opening, visit principia.edu/mcvay. [D](#)



IN RECOGNITION OF LIFETIME LEADERSHIP
IN THE PERFORMING ARTS AT PRINCIPIA
COLLEGE AS A PIANIST, FLUTIST,
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THE KEMPER FAMILY
MARY (MYERS, JC'81) McVAY
CHARLES B. ROBBINS (JC'82)
ANONYMOUS





Preschool 3 students learn about fall colors by hammering leaves into fabric.



Preschoolers partnered with upper schoolers to plant native plants on the edge of the playground.

Student-Directed Learning in Early Childhood

BY TRUDY PALMER

Recently, Principia's Early Childhood program transitioned to a Reggio Emilia-inspired approach to learning. Central to this approach is the teacher's view of the child, not as an empty vessel to be filled, but as a protagonist, collaborator, and communicator—whole, complete, and capable of owning his or her learning. Rather than trying to fill the student with knowledge, the teacher is a partner and guide in the child's learning journey.

Along with this nontraditional student/teacher relationship comes a dramatic shift in the curriculum and classroom. Predetermined lesson plans no longer drive learning. Instead, the curriculum emerges from the children's interests. The teacher provides invitations or "provocations" to pique curiosity, and the children



Literacy becomes personal when students write their own books.



Students see themselves as scientists, deep thinkers, and artists.



Every day, Early Childhood students practice 21st-century skills such as collaboration and cooperation.



The Preschool 3 pet hedgehog, Lulu, gives children opportunities to practice responsibility and caring for an animal.

Preschool 4 students created a clay bird wind chime as part of their study of birds.

respond based on their inclinations. As with activities, a Reggio Emilia-inspired classroom is purposeful and fluid. Spaces are open and flexible and can easily be adapted.

Last year, for example, at the children's instigation, a puppet area became a Popsicle stand and later a café. This organic reshaping of space turns the classroom into a third teacher. The classroom also acts as a museum, where the children's work is exhibited and their learning documented through photos of them at work and verbatim comments about their work.

This emphasis on self-directed learning creates thinkers and a high level of kindergarten readiness—demonstrating the value of the Reggio Emilia-inspired approach. ■



All year long, students explore concepts such as size and texture with natural materials.



Young artists/scientists collaborate and share their observations in the Permaculture Orchard.

Photos by Early Childhood teachers Sue Huddleston, Lisa McCord, and Rachel Soney



HEARING PA

BY CATHLEEN OUDERKIRK

Think back to the days of the Trump-Clinton election. Browsing through Facebook, Marilyn (Giezentanner, C'88) Utz was shocked to read, "Don't you sometimes wish Trump was dead?" It had been posted by a left-leaning friend of hers who meant it as a joke.

The next day, Utz read this wry post from a right-leaning friend: "Wouldn't it be great if Hillary was dead?"

"This is really getting out of hand!" Utz thought . . . and then she launched on a journey that changed the entire focus of her life. It felt to her as if the United States—long considered a melting pot of races, cultures, and beliefs—had become a battle zone of division and hatred. And she knew she had to do her part to do something about it.

While mulling this over for a few weeks, she received another wake-up call. This time it came while watching a CNN interview with a pro-Trump family. "I consider myself a very moderate Democrat," Utz confesses. "But then this couple talked about how they needed to put food on the table, how they weren't sure they could pay for college, how the husband had gone through three different jobs in recent years—and I thought, 'They have the exact same concerns I do.'"

Utz realized, to her surprise, "We feel that different candidates can better represent our needs—but *we're not fundamentally different.*" With that insight, something clicked. She says, "I felt that there has to be a way to get the message out: We're not that different—let's talk to each other."

In an effort to spread that message, Utz started the nonprofit United and Together (unitedandtogether.com), but she didn't fully perceive how to use it at first. "I naively thought that if I created a structure for people of opposing opinions to have honest talks, . . . they would understand each other better." It turned out, she learned, that people don't *want* to talk to each other! Fear, dread, anger, hopelessness all get in the way.

But Utz kept getting what she calls "a God feeling" pushing her forward. "It's this almost physical feeling I get," she explains, "kind of like a parental nudge, as if to say, 'This is the right thing to do. Move ahead.'"

In an epiphany, Utz realized that people need to know *how* to have

STHATE



Hear from individuals from a wide range of backgrounds who are learning to listen to and understand—despite still disagreeing with—those whose views differ from their own.

unitedandtogether.com

constructive conversations under tense circumstances. In short, they need skills. But how to teach those skills? Podcasts!

Suddenly, the way to help people have conversations became clear. Utz would record experts discussing how to “talk across the divide” and then present these conversations as free podcasts on the United and Together website.

Her first podcast guest was Elisabeth Seaman, a mediation expert and a Holocaust survivor. Seaman’s family spent the last year of World War II in a concentration camp, where her father died. But despite the darkness in their background, Seaman says, “My mother refused to paint everybody with the same black brush—and I guess I’m the same way.” >>

“IN SEARCH OF COMMON GROUND”

Speaking at Upper School Reunion in September, Lee Barron and Blair Lindsay (both US’72, C’76) invoked “the better angels of our nature” (from Abraham Lincoln’s first inaugural address) as they encouraged listeners to engage with those whose perspectives differ from their own. Barron and Lindsay are well practiced at this. Despite being classmates and longtime friends, they hold very different political views.

The title of their talk, “In Search of Common Ground,” aptly describes their ongoing efforts to accept their differences. Lindsay and Barron move slowly and thoughtfully into discussions of politics, waiting until both are ready to broach a topic. And they remember to “elevate the conversation to a discussion of values.” That is, when stuck in their opposing views on an issue—gun control, abortion, marriage equality, or immigration, for example—they stop to search for the relevant values they share—compassion, freedom, family, liberty, patriotism. In this way, they’re able to find common ground.

Trusting that at least a sliver of common ground exists between them on any issue has helped Barron and Lindsay “be willing to shut up, step over to the other side, and listen,” as they put it. While that rarely leads to a changed viewpoint, it has enabled them to preserve what matters most—their friendship.

—Trudy Palmer

In less than a year, United and Together has produced 10 podcasts with downloads in 26 states and 13 countries. Utz has been remarkably successful in wooing a wide range of guests—Republicans, Democrats, authors, lawyers, CEOs, educators, and a county supervisor. The topics cover everything from “Trump’s America” to tribalism to “civic dinners” to a friendship between a Sikh and a former white supremacist.



Marilyn (Giezentanner, C’88) Utz, founder of United and Together

These podcasts don’t teach how to change anyone’s opinion, though.

“The key point” Utz says, “is to deeply *hear* how others feel and, thereby, understand them. You may never agree with them, but if you can get to the place where you empathize with them, it’s liberating and healing—for you and for them. We all want to feel ‘heard.’”

Utz finds a similarity between her passion for helping people understand each other and her whole man training at Principia College. “That’s what United and Together is all about, really,” she comments. “When you look

at your neighbor, or your family, or your acquaintances, do you narrowly define them as conservative, liberal, or possibly even dangerous to your well-being?”

By contrast, she says, “If you see them through the whole man lens, you’re looking for the good—it’s that simple.”

Does Utz have evidence that the podcasts are actually helping people in concrete ways? “Absolutely!” exclaims Utz. “I have people writing me things like, ‘Wow, I’m going to use that technique next time I talk to my father-in-law.’ And a lot of people reached out after

the interview with the former white supremacist and the Sikh, saying, ‘If these guys can be friends, it gives me hope that I can start connecting with others, too.’”

But the podcasts aren’t just inspiring—they’re also instructive, full of strategies and tips about how to listen. (See the sidebar for a sampling of do’s and don’ts.)

So, the next time you run into that neighbor, family member, or friend who voted for whichever candidate you didn’t vote for, give a listen . . . you may be surprised at what you hear. ■

LISTEN LIKE YOU MEAN IT

The experts featured on United and Together share a diversity of experiences and tips, but here are a few universal do’s and don’ts.

DO ACKNOWLEDGE

in advance that the conversation is going to be tough.

DO LISTEN

like an objective reporter, deeply and impartially.

DO SPEAK

from your own experience, your own feelings.

—Cathleen Ouder Kirk

DON’T REACT.

Listen to what the person is saying (and what’s behind it).

DON’T ASK NEGATIVELY.

Ask open, honest questions—and you’ll be more likely to get that kind of answer.

DON’T ASSUME.

Never presume you know more than you’re told.



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LEADERSHIP AND COMMUNITY AT PRINCIPIA SCHOOL



THE MEGAZORD EFFECT

BY JORDAN JENKINS

Compare a fictional monster-fighting machine with Principia? Yup! Early in the school year, the House captains at the Upper School led a chapel in which they likened their vision of a united Principia to the Power Rangers. These cartoon teenagers have special powers as individuals, but when they morph together to form one unit, called the Megazord, they are even stronger. According to the House captains, Principia's Megazord has legs of love, a core of humility, arms of support, and the head of authenticity and integrity.

BUILDING COMMUNITY

Ironically, the power and unity of Principia's Megazord is fueled, in part, by division into a system of Houses engaging in yearlong competitions. School levels organize their House systems differently (see sidebar), but in each case, the Houses include students from all grades within that level.

This expands students' sense of belonging beyond their immediate cohort. It also strengthens the common threads of unity, community, and leadership that run throughout the Houses at the Lower, Middle, and Upper Schools. (The Preschool does not have Houses.)

How does dividing students up into Houses create community? Talk to Upper School Student Activities Director Jon Heath (C'90). "With the whole Upper School packed into the bleachers alongside the pool cheering for their teams in the swim meet portion of the Surf & Turf competition, it's impossible not to feel united," he enthuses.

Similarly, Middle School Principal Sam Dry notes how palpable School spirit is during House competitions. She explains how Houses foster community by giving faculty "another touch point of care" with students and "deepening students' connections" with each other. Noting an added bonus of the House system, Dry comments that it teaches students to win and lose graciously.

Lower School Principal Heather Tibbetts agrees that Houses are building "a supportive, tight-knit community, where students know one another better, despite grade differences."

Far from divisions creating divisions, the House system draws students deeper into the Principia community. You could say that each House is like a Power Ranger, flexing its own skills before joining together as one big Principia Megazord.



INCREASING OPPORTUNITIES TO LEAD

Another advantage of the House system is the opportunity for students to take on a variety of leadership roles. The biggest role is House captain, which is reserved for seniors in the Upper School and eighth graders in the Middle School. (Lower School Houses don't have captains.) In addition, Upper and Lower School Houses are divided into smaller groups called Crews, in which opportunities for students to lead are plentiful. Leadership opportunities extend from executing specific activities to planning entire events.

In the Upper School, for example, each Crew is responsible for planning one event per year. Heath, the student activities director, finds that the close-knit nature of the Crews (about 8–11 students) encourages students to step up. "I'm seeing a major increase in initiative," Heath comments. "Even the freshmen and sophomores are coming to me or going to their House captain to suggest an activity to lead before they're even asked."



PRINCIPIA SCHOOL

Of course, every superhero needs an emblem—preferably emblazoned across the chest. Principia provides a tasteful version of that with the School shield embroidered on the upper left side of all School uniforms. As Head of School Travis Brantingham (US'94, C'98) explained at the start of the year, the School shield as a whole represents spiritual might—the true source of Principians' power. The gold stands for purity, and the blue, for courage. That order, he noted, is essential: when purity (the gold) comes first, expressions of courage (the blue) demonstrate moral courage not animal courage. Across them both is the sickle and wheat, representing Principia's motto, "As the sowing, the reaping." In short, sowing purity and courage reaps wheat, not tares.

Shields and systems are meaningless on their own. They become useful when students act on the moral courage the shield represents and demonstrate the leadership skills and spirit of community the House system fosters. As the Upper School House captains pointed out in their chapel, each day is an opportunity for every member of Principia's Megazord to advance on legs of love with a core of humility, to reach out with arms of support, and to think clearly with a head of authenticity and integrity. ■

HOW OUR HOUSE SYSTEM WORKS

	UPPER SCHOOL	MIDDLE SCHOOL	LOWER SCHOOL
HOUSES	<p>Bole House (purple) Flint House (green) Hubbell House (blue) Perrin House (red)</p>	<p>Black House Gold House Blue House</p>	<p>Red House Yellow House Blue House</p>
CREWS	<p>Divided by grade level within Houses, Crews go on character trips at the beginning of the year.</p>	<p>There are no Crews, but grade levels join for Advisory or Catch classes.</p>	<p>Crews are divided within Houses as mixed grade-level groups.</p>
LEADERSHIP	<p>Two seniors per House—one boy and one girl—are elected to be captains each year.</p>	<p>Up to three eighth graders per house (depending on the size of the class) are elected to be captains each year.</p>	<p>There are no House captains, but leadership roles within Houses are mainly offered to fifth graders.</p>
COMPETITIONS & ACTIVITIES	<p>Various competitions with different themes, such as sports and art</p>	<p>Primarily academic, cultural, and sports competitions</p>	<p>Primarily service competitions and "habits of leadership" activities</p>



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LOOKING AHEAD



Principia's Next Strategic Plan

As Principia wraps up Vision 2020, its most recent strategic plan, work on the next five-year plan is underway. Embracing a continual improvement model, a dual-campus strategic planning committee, composed of academic leaders, faculty and staff members, and two current College students and School parents, was named in fall 2018.

Both campuses have hosted community discussions, workshops, and meetings that have included an even broader range of voices and perspectives. An institution-wide plan will be implemented through tactics tailored to each campus.

At the School, a two-day summit meeting in August 2019, titled “Future Ready: Fueling a Thriving School,” brought together faculty, staff, and current parents and students as well as Trustees, alumni, and friends who came from around the country to think big about how best to prepare students for the future (see page 5). At the College, a series of open forums and meetings has provided opportunities for faculty, staff, and students to share ideas and vet strategic themes.

LAYING THE GROUNDWORK

Significant research has been conducted to ensure that future planning is grounded in a clear and realistic assessment of Principia's current strengths and opportunities for improvement.

A comprehensive study of the Student Experience of Christian Science across Principia surveyed and interviewed students at the School and College, as well as parents at the School, about their experience of Christian Science at Principia. The goal was to better understand how this key differentiator for Principia is being felt and appreciated by current students and families. A Cultural Competency Committee examined institutional practices related to diversity, equity, and inclusion and made recommendations for improvements.

During spring 2019, a panel of alumni examined all aspects of student life at the College. Gathering on campus four times over the course of the semester, the group heard from students about their experiences in a variety of areas and from faculty and staff in departments that directly affect the student experience. A report of the findings was presented in an all-campus meeting in September 2019.

In addition, two statements from Principia's Board of Trustees are part of the planning process. The first, issued in February 2019, addresses treatment choice, stating that “Principia seeks to nurture, support, and inspire spiritual progress and spiritual healing among its members” but also noting that “it does not seek to dictate treatment or prescribe conditions for healing” In practice, the Board statement explained, this means that Principia will not “bar the employment or admission of candidates based solely on their treatment choices.”

The second statement from the Board of Trustees, issued in August 2019, announced a limited admissions pilot program for students who are not Christian Scientists but who support the values and code of conduct central to Principia's Christian Science-based educational offerings. Both of these statements have an impact on planning for the future, and the strategic plan will provide more details about implementing the pilot program on each campus.

ACCOMPLISHMENTS IMPLEMENTED DURING VISION 2020

The goals of the previous strategic plan and the advances made during Vision 2020 form a strong foundation for >>



The opening session at the School's “Future Ready” summit

moving forward. Below are a few of the achievements during the past five years:

SCHOOL

◇ A strong program of weekly, in-house professional development has been established across all grades. Faculty presentations at national and international conferences have steadily increased and expanded.

◇ Bible literacy instruction is now part of the curriculum from kindergarten through the Upper School, with the higher-level Upper School electives featuring trips to Israel and to Greece. In addition, a new Bible Center provides a dedicated space where all levels can pursue Bible research.

◇ Fall character education trips in partnership with Outward Bound have become an established part of the Upper School experience, enabling students to develop and strengthen their spiritual understanding and practice through challenging learning opportunities.

◇ The House system, which builds community and cultivates leadership, now operates across the School, beginning in kindergarten (see page 38).

◇ Major facility renovations have been completed at every level of the School, resulting in refurbished classrooms, newly configured open spaces, a state-of-the-art Performing Arts Center, and many other improvements that are designed around curricular goals and educational priorities.

COLLEGE

◇ The Experiential Learning Fund now awards financial resources to support first-time, real-world group activities that lead to thoughtful reflection and meaningful learning. This has included a trip to Silicon Valley to study entrepreneurship (see page 26), trips to Chicago, Kansas City, and New York City museums, and an ocean drifter tracking experiment.

◇ A College program awarding financial support to students accepted to unpaid (or low-paying), career-related internships is now well established, as is summer funding for student research assistants to work alongside Principia professors.

◇ Funding to support internationalizing the curriculum has enabled faculty workshops and travel grants as well as

on-campus speakers—all with the goal of better preparing students for living in our interconnected world.

◇ The College's on-campus dual-degree engineering program, conducted in partnership with the University of North Dakota (UND), launched successfully and recently graduated its first cohort of students earning BS degrees from both Principia and UND.

◇ Substantial capital projects have been completed, including an extensive renovation of Voney Art Center and the transformation of Morey Field House into McVay Center for the Performing Arts (see page 30). The School of Government renovation is underway and will create a central hub for student services and support.



McVay Center for the Performing Arts (formerly Morey Field House)

TIMELINE FOR DEVELOPMENT

◇ At the February Board of Trustees meeting, the strategic planning committee expects to present a strategic plan proposal that will include a set of well-vetted goals and initiatives, along with recommended action steps to achieve each goal by 2025.

◇ Task forces and work groups will finish the implementation and budget planning process throughout the remaining months of the spring semester. During this part of the process, working groups will be tasked with creating operational plans to outline the key activities, delivery dates, leadership assignments, and resource requirements needed to achieve each strategic objective. The resulting strategic plan action matrix will include key performance indicator assessments, a budget proposal, and an operational business plan for review by the Board of Trustees in May 2020.

◇ Tactical planning and finalization of the plan will be completed during the summer, and the new plan will be officially launched at the beginning of the 2020–21 academic year. ■

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Alumni News



Happy New Year!

As we enter a new decade at Principia, our hearts are filled with gratitude for YOU, our incredible alumni!

We're still basking in the glow from the Upper School Reunion, where over 350 alumni and friends joined us for a weekend of walking down memory lane and celebrating all the good and

growth going on at Principia School today.

We're also counting down the days until June, when we'll welcome you home for our College Reunion. Alumni will gather in Elsah for their 10th to 70th reunions—along with international student alumni from all years. Be sure to join us!

April is the month we invite students, alumni, and friends around the world to join us in community service—right in your own neighborhood. We hope you'll participate in our fifth annual Principia Global Days of Service. Whether you gather with a group of Principia alumni and friends or volunteer independently, we love the impact so many Principians make in just one month.

As the Alumni & Field Relations team engages in strategic planning, we've been reaching out to small groups of alumni for suggestions and feedback. We hope to meet with larger groups in the coming year, so stay tuned for more information. If you have ideas about alumni programming, please be in touch.

We love hearing from you! All alumni are important members of the Principia family, and we welcome your news submissions for this section of the *Purpose*. We love learning what everyone is up to and celebrating the good in your lives. Send your news often to alum@principia.edu.

The Alumni & Field Relations team is looking forward to another wonderful year of connecting, celebrating, and engaging with you!

With gratitude,

Merrilee McFarland (US'99, C'03)
Director, Alumni & Field Relations
merrilee.mcfarland@principia.edu
314.514.3146

PRINCIPIA ALUMNI BOARD MEMBERS



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Vice President



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Bonnie Jean (Stitt, C'83) Schlaepfer
Parker, CO



John Tibbetts (C'82)
Darien, CT



Sophia Hathaway (C'20)
Student Representative

Members of the Alumni Association Board are regional volunteers for Principia who serve for three years, representing the interests of Principia's alumni around the world.

81

Heather (Tinkham) Bowen had great fun and lots of laughs with **Marcelle (Marsh, also US'77) Pearson** while visiting Marcelle in her “perfectly beautiful town of Hailey, Idaho,” as Heather put it. She added, “We always have the best time together. How grateful I am to have met Marcelle at Prin. Good thing [Dean of Women] **Marian (Ryder, C'38) Wells** let her transfer from Sylvester to Anderson East!” *See below.*



Heather (Tinkham, C'81) Bowen (left) and Marcelle (Marsh, US'77, C'81) Pearson in scenic Idaho. *See C'81.*

91

Becky (Poole) Coles sent this news: “In August, we had a mini Poole family reunion at the Poole-Coles home in Lagrangeville, NY. Attending were my husband, Harold Coles, our children Michaela Coles and Jacquez and **Lakiera Poole** (US'12), who both live in Florida; my sister **Nancy (Poole, C'93) Williams** from Maryland; and my parents **Edwin** (C'55) and **Kay (Johnson, US'54, C'58) Poole** from Virginia. It was special to have everyone together! *See below.*



A mini Poole family reunion: Edwin Poole (C'55) seated. First row, from left: Michaela Coles, Lakiera Poole, and Kay (Johnson US'54, C'58) Poole. Second row, from left: Jacquez Poole, Becky (Poole, C'91) Coles, Harold Coles, and Nancy (Poole, C'93) Williams. *See C'91.*

Reflections on Reunion

I recently attended my Upper School Reunion, and it was a great experience. It was so much fun reconnecting with classmates and getting to know others. I really appreciated the opportunity to hear updates on the School and to see all the progress that's occurred since my graduation. Everyone should try to get to their reunion!

On the plane ride home, I was reflecting on the weekend—and on Principia in general. I was specifically feeling so grateful for the “Christ-idea in education”* that Principia embraces. I was feeling grateful for the opportunities that Principia provides young students of Christian Science—and for my experience there as a student.

While I am immensely appreciative for all the good going on at Principia, I know there are also challenges. I also know that along with the many supporters of Principia, there are alums and friends who are troubled about the state of the institution and its direction, its recent policy changes, and/or its administrators.

All of this led me to think about Mary Kimball Morgan and her book, *Education at The Principia*. As an educator and a Christian Science practitioner and teacher, she wrote some outstanding truths about youth, education, and Principle. This book is the foundation of Principia. It became so clear to me that regardless of the era, who fills the roles of the administration or the Board of Trustees, or the ups and downs and policy changes, the Christ-idea in education will never change. Principia's purpose and foundation will never change.

My wish is that every alum and friend of Principia could read—and then reread—*Education at The Principia*. I wish that, ahead of any grumblings, they would first say a prayer for Principia's continued success and for those serving it. I wish they'd always remember that Principia is built on Principle, not person, and that it will *always* stand—no matter what—on Principle. The times, the people, the issues will come and go. But Principle never changes.

—Betsie (Ellington, US'70, C'74) Tegtmeier

**Education at The Principia*, p. 125

Upper School Reunion 2019



Over 350 alumni and friends attended Upper School Reunion in September, with the Classes of 1969 and 1970 enjoying special activities in honor of their 50th Reunion.

Weekend highlights included updates from Head of School Travis Brantingham (US'94, C'98) and Chief Executive Marshall Ingwerson (C'79) and a ribbon cutting for the School's new Bible Center. Halftime during Friday's varsity football game featured a parade of class banners from throughout the decades, and Saturday night's festivities, at the Chase Park Plaza, included dinner and dancing to live music by Butch Wax and the Hollywoods. Winning this year's Winifred Hubbell Cup for the highest percentage of attendance was the Class of 1969, with 40 percent of the active members of their class attending Reunion.

See more photos at principiaalumni.org/reunionphotos.



Upper School Reunion 2019



In celebration of their 50th Reunion, the Classes of 1969 and 1970 presented a generous gift to Principia—which grew by over \$30,000 during Reunion Weekend itself! In all, 50th Reunioners contributed \$440,751, the majority of which will support the School's new Bible Center, with nearly \$89,000 going toward the new Simon Field House and other funds.

CLASS OF 1969



Row 1, from left: Angela Plasterer (US'69), Gavin Troster (US'69), Karen (Atha, US'69) Dunn, Vicky (Stewart, US'69, C'73) Cameron, Jeanie (Allen US'69) Snyder, Daryl Leonard (US'69, C'73), Page (Losche, US'69, C'73) Morrison, Carol Swan (US'69, C'73), Mary Ellen Stanfield (US'69, C'73), Hera (Hersubeno, C'71) Gerber, Patty Gentry (US'69), and Ann (Kjellstom, US'69, C'73) Kneeland

Row 2, from left: Lyle Acton, Debbie (Swindoll, US'69, C'73) Morand, Melody (Horrell, C'75) King, Tom King (US'69, C'73), Pat (Roesler, US'69) Baehr, Betsie (Bollinger, US'69, C'73) Andrews, Susan (Thomas, US'69) Curtis, Jim Conzen (US'69), Helen Ostenberg (US'69, C'73), Sheri (Houpt, US'69, C'73) Bedford, Neal Peterson, Barb (Neil, US'69, C'73) Harriman, Al Gerber (US'69), Steve Van Vleck (US'69, C'73), Stuart Kneeland (US'69, C'73), and Lawrence Haynes (US'69)

Row 3, from left: Eva Gutierrez, Juan Csillagi (US'69), Torrey Wulff (US'69), Richard Asher (US'69), Candace (Carper, US'69, C'73) Buethorn, Debbi (Thomas, US'69, C'73) Warren, Chris Hocker (US'69), Kathy (Sutton, US'69) Wright, Bill Cottle (US'69, C'73), Ann Garvey (US'69, C'73), Julia Flowers (US'69, C'73), Betsey (Rodgers, US'69) Smith, Paul Trowbridge (US'69, C'73), Jennifer Trowbridge, and Cecily Lee (US'69, C'73)

Row 4, from left: Fred Wienecke (C'73), Marianne (Els, US'69, C'73) Wallace, Charlie Piot (US'69), Bruce Jamerson (US'69), Carol Greenley (US'69, C'73), John Haneson (US'69, C'73), Wendy (Bayfield, US'69) Lenahan, Dennis Lenahan, Gail Bay (FS'99), Howie Bay (US'69, C'73), Mark Lawson (US'69), Hoyt Smith (US'69), Katy (Leach, US'69) Connors, James Cobb (US'69, C'73), Jane (McIntire, US'69, C'73) Record, Jon Van Vleck (US'69, C'73), and Duncan Charters (HON'14)

CLASS OF 1970



Row 1, from left: Lynne (Miller US'70, C'74) Fite-Rankin, Annie (Martin, US'70, C'75) Wilder, Wendella (Arbour, US'70, C'74) Edginton, Vida Amor Nicol (US'70), Nancy (Garland, US'70, C'74) Seaman, Debbie (Thompson, US'79, C'83) McNeil, and Holly (Hardenbergh, C'74) Webster

Row 2, from left: Deborah (Wood, US'70, C'74) Bokelkamp, Jennifer Hamlin (US'70, C'74), Debbie Bleichman (US'70), Monica Fogg (US'70, C'74), Alyson (Hardwick, US'70, C'74) Shepard, Jim Wenman (US'70), Wendy Young (US'70), Lee (Mayer, US'70, C'74) Kendrick, John Kendrick, Kevin McNeil (US'70, C'74), and Phil Webster (US'70, C'74)

Row 3, from left: James Pona, George Allen (US'70), Ronnie Yellowlees, Steve Abbott (US'70, C'74), Marilyn (Schulz, US'70) Schumacher, Betsie (Ellington, US'70, C'74) Tegtmeyer, Andrea (Coates, US'70, C'74) Morgan, Bob Heiss (US'70), Rebecca (Rehr, US'70) Bishop, and Thomas Richards (US'70, C'74)

Row 4, from left: Joel Selmeier (US'70, C'74), Kat Collins-Booth (FS'88), Rod Booth (US'70, C'77), Lynne Gividen, Gerald Gividen (US'70), Jeannie Buttolph, John Buttolph (US'70), Karen (Goodspeed, US'80) Hertlein, and Jim Hertlein (US'70, C'74)

SUBMISSION GUIDELINES

We welcome your news and photographs. Items for the next issue are due April 1, 2020. Please follow these submission guidelines:

NEWS

Please provide first and last names for all Principia alumni mentioned in the news you share. Principia reserves the right to edit and abbreviate news submissions.

PHOTOGRAPHS

Please provide first and last names of all those pictured and indicate who attended Principia. Photographs that are low resolution, dark, out of focus, or grainy usually cannot be used. Even images that look fine on a computer screen may not work well in print. Please make every effort to submit a digital image that meets these specifications:

- **Digital Photos**
Please ensure that your camera or smartphone is set to the highest possible image-quality setting.
- **Scanned Prints**
Please scan all printed images at a minimum setting of 300 dpi. (Occasionally, smaller images are usable.)

Please submit all images as the original JPEG. We will take care of any photo touchup or resizing that is needed. Do not submit photos that have been dropped into Word documents, PDFs, PowerPoint presentations, etc.

Materials sent by mail will not be returned unless accompanied by a stamped, self-addressed envelope. The *Purpose* accepts no responsibility for unsolicited artwork or photographs.

To e-mail submissions, write to alum@principia.edu. Or post your news at principiaalumni.org/classnotes. Send submissions via mail to *Principia Purpose* at this address: The Principia 13201 Clayton Road St. Louis, MO 63131.

Lovingly Remembered

Agnes (Van Eck) Reed (C'39)

William "Bill" F. Schierholz Jr. (US'39, JC'41)

Nancy (Waterman) Bayfield (C'43)
Former Faculty/Staff

Sylvia (Hathaway) Eisenberg (US'43, C'47)

Rob "Rob Roy" Ratliff (C'47)

Nancy (White) Olsen (C'48)

Barbara "Bunny" (Tyler) Wingert (C'48)
Former Faculty/Staff

James "Jim" L. Wingert (C'48)
Former Faculty/Staff

Brook B. Ballard Jr. (C'50)
Former Faculty/Staff

Robert "Bob" W. Pike (US'44, C'50)

Mary "Sue" (Shore) Maxwell (US'51)

Richard J. Robbins (US'51)

Gloria (Sayers) Baker (US'53)

Diane (Aitken) Langwith (C'53)

Richard "Rich" H. Miners (US'53)

Elizabeth (Ferguson) Clark (US'50, C'54)

Alice (Ross) Dewey (C'54)

Patricia "Patty" (Powell) Willett (C'55)

Nancy Stover (C'57)

Ian "Dale" D. Burman (C'58)
Former Faculty/Staff

Calvin "Cal" Fortbrook (C'58)

Bobbi A. Lewis (C'58)

Peter C. MacNichols (US'58)

Suzann "Sue" (Hyden) Stock (US'58)

Martha "Marty" (Shoemaker) Meacham (C'59)

Clyde "Mac" A. McVicar (C'61)

Deborah "Debbie" (Cornell) Ervin (C'62)

Myler (Greene) Schneider (C'63)

Robert "Bob" L. Cornell (US'60, C'64)

Karin (Matussek) Randolph (C'64)

Martha (Green) Quirk (C'64)
Former Faculty/Staff

Deane "Deanie" (Miller) Dorwart (C'65)

James "Jim" R. Carr (C'67)

David "Dave" C. Haslam (C'68)
Former Faculty/Staff

Thomas "Tom" G. Laver (C'74)

Linda A. Graham (C'75)

Alan L. Shank (C'76)

Francis Kamau R. Njoroge (C'88)

David Cooper Randolph (US'15)

Florence "Flo" M. Wells (HON'17)

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principia.edu/globaldaysofservice

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Get information on all events in the field: principiaalumni.org



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WHO'S REUNITING?

10th: 2010, 2011
20th: 2000, 2001
25th: 1995, 1996
30th: 1990, 1991
35th: 1985, 1986
40th: 1980, 1981
45th: 1975, 1976
50th: 1970, 1971
55th: 1965, 1966, JC'63, JC'64
60th: 1960, 1961, JC'58, JC'59
65th: 1955, 1956, JC'53, JC'54
70th: 1950, 1951, JC'48, JC'49
75th: 1945, 1946, JC'43, JC'44
80th: 1940, 1941, JC'38, JC'39

AFFINITY GROUP

International alumni from all years