

# PRINCIPIA PURPOSE

SUMMER '20



## SUSTAINABILITY

IS A

## PROMISE

34

Rich Block: Counting Eagles  
and Charting a Career

36

A Civil War of Words

41

Snapshots from Spring Semester:  
Studying and Teaching from Home

# 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.

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.

## Experience today's Principia!

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.

Give us a call—we'd love to chat!

**School: 314.514.3188**

**College: 618.374.5578**

Know someone we should invite to visit?

Let us know at [principia.edu/referastudent](https://principia.edu/referastudent).



## MIDDLE / UPPER SCHOOL Visiting Weekends

- September 26–28
- October 24–26
- November 14–16
- January 23–25
- February 13–15
- February 27–March 1
- April 10–12
- April 24–26

Applications for fall 2020 are being accepted until July 15.

[principiaschool.org/visit](https://principiaschool.org/visit)

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



## COLLEGE Visiting Weekends

- September 24–27
- October 8–11
- October 22–25
- November 5–8
- February 18–21
- March 25–28
- April 8–11
- April 22–25

[principiacollege.edu/visit](https://principiacollege.edu/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.

**Marketing and Communications Director**  
Laurel Shaper Walters (US'84)

**Associate Marketing Director**  
Kathy Coyne (US'83, C'87)

**Editorial Director / Purpose Editor**  
Trudy Palmer (US'72)

**Creative Director / Purpose Designer**  
Ben Schaberg (C'13)

**Contributing Writers**  
Dr. Robert M. Craig (US'62, C'66)  
Dr. Karen Eckert (C'80)  
Clara Germani  
Diane Hill  
Doug Hoff  
Dr. Peter Martin (C'62)  
Dr. Gretchen Starr-LeBeau  
Phebe Telschow (US'87, C'91)  
David Walters (US'83)

**Staff Designer**  
Wendy Rankin

**Staff Photographer**  
Bishoppe Kamusinga (US'11, C'16)

**Contributing Photographers**  
Carly Hendrickson (C'10)  
David McCook  
Steve Shedd

**Address Changes**  
Email: [alum@principia.edu](mailto:alum@principia.edu)  
Phone: 800.277.4648, ext. 2868

**Reprints**  
Requests for permission to reprint any portion of the *Principia Purpose* should be sent to [purpose@principia.edu](mailto:purpose@principia.edu).

## From the Interim Chief Executive

Dear Reader,

Before I introduce this issue of the *Purpose*, I'd like to introduce myself. As you may know, the Board of Trustees announced in May that outgoing Chief Executive Marshall Ingwersen is leaving his post when his contract expires on June 30, 2020. To facilitate the transition, I began serving as interim chief executive on June 1. (You can read the Trustees' announcement at [principia.edu/newce](http://principia.edu/newce).)



Photo by Matthew Gilson

My Principia ties are deep and broad. The first of 22 family members to attend Principia, I have served as a resident counselor or related role on 13 study abroads and was a member of Principia's Board of Trustees for three years. In short, I love Principia and will give it my all as interim CE. Please feel free to be in touch at [ce@principia.edu](mailto:ce@principia.edu) with thoughts or questions at any time.

Now, on to the magazine! The cover story (p. 22) emphasizes the priority Principia places on sustainability in our operations and instruction—from improving the energy efficiency of buildings to teaching preschoolers where their food comes from. I think you'll find it informative and inspiring. The same is true of the article about faculty members' pivot—at warp speed—to remote learning this spring (p. 41). As you'll see, the faculty's creativity, adaptability, and devotion to their students were beyond impressive!

You'll also meet a young alum working as a prosecutor (p. 12) and a long-standing former faculty member with a surprising second career (p. 38). Of course, there's news from both campuses and from alumni as well.

Enjoy this jam-packed issue!

Dennis Marunde (C'82)  
Interim Chief Executive

### Principia Board of Trustees

Bruce Bond (HON'19)  
Somers, New York

Chestnut Booth (C'74)  
Godfrey, Illinois

Steve DeWindt (US'73, C'77)  
Laguna Niguel, California

Janna L. Hernholm (C'68)  
San Diego, California

Inez Maubane Jones (C'95)  
Bainbridge Island, Washington

Charles W. Lindahl, EdD (HON'13)  
Fullerton, California

Robert J. Macdonald (C'79)  
Menlo Park, California

Allan W. Marquardt (C'82)  
St. Louis, Missouri

Meridee K. Olsen (C'79)  
Wilton, Connecticut

Patricia Sarkisian (C'80)  
Valparaiso, Indiana

Mindy Savides (C'00)  
Moraga, California

Scott L. Schneberger, PhD (C'70)  
Austin, Texas

Steve Shaper (US'54)  
Houston, Texas

# Contents



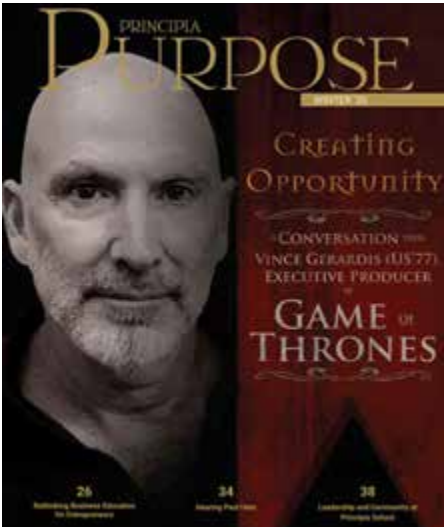
## Features

- 12** Rachael Powell: At Home in the Courtroom
- 14** Thinking about Hard Things
- 19** Meet Joy Chang: Sharing Chinese Language and Culture
- 22** Sustainability Is a Promise
- 34** Rich Block: Counting Eagles and Charting a Career
- 36** A Civil War of Words: A Brief History of the Development of the Dictionary in America
- 38** Shaping Lives and Saving Lives: Robert S. Craig's Two Lives Well Lived
- 41** Snapshots from Spring Semester: Studying and Teaching from Home

## Departments

- 01** From the Interim Chief Executive
- 03** Letters
- 04** School News
- 06** College News
- 08** Awards and Achievements
- 10** My Principia Story
- 16** Advancement
- 33** Alumni & Field Relations
- 44** Alumni News
- 48** Lovingly Remembered





Although not overly familiar with *Game of Thrones*, the article on Vince Gerardis was most interesting as it highlighted his “outside the box” career path.

I also was glad to see Mary Kessler mentioned as a career influence. In 1969 I went to work for Monsanto in Creve Coeur as a recent graduate from SMU. Mary was Second Reader at the Creve Coeur church. Mary was as good a reader as I have heard. Jim Day [a former faculty member] was a superb First Reader. What a wonderful team!

Keep up the good work.

Wesley John “Butch” Ketz Jr.

.....

The Winter ’20 issue of the *Purpose* was one of your best ever! Great information, stories, insights, and inspiration!

“Looking Ahead to Principia’s Next Strategic Plan” (p. 41) was especially

exciting. Reference to the two statements by the Board of Trustees issued in 2019 was very interesting and, we thought, indicated a welcome move to “bend but not break.” We can only imagine the soul-searching that required of the Trustees! We hope more about the planning process, drafts, etc. will be shared. For example, could you share the “findings” presented at the all-campus meeting [at the School] in September 2019?

“Rethinking Business Education for Entrepreneurs” was exciting and indicates a leadership mindset in the area (although, I was a 1952 econ student, and Dr. Hinman and others



I was delighted that Julie Finnin Day [US’87, C’91] did such a great job with the online write-up about *The Christian Science Monitor*’s growing connection with Principia’s journalism students (also thanks to former *Monitor* staffer and current professor Clara Germani’s efforts).

I was disappointed, however, that the shortened version in the print magazine excluded both my involvement as a Principia alum and information for those interested to find out more

did a pretty good job of preparing us then). I felt more could have been mentioned about the nonprofit sector.

Joan and I send regards and are proud of the innovation and energy evident on both the School and College campuses! Makes us want to come back and do it all over again!

Congratulations on an exceptionally stimulating *Purpose*!

Jim and Joan (Amery) Van Vleck  
(both US’48, C’52)

about our internships and all-expense-paid journalism boot camp with the Albert Baker Fund. This paragraph in particular would have been helpful to include:

Organizers hope to offer more boot camps in the future, says *Monitor* intern program manager Kendra Nordin Beato (C’93), who created the event’s program. “One thing we hope to see in the future is having boot campers apply to and win a spot in our internship program.” (Students should email [internship@csmonitor.com](mailto:internship@csmonitor.com) for more information.)

I hope that the *Principia Purpose* will continue to highlight this important partnership between Principia College and the *Monitor*.

Kendra Nordin Beato (C’93)

# School News

## Campus Visitors

Five-time **Special Olympics Gold Medalist Lucy Meyer** (pictured below with a second grader) visited campus in February. An advocate for inclusion and acceptance, Meyer spoke in Ridgway Auditorium and visited classes across levels. In addition, along with varsity boys' basketball Head Coach Kyle Johnson (C'09), she co-hosted a basketball clinic for students from Principia and the surrounding community.



The Upper School hosted five **students from Taiwan** for two weeks early in the spring semester. The visitors, staying with Principia families, immersed themselves in classes and campus life (including a weekend in the dorms). The learning went both directions, though, with opportunities for the students to share their culture—from the art of calligraphy to making dumplings for Chinese New Year. They also visited the Lower School, where they taught the children a few words in Mandarin Chinese and helped them practice Chinese yo-yo.

## Black History Month

The Difference—an affinity group organized by Upper School students of color—hosted a cultural block party in February to celebrate Black History Month. Students and St. Louis community members enjoyed an evening full of history, art, music, and dance, followed by an inspirational talk by Principia College sociology professor Dr. Billy Miller and a showing of the film *Harriet*, about abolitionist Harriet Tubman.



## Educational Trips Completed

Many spring semester trips were cancelled due to the global health crisis, but these three Upper School trips proceeded as planned:

The Field and Natural History class spent a week in February exploring the **Tetons in Wyoming**. While there, students completed research projects from start to finish—creating the research question, collecting and dissecting data, synthesizing results, and presenting their findings. After the trip, they did a formal write-up and dove further into peer-reviewed journals in order to situate what they'd found in the larger scientific world.

From attending morning language classes at Colegio Maravillas to dining with their homestay families, students on the **Spain trip** in late February got lots of practice speaking Spanish. They also explored cultural and historical sites in Seville, Málaga, and Mijas, attended a soccer match, and learned how to dance flamenco. Midweek, during a student-led Wednesday evening testimony meeting, each student (and chaperone) shared a testimony or expressed gratitude in Spanish.

Students on the 18-day **Simunye Project service trip in South Africa** (pictured above) built classrooms and playgrounds, created sustainable gardens, provided educational resources, prepared nutrition packs, and performed a variety of other services in economically impoverished areas in South Africa. Recognizing what an essential role education plays in improving lives, the group focused on serving schools and other organizations that support children.

## Middle School Theatre Week

One week after winter break, friends and family gathered in the Lower School gym to watch Middle School students perform Disney's *Frozen Jr.* The sold-out production, which earned a standing ovation, was all the more impressive because students had put it together in just one week!

Every student had a role to play (pun intended). The actors quickly learned lines, songs, blocking, and choreography. The set-building and backstage crew built a large stage extension in time for dress rehearsals, while the painting crew prepared the massive backdrop and moving boards that converted inside to outside within a scene. The tech crew set the tone of the show with lights signaling the changing seasons and kept the sound on track.

Costumers scavenged for props, sewed chorus outfits, and organized everything so that cast members could change outfits quickly. And to ensure the show would be well attended, the marketing crew made and placed posters around campus and even filled the hallway to the Lower School gym with handmade snowflakes for ambiance.

Everyone learned that, as one sixth grader said, "It's helpful to be a little piece in a big machine because each piece has a big job—no matter how small, no matter how big."



## Character Development Workshop

Earlier this year, Pete Paciorek, director of School advancement and community outreach, teamed up with Albert Harrold, director of the Family and Community Engagement Department for the Ferguson-Florissant School District, to provide a character development program for St. Louis-area boys in grades 7, 8, and 9. Approximately 25 boys participated, with seven from Principia, about a dozen from the Ferguson-Florissant district, and the remainder from private and public schools near Principia, including the Kirkwood, Parkway, and Webster Groves school districts.

Sessions ran on Saturdays for eight weeks and always included classroom work—discussion, review, journaling, and sometimes a guest speaker—as well as a physical activity and conversation over dinner. At the very first session, which focused on respect, each boy wrote a thank-you note to a parent, teacher, coach, or mentor as a way of putting respect into action.

One of the guest speakers was two-time Olympic runner Ngozi (Mwanamwambwa, US'89, C'93) Asinga, the first woman to represent Zambia in the Olympics. After talking with the boys about hard work and overcoming adversity, she put them through a tough workout in the gym. Another speaker, Gary LaRocque, director of player development for the St. Louis Cardinals, described what character traits he looks for in players.

Both workshop leaders saw growth in the boys over the course of the session. They hope to reconvene the group in the future to reconnect with the boys, have some fun together, and hear how they're putting what they learned into practice.



## College News

### Murals Inspire Campus Community and Beyond

Boston-based artist and musician Alex Cook spent the week before spring break, which turned out to be the semester's final week of in-person classes, on the College campus creating a YOU ARE LOVED mural in the student lounge. Community members joined in the work as they were able to. The following week, Cook worked with boys at the Illinois Youth Center–Pere Marquette, a nearby correctional facility, to create another mural. These are the 70th and 71st murals in Cook's nationwide YOU ARE LOVED project, which began in 2014. Illinois is the 13th state to have one (or more) of Cook's murals.

While on campus, Cook also gave a concert and spoke with students in several art and music classes. His visit was sponsored by the College's Christian Science Organization (CSO) and the Music Department.



---

### Monitor Night Live Draws a Crowd

In early February, a standing-room-only crowd filled Wanamaker Hall to hear four journalists from *The Christian Science Monitor*: correspondents Story Hinckley and Scott Peterson and editors Yvonne Zipp and Mark Sappenfield. The panel, moderated by Interim College President John Williams (C'76), was titled "Picking a President: Is There Truth or Just Opinion?"

Hinckley detailed her time on the ground in Iowa, where the nation's first caucus had just been held, and Peterson, the Middle East correspondent, spoke about the impact of the U.S. president's decisions far beyond the country's borders.

When discussion turned toward metaphysics, the panelists shared ways in which they strive to see truth in their reporting, and *Monitor* Editor Mark Sappenfield noted the natural tendency of humanity to support progress and fairness.



---

### Pan-African Conference Highlights Women's Accomplishments

February's Pan-African Conference, titled "Women Empowerment: A Black Woman's Journey," featured two highly accomplished black women—one African American, one Zambian. Both women shared journeys of overcoming limitations imposed from outside and within. Nselaa Ward, JD, shared the story of her rise from child sex worker to lawyer, noting her hard-won realization that seeing others—whites, blacks, men, women—with love instead of fear or suspicion depended on seeing them as children of God. Two-time Olympian and Principia alum Ngozi (Mwanamwambwa, US'89, C'93) Asinga shared her triumph over self-imposed limitations and described how she learned, "I could do anything if I worked hard." Asinga went on to become the first woman to represent Zambia in the Olympics.



## Teaching Awards Announced

Religious studies professor **Dr. Gretchen Starr-LeBeau** is the recipient of this year's Horace Edwin Harper Jr. and Evelyn Wright Harper Award for Teaching Excellence. Starr-LeBeau joined the faculty in 2015 and was recently named the Jeanne and George Todd Professor of Religious Studies. Her scholarship is widely recognized among her peers. In announcing the award, Interim College President John Williams (C'76) noted Starr-LeBeau's "outstanding teaching, especially in morally and emotionally challenging courses." (See p. 14 for an article by Starr-LeBeau about her course God and the Holocaust.)

This year's Teacher of the Year, chosen by student vote, is **Portia W. Benson**, an assistant professor in the Business Administration Department. Students announced their selection during a virtual, videotaped Awards Ceremony in which they praised Benson's kindness, patience, and dedication, noting her ability to make hard classes fun. They also acknowledged and appreciated her rigor. As one student put it, "You always set the highest expectations for us but provide all the resources to make sure every student can meet those expectations."

## Success at Model Illinois Government

In late February, five students—seniors Liam Anderson and Sarah Switzer, junior Hunter Hummell, and sophomores Dana Cadey and Delaney Gatine—participated in the 2020 Model Illinois Government (MIG) simulation in Springfield, Illinois, and two won awards.

Sophomore Dana Cadey served as a journalist, reporting on proceedings for the *MIG Journal*. Out of eight student journalists, she was selected as the Outstanding Journalist for the entire simulation. The other four team members assumed the role of legislators, debating pieces of legislation from the prior year's actual Illinois General Assembly. Hunter Hummell, who was elected as the minority whip, was recognized as the Outstanding Whip for the entire simulation.

## Students Pitch In to Fill PPE Shortages

After learning that people were using 3D printers to help remedy shortages of personal protective equipment (PPE) in the region, Dr. Marie Farson, assistant professor of earth science, invited students from earlier classes on 3D printing to join the effort. One student who had purchased the printer he'd made in class and had it at home pitched in, and another student built a second printer at home. Farson shared her design for a hands-free device (for pushing doors open, pressing elevator buttons, etc.), which senior Esteban Rojas Acuna printed (see photo). Junior Robbie Robison developed his own design and printed it. Farson and her daughter Hanna (C'21), who had taken the 3D printing class, kept four Jellybox 3D printers going, churning out face shields, mask-strap adjusters, and hands-free devices.

Some shields and mask-strap adjusters went to Cox Cottage (the campus Christian Science nursing center), the Facilities Department, and Peace Haven, a nearby Christian Science nursing facility. Hands-free devices were delivered to local senior living facilities, and printed, sterilized face shields were taken to Alton Memorial Hospital and OSF St. Anthony's Hospital, at the request of the Illinois PPE Network, which coordinates the manufacture of PPE by organizations and individuals and distributes them to healthcare facilities facing shortages.



# Awards and Achievements

## SCHOOL

### Upper School Wins 1st Place

This year, 2,000 students representing 68 St. Louis-area schools participated in the U.S. Green Building Council–Missouri Gateway Chapter’s Green Schools Quest competition. Now in its seventh year, the contest encourages preschool through high school students to design and implement low-cost, high-impact sustainability practices within their schools and communities. A national panel of judges awarded Principia Upper School 1st place in the high school category for its Impact Challenge! (See page 28 for an in-depth look at this award-winning project.)

### Honors in Academics and Athletics



Senior **Katherine Peticolas** won the district level of the Voice of Democracy essay contest sponsored by the Veterans of Foreign Wars. She was also recognized as an Illinois State Scholar for her outstanding academic achievement, and she received the Congressional Bronze Medal for her participation in the National Leadership Council.

Katherine was honored within the Principia community as well. She was inducted into the Cum Laude Society

and received two Upper School awards: the Fannie Ball Perrin Memorial Prose Composition Award and the Steven W. Bigley Award, which goes to the Upper School student who achieves the highest score in calculus and, in the same year, receives a varsity letter in athletics. Katherine lettered in swimming and soccer.

### Cum Laude Society Inductees

In May, five seniors were inducted into the Cum Laude Society in a virtual, videotaped ceremony that was shared with all Upper School families. This year’s inductees are **Sidney Bradley**, **Kelsey Hanser**, **Gloria Ishimwe**, **Katherine Peticolas**, and **Kylie Schriver**. Gloria, who was chosen by senior girls to receive the Ann O. Spaulding Award, was also chosen by her peer inductees as the ceremony’s student speaker.

### Art Awards

Three Upper School students’ work was chosen for the highly selective 2020 Emerson Young Artists’ Showcase, an all-media exhibition of artwork created by high school students in the St. Louis area. The following students had work in the exhibit:

- Sophomore **Rike Soellinger**—*Cunning Landscape*, altered book sculpture
- Junior **Phasha Mwaura**—*African Ghost*, ceramic pitcher
- Senior **Chloe Ouellette**—*Blue Lace Vase*, ceramic vase

Chloe won the exhibit’s Nada Silver Prize and Principia’s Upper School Art Award.

## Record-Setting Success

Senior **Jordan Fredrickson** ended her high school basketball career with a long list of records. “Jordan’s dedication to training for the game she loves is clearly evident in her career accomplishments,” noted Director of Athletics Shawn Brown (US’00, C’04). All of her achievements below set records for both boys’ and girls’ basketball at Principia:

- Most points in a single season (567)
- Total points scored (1,805)
- Most rebounds in a single season (361)
- Most rebounds in Principia history (1,238)
- Most defensive rebounds in Principia history (817)

Jordan also received the School’s June M. Tuffli Award, which recognizes consistent, all-around athletic excellence and contributions to and support of the Principia ideals of sportsmanship.



## COLLEGE

### Mary Ann Sprague Honored

The St. Louis Intercollegiate Athletic Conference (SLIAC) honored Head Volleyball Coach Mary Ann Sprague

## Awards and Achievements

(C'84), who completed her 21st season this fall, with the 2020 Lee McKinney Distinguished Service Award. Over the course of her career, Sprague achieved a school-record 331 wins, led the Panthers to 11 SLIAC Tournament appearances, and was named the SLIAC Volleyball Coach of the Year five times. Her teams received the SLIAC Volleyball Team Sportsmanship Award seven times, and she was instrumental in the addition of beach volleyball as a sport at Principia. Sprague also served in a variety of administrative capacities for SLIAC, NCAA Division III, and other collegiate and intramural athletics associations.



### Music Major Awarded Fulbright

In early April, senior **Carson Landry** was awarded a Fulbright fellowship to study carillon at the Royal Carillon School “Jef Denyn” in Mechelen, Belgium, during the 2020–2021 academic year. A producer/performer music studies major, Carson has been active in carillon, voice, and organ while at the College, and he founded the Principia Carillon Guild to raise interest in the instrument.

For his Fulbright research project, Carson will be transcribing the

*DeGruyters Carillon Book*, preparing its early carillon music for republication in modern music notation. Along with his degree from Principia, Carson is completing a North American Carillon School performance diploma in preparation for his studies in Belgium.

### Tennis Player Recognized

Senior **Greg Sovie**, who holds the 10th best overall career singles record in Principia history, is the male recipient of this year’s St. Louis Intercollegiate Athletic Conference (SLIAC) Post-Graduate Scholarship Award. One of the highest academic awards SLIAC offers, it comes with a \$1,000 scholarship for graduate study. Greg was also named by the Intercollegiate Tennis Association (ITA) as one of five finalists across all NCAA divisions for the ITA Ann Lebedeff Leadership Award, one of ITA’s most prestigious student awards.

## ALUMNI

### Travis Thomas (C'95)

In January, Travis Thomas joined the U.S. Men’s National Soccer Team as their leadership and team development specialist. He works with the team at the macro level to oversee culture and with individual players to strengthen leadership skills.

### Joy Osmanski (C'96)

Cast in two television series debuting this year, Joy Osmanski wrapped up the first season of FOX’s *Duncanville* in May, starring alongside Amy Poehler, Ty Burrell, Riki Lindhome, and Rashida Jones. Osmanski also has a recurring role in *Stargirl*, which

premiered in May on DC Universe and is also available on The CW. That cast includes Brec Bassinger, Luke Wilson, and Amy Smart. In addition, Osmanski guest-starred this year in the *Magnum P.I.* and *Monsterland* series and acted in the film drama *I Will Make You Mine*, released this year.

### Dr. Jonathan Borja (C'02)

Recently, Dr. Jonathan Borja released a new album through Albany Records featuring the entire flute music of Mexican composer Samuel Zyman. Collaborating with Borja on the album are pianist Lindsay Garritson (C'08), cellist Ashley Garritson (US'99), and music professor emerita Dr. Marie Jureit-Beamish (HON'14).

### Kate Hochstein (C'10)

Kate Hochstein is one of this year’s 35 Asian American Pacific Islander National Security & Foreign Policy Next Generation Leaders, chosen by the Diversity in National Security Network and by New America. A manager at HWC, Hochstein has a decade of experience providing federal sector program support in the fields of national preparedness and resilience in emergency management. She leads the operations and research and analysis of the FEMA Lessons Learned Information Sharing program and a multimillion-dollar communications and outreach program supporting the National Flood Insurance Program.



# A Piece of History

by Diane Hill



*Diane (Gray) Hill, 1957 yearbook photo*



*Former Dean of Women Iolani Ingalls*

**A**s I grew up, my parents supported me in every way they could, and after researching schools with due diligence, they concluded Principia was a safe place for me to go to college. I had been to summer camps by myself, but this was the first time I was to be on my own for any length of time, traveling by train in spring and fall and by air at Christmas break, when the time was short, all the way between California and Illinois. I completed two years of college between fall 1955 and spring 1957.

One of my mother's best friends had been a college sorority sister with her at UCLA. After these two sorority sisters married and had children, the families remained close and got together several times a year as we children grew up. I was the oldest in our family, and Paul was the oldest

in the other family, a couple of years older than I. We had a swimming pool, and during the summer of 1957, the families were enjoying the pool together when I splashed Paul and he splashed me back—and our whole relationship changed.

I returned to Principia for one more quarter. While I was at Prin that fall, the dean of women sent my mother a letter that my mother kept the rest of her life. I found it when I cleaned out my mother's papers and have cherished it ever since.

P.S. I did go on to get my degree at what is now California State University at Long Beach. Paul and I married on December 27, 1958. We had over 50 years together of family and serving before he passed in 2012. ■

## What's *your* Principia story?

To submit a story (up to 800 words) about your Principia experience, email us at [purpose@principia.edu](mailto: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.



*The* PRINCIPIA  
COLLEGE of LIBERAL ARTS  
ELSAH, ILLINOIS

A unit of  
*The* PRINCIPIA  
Saint Louis  
Missouri

Office of the Dean of Women

November 1, 1957

Mr. and Mrs. Milton E. Gray  
914 West Roses Road  
San Gabriel, California

Dear Mr. and Mrs. Gray:

Yesterday Diane came in for a good visit and to tell me that she does not expect to return to Principia after Christmas. She assured me that you had agreed to this, although she understood that from your standpoint it was Principia College or none! She is, of course, capable of doing well in her studies, anywhere.

The progress she has made since even the end of last year is quite marked, and I sense that the summer, with its varied activities and the burgeoning friendship with (is it?) Paul, has had much to do with the "new" Diane and with her decision about leaving school. I shall certainly be sorry to see her go, for she can contribute much, but some of the interests she mentioned are not possible of development on this campus in spite of the reasonably varied cultural fare available here.

If you can encourage her to remain with us in spirit until she departs in body, it probably will be helpful!

This is just a little note to express appreciation for your support of Diane and her college.

If Mrs. Gray should come here in December, I certainly hope to meet her.

Cordially,

*Iolani Ingalls*

Iolani Ingalls  
Dean of Women

II:js

*The* PRINCIPIA is now building a new UPPER SCHOOL and a new LOWER SCHOOL.  
Friends everywhere are invited to take part in this historic, progressive step.

## OFF TO A ROARING START

# Rachael Powell: *AT HOME IN THE COURTROOM*

by Trudy Palmer

Growing up with three sisters, Rachael (Richards, C'09) Powell developed “the ability to argue for fairness from a very young age,” she says. Then, an experience with mock trial in eighth grade sealed the deal. She would be an attorney. Decades later, she’s confident she made the right decision.

“I love what I do,” Powell says about her work as deputy district attorney for the El Paso County District Attorney’s Office in Colorado. “It’s really hard work, but it makes you feel like you’re making a difference. You’re cleaning up your community and protecting people—victims of domestic violence or people who are afraid to go to their store because somebody came in with a gun and robbed them a month ago.”

Along with making her community safer, Powell enjoys being in court. “The criminal realm is where you get a ton of courtroom experience,” she explains. “I’m in front of people—whether a judge or the jury—pretty much all day every day.”

Due to the management in her office, Powell is free to determine which cases to pursue and how to handle them. “If I don’t think—or even have a doubt—that this is the right person, I won’t prosecute the case,” she explains. “I certainly don’t want to be prosecuting innocent people!”

“There are even times,” Powell continues, “when I know in my mind and in my heart that the person is guilty, but I don’t have enough evidence to prove

*Rachael Powell, with the columns of Colorado’s El Paso County Courthouse in the background*

it. Or I may know the person did the action, but I don't know that he or she did it intentionally or knew it was wrong. If I don't have all the elements, I will dismiss the case."

Powell enjoys that same discretion regarding plea deals and estimates that 90 percent of her cases are resolved that way. "What's cool about my job is that the goal is justice for every case," she says. "And that looks different for every case," adding that mitigating factors sometimes make a plea deal the most just resolution.

Of course, Powell didn't leap straight from eighth grade moot court to the district attorney's office. Her time at Principia College, where she majored in political science, helped chart the way. Powell says her liberal arts background has been particularly helpful. Her current position prosecuting marijuana black market activities involves a lot of science, for example. "There's fingerprinting, DNA, substance testing, etc., so having even a foundational knowledge of science allows me to better question my witnesses," Powell comments. Her Spanish minor comes in handy, too, letting her evaluate evidence written in Spanish and understand Spanish-speaking defendants' casual remarks just as easily as she could if they were speaking English.

Powell's interaction with Professor John Williams (C'76) was also very beneficial. Along with teaching several of her political science classes, he coached the moot court team she belonged to all four years at the College. Williams

shared both his experiences as a former practicing attorney and his passion for the law with students.

"He has such a presence," Powell comments. "I didn't know it at the time, but he was teaching me about commanding an audience and providing information to people without overwhelming them or confusing them. That's probably 80 percent of my job now."

Powell went straight from Principia to University of Denver, Sturm College of Law and from there to a one-year clerkship for a district court judge in Fort Collins, Colorado. Since then, she has been prosecuting for the El Paso County District Attorney's Office in Colorado Springs. Her first assignment dealt with lower-level misdemeanors in county court, such as DUIs. After a year doing that, she supervised county court for a year and then moved up to felony crimes in district court—aggravated robbery, menacing, and drug possession. (During her clerkship and first year at the district attorney's office, she also earned a master of laws in taxation from Sturm College of Law.)

Next, Powell shifted to the Economic Crime Unit, which handles embezzlement, forgery, identity theft, and other white-collar crimes. She was also assigned to a double homicide for which the district attorney had decided to pursue the death penalty. In the end, the verdict was a life sentence with an additional 171 years for lesser charges.

A year ago, Powell returned to work part-time following maternity leave.



Photo by Be Boulder Photography

*Rachael and her husband, Spencer (C'09), with their son, Carter*

Balancing family life and her profession is tricky, but she plans to remain a prosecutor.

Looking farther out, she says, "My ultimate goal is to be a judge. I really value that work—making tough decisions about people's lives and balancing a victim's wishes versus the impact on the offender's life."

For now, Powell enjoys the challenge of prosecuting, relishes motherhood, and stays active in the same sports she played at the College—track and volleyball. She runs—full and half marathons and other distances—and plays in volleyball tournaments, along with her husband, whom she met at the College.

"I got the foundation at Principia for my career, but also for my network and my family and for the way I want to live my life—which is using Christian Science to deal with everything," she concludes. ■

# Thinking about Hard Things

by Gretchen Starr-LeBeau



One of the most profound ways I've seen Christian Science in action at Principia College took place in a course called God and the Holocaust, which I taught in fall 2018. This is a demanding course academically and metaphysically. In effect, it is an opportunity to wrestle with the appearance of evil in the world and to cultivate and strengthen our individual prayerful response to it.

I had never taught this course before, but I felt comfortable trying it at Principia because students and faculty share a strong commitment to raise awareness of injustice and formulate an active moral response to it. And I knew I would have the metaphysical support from my colleagues to help carry me through the difficult material.

Of course, I am not teaching Christian Science in the classroom, and in any case my students bring a range of commitment to Christian Science to the course. Some sought it out from a standpoint of strong faith. Others found in it a place to wrestle with their doubts. But whatever their starting point, I urged them to seek out their own ethical and practical responses to the appearance of evil and to put them into action in their lives.

## **“... several students redoubled their metaphysical work.”**

We began with an academic article on the Christian Science approach to the theological “problem of evil” and ended the semester with readings on forgiveness from several religious traditions, including Christian Science. In between, I was grateful to see students cultivating in their own ways a compassionate, inspired response to suffering that more and more was truly “afire with divine Love” (*Science and Health with Key to the Scriptures*, p. 367).

This was most evident in the second half of the semester, after a student in the course passed on. Even though we remained focused on the content of the course, I was aware that outside of class several students redoubled their metaphysical work. One student shared this:

One of my biggest revelations from God and the Holocaust was understanding that forgiveness is a necessity for healing. Reading about the Jews who had survived the Holocaust and chosen to forgive their

Nazi captors proved to me that anything can be forgiven. . . . It [taught] me about the choice that is to be made when we endure suffering. We can either turn to God, in an effort to relieve us of the suffering by better understanding our relationship to Him, or we let the suffering hinder the clarity of our connection to God. And God and the Holocaust demonstrated to me that wrestling with our faith often helps it grow, so long as our motive is to learn more about God.

Another student said that “rather than asking why innocent [people] suffer, [the class] switched the question and began to evaluate how one can respond in the face of such suffering. Through this reversal, I came to an understanding that regardless of the human experience, Truth is always acting. This is a life lesson that I have been able to apply over and over again.”

I will be forever grateful for this opportunity to see Christian Science operate in the interactions among my students and their exchanges with me. ■

*Dr. Gretchen Starr-LeBeau joined the Religion Department at the College in 2015. Previously, she taught in the History Department at the University of Kentucky.*



# .....WE'RE HIRING!.....

If you're looking for fulfilling work,  
consider joining our team.



Be part of a community committed to seeing students as unlimited and helping them—and each other—excel.

All positions provide competitive salaries and benefits, including a tuition discount for children of benefits-eligible employees.

Visit our webpage often for the newest postings! [principia.edu/jobs](https://principia.edu/jobs)

# Makeovers Underway on the College Campus

**B**uilding updates are occurring across the College campus—some small-scale, some substantial. Thanks to donor support, the interior of the **Chapel** is being refreshed—from new upholstery, painted pews, and drapes to updated floors and Readers' chairs—ensuring that this iconic and sacred space continues to inspire for decades to come.

Howard Center, commonly known as the **Concourse**, is also being updated. A lively spot, it's home to the Dining Room, Piasa Pub, C-Store (a convenience store), student mailboxes, and more. The Concourse now includes an ADA-compliant accessible ramp to enter the Dining/Scramble Room, new

mailboxes integrated with the ramp design, and a redesigned Info Booth.

The biggest project underway on campus is a top-to-bottom renovation and expansion of the **School of Government**. Coming in at 48,641 square feet, this \$18.5 million upgrade is on budget.

The revitalized space, scheduled for completion in early to mid-2021, will be a hub for learning and collaboration, providing modern classrooms and study areas, small-group meeting spaces, and offices for faculty, staff, and Student Government. The building will have enhanced accessibility as well.

The College Classes of 1970 and 1971 are working to raise the \$500,000 needed to name the new Commons—a centerpiece of the building that will provide open space for community and collaboration.

Construction reached an important milestone in March when the final structural steel beam of the building's North Wing was hoisted into place. See [principiacollege.edu/finalbeam](https://principiacollege.edu/finalbeam) to watch this celebratory moment.

We couldn't be more grateful for these progressive steps that will bless the College community far into the future. ■



Top: The framework for the main entrance to the School of Government  
Bottom: A student signing the final structural steel beam before it's hoisted into place

Top: The hoisting of the School of Government's final structural beam  
Bottom: The Concourse's new ramp, with mailboxes alongside it



# Support Principia's Progress



## HAVE YOU CONSIDERED INCLUDING PRINCIPIA IN YOUR LEGACY PLANS?

Bequests are typically one of the least complicated types of planned gifts. They can be made through a will or trust and may include cash, securities, real estate, or other assets.

The benefits include simplicity, flexibility, versatility, and sometimes tax relief for the donor. A simple update to the language in your will or trust is all that's needed to provide future support for Principia.

## IRA GIFTS MAKE SENSE FOR YOU AND PRINCIPIA.

A qualified charitable IRA distribution allows individuals who are at least 70½ years old to make tax-free gifts up to a total of \$100,000 from a traditional IRA to one or more charities. These distributions must be made directly from the IRA.

Charitable IRA rollovers count toward the required minimum distribution that must be taken each calendar year (except for this year's pandemic-crisis exception).

➤ Please contact Senior Philanthropic Advisor Ned McCarty at [ned.mccarty@principia.edu](mailto:ned.mccarty@principia.edu) or 314.514.3114 for assistance planning these and other gifts to Principia.





# HELP BUILD THE FUTURE

**WHEN YOU LOOK AROUND PRINCIPIA**, you see a long history of philanthropy at work. The new Simon Athletic Complex will continue that tradition. This state-of-the-art facility will strengthen Principia's future and honor the commitment to excellence and character that Bill "Willy K" Simon modeled throughout his nearly 60 years of service to Principia.

## ATTENTION ATHLETES!

Are you interested in honoring an inspiring and transformational Principia coach? Or remembering your own team? We can help you coordinate with former teammates to name a space, team room, or office after a beloved coach or after your team.

Help us usher in a new era of excellence for Principia School students, alumni, and fans near and far!

While the spaces identified below carry specific naming opportunities, gifts at every level are welcome. Commitments of \$25,000 or more may be fulfilled over a four- or five-year period.

OVERALL NAMING	\$15 MILLION NAMED
PERFORMANCE COURT	\$1 MILLION NAMED
INDOOR TRACK	\$1 MILLION NAMED
PRACTICE COURTS (3)	\$1 MILLION OR \$300,000 EACH
UPPER LOBBY	\$500,000
LOWER LOBBY	\$250,000
FITNESS CENTER	\$250,000 NAMED
TERRACE	\$250,000
WRESTLING ROOM	\$250,000
CONCESSIONS AREA	\$100,000
CHARACTER EDUCATION LAB (FOR TEAM MEETINGS)	\$100,000 NAMED
LARGE TEAM LOCKER ROOM	\$100,000
ATHLETICS DIRECTOR OFFICE	\$50,000
COACH OFFICES (2)	\$50,000 EACH
OFFICES (2)	\$50,000 EACH
SMALL TEAM LOCKER ROOMS (7)	\$50,000 EACH

For more information about these naming opportunities or other ways to contribute, please contact Chief Advancement Officer Barbara Blackwell at 314.275.3521.

# MEET JOY CHANG:

## Sharing Chinese Language and Culture

*J*oy Chang graduated from Yuan Ze University in Taiwan with an applied linguistics major and Japanese minor. Later, she received a scholarship from the ALLEX Foundation for the master's program in teaching English as a Second Language at Southern Illinois University Edwardsville (SIUE). She also taught Mandarin Chinese at SIUE. After completing her MA, Chang taught Chinese for three years at Lutheran High School North and South in St. Louis. She began teaching Mandarin Chinese at the Upper School in January 2019.

### Q. What led you to teaching?

**A.** I have always liked to teach or share, and when I got older, I liked English, so I wanted to be an English teacher in Taiwan, where I grew up.

The transition from teaching English to teaching Mandarin Chinese came when I went to Walt Disney World to work for six months when I was a senior in college. That was my first time interacting with many different people from around the world. While working there, I noticed that a lot of customers and colleagues were interested in



Joy Chang points out a key feature of Mandarin Chinese.

Chinese characters or Chinese culture, but they didn't really understand it. For example, one of my colleagues had two different character tattoos on his arm, but he didn't know what they meant. He said he just liked how they looked. When I told him, "Your tattoo means 'table,'" he said, "No, no way. It must mean something else!" I said, "Yeah . . . desk. That's pretty much it. Table or desk, you pick."

Realizing people's interest in—and lack of understanding of—Chinese language and culture was a turning point. I thought, "Why not share my culture and my language?"

### Q. What do you love about teaching?

**A.** I love seeing students' "ah-ha" moments. I love watching them grow in their knowledge and am so happy and grateful to be part of their growth. Also, the unique thing about teaching

is that even though my title is teacher, I learn so much from the students.

The other reason I love teaching is that I'm actually an introvert, but as a teacher, I'm like an actor or performer on the stage. I am me, but at the same time, I am a teacher.

### Q. What do you find most challenging about teaching?

**A.** Every student has his or her own learning pace and style, but I'm not able to provide a completely customized teaching experience for every student. So, I have to find the balance between taking care of the majority of the students and fulfilling each individual's needs. Finding that balance can be challenging.

### Q. Can you tell us about a recent professional development activity you participated in?

>>

## Focus on Faculty

**A.** Right after we learned we were going to extend spring break and shift our teaching to e-learning this spring, I participated in a Zoom conference on technology in Chinese-language teaching. Before that conference, I had no idea what Zoom was!

The most useful thing I learned was that “less is more.” They taught us not to expect the students to be able to do the same amount of work as they can in the classroom. That was very helpful. I also learned how to adapt testing for an online environment.

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

**A.** I had a student who had very low motivation for learning Mandarin Chinese. He was taking the class to fulfill a requirement and maybe to satisfy his parents. During the class he would show frustration and say out loud, “This is boring” or “This is not working.” His attitude influenced the whole dynamic of the class.

We had a long talk. I let him know that I was there for him, that we could work together, and that the process didn’t have to be painful. After our conversation, I noticed a shift. He still wasn’t very interested in learning Chinese, but he was getting his work done, trying his best, and seeking help. He became a good leader in class, and his grades improved. We both learned that even within a circumstance you are not really able to control, you can shift your mindset to make it a pleasant experience rather than a difficult one.

**Q. What work would you pursue if you weren’t a teacher?**

**A.** Probably being a tour guide. It might sound clichéd, but I always wanted to travel the world—but not just sight-seeing. I wanted to truly absorb other cultures and lifestyles.

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

**A.** Before I came to America, I had a coffee shop in Taiwan. It was a really

fun experience, but I am not a good businesswoman. Interacting with people and making all the drinks was fun, but the challenge came with the business and strategic aspects of running the shop.

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

**A.** I would enjoy the time learning with my daughter, Charlie, through all the fun activities we’ve been collecting online. Or I would do garden work. I would just want to pay 100 percent attention to my family.

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

**A.** Life will have highs and lows, but don’t identify yourself with the highs or the lows because then you will be all over the place. Just stay neutral and know who you are. Circumstances don’t define you. ■



*Individualizing instruction is one of Joy Chang’s main goals in teaching.*





CEDARS CAMPS



LEELANAU & KOHAHNA



CAMP BOW-ISLE

**Get to know God  
in new ways this  
summer.**

Join in the fun at a camp for  
Christian Scientists.



CRYSTAL LAKE CAMPS



A/U RANCHES



NEWFOUND & OWATONNA

### A/U RANCHES

Buena Vista, CO  
888.543.4849  
AURanches.org

### CEDARS CAMPS

Lebanon, MO  
636.394.6162  
CedarsCamps.org

### LEELANAU & KOHAHNA

Maple City, MI  
231.334.3808  
Leelanau-Kohahna.org

### CAMP BOW-ISLE

Bowen Island,  
British Columbia  
604.947.2500  
BowIsle.ca

### CRYSTAL LAKE CAMPS

Hughesville, PA  
570.584.5608  
CrystalLakeCamps.org

### NEWFOUND & OWATONNA

Harrison, ME  
207.583.6711  
Newfound-Owatonna.com






HOW DO WE MOVE PEOPLE OUT OF POVERTY AND INTO GOOD JOBS, WHILE AT THE SAME TIME PROTECTING THE ENVIRONMENT?

How do we provide access to clean energy for everyone, while not exacerbating the crisis of climate change? How can we make sure that all people have the water, food, and nutrition they need without damaging the land and all the life it supports? These questions are central to the science of sustainability, aptly viewed as the most theoretically and practically complex issue of our time.





In the 1960s, Buckminster Fuller captured the essence of this science when he proposed a “great logistics game,” intended as a tool to “facilitate a comprehensive, anticipatory, design science approach to the problems of the world.” The objective of the game was to “make the world work, for 100% of humanity, in the shortest possible time, through spontaneous cooperation, without ecological offense or the disadvantage of anyone” ([bfi.org/about-fuller/big-ideas/world-game](http://bfi.org/about-fuller/big-ideas/world-game)). That is the game the world must win.

At its heart, sustainability is a promise. It’s a recognition of our potential—and our willingness—to marshal our better angels, to act as though the future matters, to consider the weight of our linear materials economy on our great-grandchildren. It asks us to ponder, What kind of ancestors do we want to be? How do we live full, prosperous lives without taking from those who will follow us? How do we know if what we’re doing is “sustainable,” if it can endure through time without loss of value?

## THE ROOTS OF THE TERM

“Sustainable development” was coined by the UN World Commission on Environment and Development (also known as the Brundtland Commission in honor of its chair, Gro Harlem Brundtland, then prime minister of Norway) as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Every student of sustainability memorizes these 20 words. And the question then becomes, “Ok, how do we do that?”



*Principia students at September's Global Climate Strike in St. Louis display their calls to action.*

What does that responsibility actually look like, and how can we measure it?

In her Foreword to the Commission's report, “Our Common Future” (1987), Brundtland observed that “the ‘environment’ is where we all live; and ‘development’ is what we all do in attempting to improve our lot with that abode. The two are inseparable.” She argued that the time had come to have “higher expectations, for common goals pursued together” and to take seriously the crafting of a global agenda that would “help define shared perceptions of long-term environmental issue[s] and the appropriate efforts needed to deal successfully with the problems of protecting and enhancing the environment . . . .”

## TAKING THE LONG VIEW

The Commission argued that development must ensure the coexistence of the economy, society, and environment and that development must take a long view—it must not undermine the survival prospects of generations to come.

The latter point is sometimes cast as the “seventh generation principle” and attributed to the Iroquois Confederacy (founded by the Great Peacemaker in 1142), whose constitution advised consideration of the welfare of future generations: “Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations . . . .” Emphasizing that point, Oren Lyons, chief of the Onondaga Nation (one of the original five nations comprising the Confederacy), wrote, “We are looking ahead . . . to [ensure] every decision that we make relate[s] to the welfare and well-being of the seventh generation to come. . . . What will they have?”

Concerned that we weren't paying sufficient attention to the long view as a new millennium dawned, all 191 UN member states pledged their support for eight Millennium Development Goals and later (in 2015) for 17 Sustainable Development Goals known as the 2030 Agenda for Sustainable Development. >>








## THE TRIPLE BOTTOM LINE

This idea of giving equal weight to the well-being of humanity, to healing the planet, and to not exceeding the planet's capacity to provide for our prosperity is popularly known as the "triple bottom line." The concept was coined in 1994 by John Elkington, the founder of a British consultancy called SustainAbility. He argued that companies should be preparing three different, quite separate bottom lines: 1) the traditional bottom line that measures corporate profit; 2) the bottom line of a company's "people account," a measure of social responsibility; and 3) the bottom line of the company's "planet" account, a measure of environmental responsibility. Only those companies that produce a triple bottom line, he argues, take into account the full cost of doing business.

If you Google "define sustainability" or "define sustainable development," you get millions of responses. But invariably they embrace the idea of a triple bottom line—and the aspiration that decisions made today will not undermine future generations. For example, the Association for the Advancement of Sustainability in Higher Education defines sustainability as "encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations" ([aashe.org/about-us/mission-vision-commitments](http://aashe.org/about-us/mission-vision-commitments)). And Dr. Robert Gilman, director of the Context Institute, is quoted as saying, "Sustainability is equity over time. As a value, it refers to giving equal weight in your decisions to the future as well as the present. You might think of it as extending the Golden Rule through time, so that you do unto future generations (as well as to your present fellow beings) as you would have them do unto you."


Principia is explicitly dedicated "to the task of training its students to think—and to think clearly, vigorously, fearlessly, tolerantly, unselfishly" (Policy 6). Students studying sustainability, whether at the School or College, are practicing that essential skill every day. They are learning to recognize fundamental linkages between ecological, political, social, and economic systems, to articulate how sustainability relates to their lives and values, and to demonstrate an ability to be innovative and entrepreneurial, to imagine new solutions, to seek out unlikely partners, and to ponder the question, What kind of ancestor do I want to be? 

*Dr. Karen Eckert (C'80) is director of the College's Center for Sustainability and chair of the Sustainability Department. Learn about the Center for Sustainability at [principiacollege.edu/sustainabilitycenter](http://principiacollege.edu/sustainabilitycenter).*



## SUSTAINABILITY: SPIRITUAL PERSPECTIVES

Theologians and thinkers have written from a range of spiritual perspectives about the Earth and the environment. College religious studies professor Dr. Barry Huff's course *The Bible and the Environment* explores some of these writings. We asked Dr. Huff (US'98, C'02) and Dr. Eckert to compile a few resources for those interested in spiritual perspectives on the topic:

- *The Green Bible: Understanding the Bible's Powerful Message for the Earth* (New Revised Standard Version Bible, 1989)
  - *Inhabiting Eden: Christians, the Bible, and the Ecological Crisis* by Patricia Tull (Westminster John Knox Press, 2013)
  - *The Bible and the Environment: Towards a Critical Ecological Biblical Theology* by David G. Horrell (Routledge, 2014)
  - "A Christian Science View on Climate Justice" by Shirley Paulson in the July/August 2017 issue of *Ecumenical Trends*
  - "From Societal Scorn to Divine Delight: Job's Transformative Portrayal of Wild Animals" by Dr. Barry Huff in the July 2019 issue of *Interpretation: A Journal of Bible and Theology*
  - "Biblical Inspiration for Sustainability," a talk by Dr. Barry Huff given at Principia College. You can listen to it at [principiacollege.edu/sustainability-voice](http://principiacollege.edu/sustainability-voice) on the College's Center for Sustainability website.
  - The "Resources" tab at [earthministry.org](http://earthministry.org)
- 



# LIVING SUSTAINABLY ON THE COLLEGE CAMPUS

BY  
KAREN ECKERT



Students assess the campus beehive.

The College has made great strides toward living and operating responsibly according to the “triple bottom line” of sustainable practices. Here are three examples, ranging from purchasing practices to carbon emissions.



## STUDENT-LED PURCHASING STANDARDS

Experience has shown that one-dimensional solutions focused on community well-being or quarterly profits or safeguarding biodiversity risk unintended consequences and therefore are unlikely to withstand the test of time.

A new generation of leaders recognizes that enduring solutions to contemporary challenges tend to be innovative and creative, entrepreneurial, and consensus-driven, often uniting unlikely partners. And they are encouraged by models of intentional intersectionality that are more likely to be resilient, anticipatory, equitable—and sustainable.

A great example of this intentional intersectionality is the College’s Green Cleaning Purchasing Standard, researched and developed over the course of nearly two years by a student studying chemistry and sustainability. The standard reads, “The Principia shall prioritize the purchase of cleaning products that meet industry certifications intended to minimize negative impacts on ecological systems and human health and safety, while at the


same time upholding financial and performance criteria.”

After this standard was adopted in 2015, a Green Electronics Purchasing Standard followed and, more recently, a Green Dining Standard, similarly committing Principia to prioritizing the purchase of food and food-related supplies >>



A student shows off a sign listing aspects of the College’s Green Dining Standard.





and equipment “that meet industry certifications intended to minimize negative impacts on ecological systems and human health and safety, while at the same time upholding palatability, nutritional, financial, and performance criteria.”

The Green Cleaning Purchasing Standard (the longest-standing of these standards) offers clear evidence of its value. In 2015, the College was using 74 cleaning products from 23 manufacturers; fewer than 10 percent of these products met Green Seal or UL Certification related to human and environmental health. Today, some 50 products have been eliminated, aerosols have been replaced with pumps, packaging has been reduced by bulk purchasing from fewer manufacturers, and chemical cleaners, nearly all of

which are third-party “green” certified, are prepared by simple dilution from wall-mounted dispensers. Financial savings continue to increase while chemical exposure declines—a win-win!



## BOTTLED WATER: A SYSTEMS APPROACH

Today, students of sustainability habitually think in terms of systems: What are the elements of the system? How do they interact with one another? How might one decision affect other decisions—or generations to come? A simple example of this is reflected in the

student-led narrative to ban single-use water bottles from the College Store. The environmental gains are positive and measurable. But how would a ban affect the store’s already slim profit margin or the plight of a visitor on a hot day who may not have arrived with a reusable water bottle in hand?

Growing consumer awareness of the many negative consequences of single-use plastic—along with the advent of bottle filling stations in most campus buildings—has contributed to an 80 percent drop in single-use water bottle sales at the College Store since 2010. To supplement the loss in sales, an examination of our supply chain (e.g., energy, transportation, materials choice, recycling options) led to offering a high-quality reusable bottle from a company that matches our values. And for those



## ENERGY FIX: A RETRO-COMMISSIONING SUCCESS STORY

BY DAVID WALTERS

More often than one might think, financial and environmental goals align perfectly. When they do, it makes dollars and sense. That’s the case with a project underway at the College that will provide a multiyear financial win for Principia through business-minded return-on-investment analysis and climate-smart environmental goals.

Inspired by the Ameren Illinois Large Facility Retro Commissioning (RCx) Incentive, Principia College partnered with Energy Resources Group to complete a successful

RCx study at the Crafton Athletic Center. Power use in the Crafton building, which opened in 2007, had been steady over the years. But this project examined whether the HVAC, lighting, pumps, and other building settings could be better managed to accomplish user comfort goals in a more cost-effective way.

The RCx found that by implementing seven specific changes, at an estimated project cost of \$22,250, Principia will save \$24,050 per year, every year—a first-year 108 percent return on investment, and an improvement to Principia’s expense budget every year thereafter. The project involves both new controls (variable frequency drives) for air handling units and programming changes for pumps and HVAC system schedules.

“By identifying ways to reduce the facility’s electrical and natural gas consumption, the RCx exemplifies the ‘triple bottom line’ of sustainability—it simultaneously reduces emissions, saves money, and creates a more comfortable athletic space,” says Dr. Karen Eckert (C’80),



with an immediate need for a bottle pre-filled with water, the College Store now sells Proud Source water in bottles made of aluminum, which is more universally and fully recyclable than plastic.



## ONE PLANET PRINCIPLES

For decades we've demanded more than the planet can replenish for our use the following year. As research led by the Global Footprint Network notes, "Humanity has shattered its budgetary limit: carbon emissions combined with all other human demands on the biosphere consume more than 170% of what the Earth replenishes—in effect,

we now use nearly two planets." And if you live in the United States or any number of other highly developed countries, it takes the equivalent of four or more planet Earths to provide "the ecological assets that a given population requires to produce the natural resources it consumes and to absorb its waste." (Learn more at [footprintnetwork.org/about-us/our-history](http://footprintnetwork.org/about-us/our-history).)

Principia is committed to being an agent of positive change on this global stage, both metaphysically and operationally. Our human footsteps include taking the One Planet Principles—designed to help humanity live within its means—seriously. (Learn more at [oneplanet.com/principles](http://oneplanet.com/principles).) To this end, the College aspires to achieve zero waste (we're halfway there!), celebrates 100 percent pre- and post-consumer

composting in Dining Services, discharges water cleaner than it came to us, supports a professional land stewardship program, is committed to sustainable food systems, and thinks beyond our borders by selecting "green" vendors.

With carbon-based emissions changing the global climate, "zero carbon" is one of the most important of the One Planet Principles. The College is proud to have operated on 100 percent renewable electrical power since 2009, which is a strong contributor to the College's per capita carbon footprint being less than half the national average. With our living and working environments free of harmful chemicals, our walking campus increasingly graced by native gardens, and efficiency measures saving hundreds of thousands of dollars every year, the future is here! ■

director of the Center for Sustainability. "It also shows the kind of future-ready job skills that Principia graduates can take with them. Mat Emden (C'18) was involved in campus energy issues as a student, and it was a win-win for Principia when he returned to lead this project for us."

The RCx also identified longer-term upgrade opportunities to reduce energy use while improving building performance. At a cost of \$151,340, if these additional changes are made, electrical power use will decline approximately \$28,500 per year, every year into the future. While the payoff isn't as quick for this second set of adjustments, making these changes generates an 18.8 percent annual return on capital invested.

The success of the project has led to plans to conduct a second RCx study next year that will focus on the Science Center.

*David Walters (US'83) is Principia's chief financial officer.*

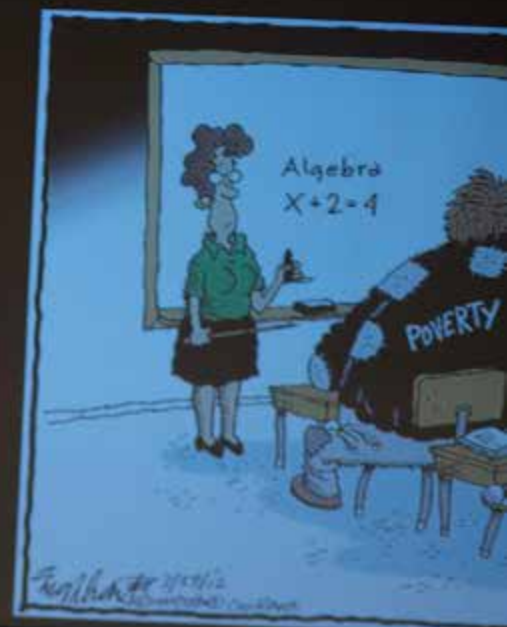




An Upper School student presents her Impact Challenge project about the effects of poverty on education.

## WHAT'S THE PROBLEM?

- Over 300 million children are living in poverty
- In some low income communities there is only 1 book to every 300 students.
- Many people aren't aware of this lack, because it doesn't directly pertain to them.



# CHANGE AGENTS FOR A SUSTAINABLE SOCIETY

BY  
TRUDY PALMER

For years, sustainability has been a high priority for Principia. It was part of the strategic plan that's just wrapping up and will feature prominently in the one being rolled out later this year. This focus on sustainability spans financial, operational, and curricular concerns, with the latter especially evident across all levels of the School.

The curricular emphasis on sustainability reached a high point this school year with the Impact Challenge—a School-wide call for students to consider what they can do to improve our planet. Using the United Nations Sustainable Development Goals (SDGs) to focus their efforts, students from Preschool through Upper School (with help from their teachers) designed and executed


projects addressing one or more of the SDGs. Then, at the Impact Challenge Showcase in February, they presented their work to the rest of the School and to several guest experts.

As science teacher and School Sustainability Coordinator Lynne (Elrick, C'01) Scott said at the Showcase, "The United Nations Sustainable Development Goals are a universal call to action to end poverty, protect the planet, and ensure all people enjoy peace and prosperity." The 17 goals—ranging from "No Poverty" and "Zero Hunger" to "Sustainable Cities and Communities"—can feel like a "tall order," as Scott put it. "Yet tall orders have to begin somewhere," she pointed out. This year, they began at Principia School.

## EARLY CHILDHOOD THROUGH MIDDLE SCHOOL

Focusing on "No poverty" (SDG #1), the youngest groups (ages 1–5) collected clothing and canned goods to donate to foster families through the St. Louis-based Foster and Adoptive Care Coalition (FACC). The children decorated donation boxes across campus, helped sort the items collected, and pulled many wagonloads of clothes and food to cars waiting to deliver the goods to FACC. Their presentation at the Impact Challenge Showcase featured a slideshow documenting the different phases of their work and the piles of donations they collected.





Classes and clubs in the Lower and Middle Schools developed projects related to the SDGs as well. Second graders conducted a food-waste reduction program for all levels (except Preschool). After creating and sharing an educational video, they weighed students' food waste by School level for a week. Middle School wasted the least; Upper School, the most. With results in hand, the class shared recommendations to help all students make a lifelong commitment to reducing food waste.

Fifth graders built on their study of the Underground Railroad and show-way quilts, which showed people the way to freedom, by creating a sustainability show-way quilt, using recycled materials to illustrate many of the Sustainable Development Goals. At the Showcase, students displayed their quilt squares and explained why the SDGs they had chosen mattered to them.

Seventh graders focused on SDG #16, "Peace, Justice, and Strong Institutions." They chose five religions that are often stereotyped and created a website to correct misimpressions. In addition, the Middle School Sustainability Club undertook projects ranging from attendance at a Climate Strike march to reducing paper towel use at the School.

## UPPER SCHOOL

Working in groups of two or three, juniors and seniors used design thinking to develop and implement projects based on a particular SDG. During the Showcase, they shared synopses of their projects at stations throughout the Upper School, with a handful of preselected, top projects presented from

the Ridgway stage. Upper School topics included reducing plastic waste, raising awareness about endangered animals, exploring the benefits of solar energy for the School, debunking myths about climate change, providing school supplies to underserved schools, and emphasizing the need for gender equality.

Guest experts from a wide range of organizations—local United Nations Associations, the Missouri Botanical Garden, Ferguson Youth Initiative, Saint Louis Zoo, Missouri Department of Conservation, and many others—asked questions of the top presenters, provided written feedback, and scored their projects. Based on the experts' assessments, Scott and Amy (Robbins, US'00, C'04) Evans, an Upper School Learning Engagement Center teacher, determined the order of the winners:

### 1st place: Junior Kaya Equevilley and senior Nick Ismirnioglou

Piggy-backing on what they learned at the 2019 Student Diversity Leadership Conference in Seattle in December, these students presented a chapel talk sharing key points from the conference. They also conducted a student survey about diversity, equity, and inclusion and encouraged discussion of these topics.

### 2nd place: Seniors Keyomri Jordan and Zari Jemmott

Working toward the "No Poverty" and "Quality Education" SDGs, this pair sponsored a showing of *For Ahkeem*—a documentary about a teenage girl from St. Louis who overcomes adversity to graduate from high school. Keyomri and Zari also brought the film's star and executive producer to campus to talk with the

audience after the screening and hold a private, student-only discussion.

### 3rd place: Senior Gloria Ishimwe and junior Kaya Nayback

Focusing on the "No Poverty" goal, Gloria and Kaya solicited donations of toiletries, hand warmers, nutrition bars, and socks from the Principia community and area churches and assembled them into Blessing Bags for the homeless.

### Honorable Mention: Juniors Rachel Stewart, Trinity Thomas, Jaiden Vandeventer

In support of SDG #13, "Climate Action," this group composted approximately 60 pounds of paper towels over eight weeks.

Part of the success of this inaugural Impact Challenge lay in the breadth of the Sustainable Development Goals, making them applicable to all disciplines. Hence the widespread support among teachers from the sciences to the arts, quite literally—Caitlin Heimerl (US'06), chair of the Visual Arts Department, co-developed the Showcase with Scott. Spanish teacher Courtney Bradley was a key supporter as well. In addition, the breadth of the SDGs enabled students to find a topic they felt passionate about.

While thrilled by the Impact Challenge's 1st place win in the high school category of the U.S. Green Building Council—Missouri Gateway Chapter's Green Schools Quest, Scott points to a more important victory—focusing students' attention on the difference one individual can make. As she explains, "The most effective thing is for students to see themselves as change agents." ■



# TURNING THE CAMPUS INTO A CLASSROOM

BY DOUG HOFF



Outdoor Learning Coordinator Doug Hoff teaches students in Principia's woods.

Principia School's beautiful 360-acre campus has always been an educational asset, whether for nature walks or plein air painting. But in 2013 the School began focusing more intentionally on integrating sustainability into the curriculum and using the campus as a classroom, with an emphasis on experiential and place-based learning.

To shepherd this effort, a sustainability coordinator position was created, and later an outdoor learning position was added. In addition, key stakeholders from all levels, including parents and students, came together to outline a vision for the School's use of campus land in experiential education.

Since those initial steps, a great deal has been accomplished that has helped transform learning at the School. Projects closer to the core campus include the acquisition or creation and care of

honeybees, vegetable and herb gardens, and chickens and ducks. More dramatic changes relating to large-scale land management have taken place on other areas of the campus.

In 2015, a 16-acre forest close to the academic buildings was cleared of honeysuckle—making it possible to see more than five feet ahead! The clearing allowed native plants to once again grow in the understory, and students were now able to explore and work in this beautiful example of a Missouri oak/hickory forest, which we call the East Woods. Classes meet there to observe changes in nature, collect specimens, and more.

The following year, two former wastewater ponds that had been treated, fenced in, and virtually forgotten were reclaimed for educational purposes. The fencing was removed, along with

acres of honeysuckle and some trees, resulting in a unique ecosystem called a savanna—a native prairie with about 30 percent tree cover. Now, overlooking the two ponds are fields of about 20 prairie flowers and five native grasses. Students have raced rowboats, which they built, on the ponds and also created a dock, four wooden boxes to attract wood ducks, and periscopes to help view underwater pond life and activity. They also conduct experiments in and around the ponds and have created pond educational units for visitors.

Most recently, in 2018, 28 acres of honeysuckle were removed from the North and West Woods, leading to a total of about 50 acres of restored forest for projects and exploration by students at all levels. New outdoor classrooms and trails make the areas more easily accessible.

This reclamation and restoration also positioned the School as a prime location for BioBlitz events—annual citizen-science days for discovering, surveying, and appreciating nature. Had the campus not been closed due to the pandemic, the School would have hosted its third BioBlitz in May, with participation from area schools and families as well as scientists from the Saint Louis Zoo, Missouri Botanical Garden, Missouri Department of Conservation, the University of Missouri–St. Louis, and Washington University in St. Louis.

Indeed, one of the many benefits of this focus on land management for learning purposes is the opportunity to share our educational environment and nature programs with others. ■





# FROM ORCHARD AND GARDEN TO TABLE

BY  
TRUDY PALMER

*Principia's Farm to School  
Educator Sheila Alioto celebrates  
with a student in the garden.*

It would be hard to find a more engaging topic adaptable to students of all ages than food—planting it, nurturing it, picking it, and, of course, eating it. Along the way, students learn about the life cycle and develop a better appreciation for what it takes to get food onto their dinner plate.

## A THRIVING PERMA- CULTURE ORCHARD

Opportunities abound at the School for this type of learning. The largest, most impressive is the permaculture orchard near Eagle Hill on the Clayton Road side of campus. One of the principles of permaculture is to work with—and within—the existing terrain, so the swales (for natural water collection and drainage) and berms (for planting) carefully follow the natural contours of the sloping land.

Funded by a generous alumni donor, the orchard was started in the spring of 2017 by students in the Sustainability

class taught by Sustainability Coordinator Lynne Scott (C'01) and former science teacher Ross Furbush (US'11). Upper School Crews and Lower and Middle School students pitched in as well, and by the end of that school year, approximately 250 seedlings (herbs, shrubs, and fruit-bearing plants and saplings) had been planted. They flourished that first summer, resulting in an abundant crop of rosemary, sage, and chocolate mint, among other items.

“Permaculture systems are an excellent example of sustainability in action,” Scott explains. “While a typical orchard would normally have one species of tree in it, our orchard has multiple fruit tree species and incorporates companion plants that provide necessary nutrient inputs into the soil as well as plants that are natural pest deterrents.”

Permaculture doesn't mean care-free, however. Principia's Farm to School Educator Sheila Alioto teaches students how to tend the orchard and care for the two hens who help with bug control

and fertilization. She has steadily improved the orchard, too, adding berry bushes and other plants as well as robin nesting boxes.

“The orchard is an important outdoor classroom for all grade levels,” Scott comments. “It showcases permaculture principles such as water conservation, ecosystem health, and food production, and it supports science studies such as flowering, fruiting, and pollination.” The orchard was featured recently on a PBS Tastemakers program about custom foodscaping. You can view the program at [principiaschool.org/tastemakers](http://principiaschool.org/tastemakers).

## FRUITFUL GARDENS

Along with the orchard, students across levels regularly work with Alioto in a large organic vegetable garden on the west side of the Campus Green and two smaller organic gardens, all of which supply food for the campus. “Dining Services uses herbs, beans, carrots, tomatoes, cucumbers, beets, lettuce, spinach, arugula, kale, swiss chard, >>





butternut squash, and sweet potatoes from the gardens,” Alioto explains. “Then they give us the prep scraps and some of the food waste to feed our chickens and ducks. It’s a nice cycle.” Sometimes there has even been a big enough yield to donate to food pantries, something Alioto would like to plan for in the future.

Students harvest and save seeds from year to year, moving the gardens closer to being self-sustaining, which is Alioto’s goal. In the Lower School, produce

from the gardens also works its way into the classroom. Kindergartners made carrot soup for this year’s Empty Bowls dinner, a School-sponsored fundraiser to help alleviate food insecurity in the St. Louis area, and fourth graders used garden vegetables to make breads and other foods from a colonial cookbook during their Jamestown unit.

Both Scott and Alioto hope to add entrepreneurial elements to the orchard and garden classrooms. Alioto dreams of students designing seed packages

and selling seeds or starting a business making and selling healthy snacks such as zucchini bread. Scott has talked with students about selling the chicken’s eggs as well as herbal and berry teas made with orchard products.

The overall goal of the experiential and outdoor sustainability efforts, Scott says, is “to maximize ecosystem diversity in order to provide students with the richest possible learning opportunities.” ■



*Upper School students display their harvest from the garden.*

## LIVING SUSTAINABLY: EVERYDAY EFFORTS

Over the last several years, the School has implemented a number of “small” ways to operate more sustainably. While these initiatives are not flashy or headline-grabbing, they make a big difference in a community of several hundred people. Here’s a sampling:

- Recycling school supplies
  - Expo markers
  - Pens
  - Glue sticks
  - Batteries
- Meatless Mondays in the Dining Room
- Composting food waste
- Electronics recycling (an annual event open to the broader community)



# 2020 David K. Andrews Distinguished Alumni Award

by Phebe Telschow



---

**“Principia had a very significant impact on my life . . . I started putting down deep roots in Christian Science at Principia . . .”**

---

The Principia Alumni Association Board is pleased to announce that the 2020 David K. Andrews Distinguished Alumni Award will go to Madelon Maupin (C’73).

For more than 40 years, Maupin has had an extensive entrepreneurial career, including starting two business journals and serving as publisher of Scripps-Howard’s *San Francisco Business Journal*. She also started a publication in Hong Kong that was later sold to Dow Jones, representing the first joint-venture publishing agreement between the People’s Republic of China and a Western publication.

Maupin led the Los Angeles branch of the noted career mobility firm Lee Hecht Harrison and went on to

co-found Milestones Inc., a leadership consulting firm, where she worked with global giants such as Universal Studios, DreamWorks, HBO, Mattel, and many others.

While consulting, Maupin earned a master’s degree at San Francisco Theological Seminary. Later, after closing Milestones, she founded Bible Roads, which provides talks, materials, and training guides used around the world by Bible study groups.

“Principia had a very significant impact on my life because I was at the College during a very volatile time in our country,” Maupin says. “Being in a Christian Science community was exactly what I needed. I started putting down deep roots in Christian Science at Principia, and that has been so significant

in my life. Principia is really an incubator for great growth!”

Maupin has served Principia in a variety of ways since the early 1980s, including a term as chair of the Alumni Association Board. She taught one of the first online classes Principia offered and has become a regular member of the Bible faculty at Summer Session. Maupin and her husband, George Birdsong, have also enjoyed connecting with old friends and making new ones at Principia reunions and on Principia Lifelong Learning trips.

The David K. Andrews Distinguished Alumni Award will be presented to Maupin at the rescheduled 2021 Principia College Reunion, June 24–27, 2021. ■

# RICH BLOCK:

## COUNTING EAGLES AND CHARTING A CAREER

by Clara Germani

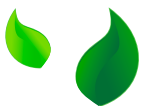
**IT** was one of those defining moments that propel a young person toward a career launch: Rich Block (US'69, C'73), a Principia College sophomore, was literally reeling, his face turned to the sky in the dusk above the Mississippi River trying to follow the soaring shadows and piercing calls of too many eagles to count. But that's what he was there for—to count wintering bald eagles for a wildlife management project at Pere Marquette State Park, just north of Elsah.

In that unexpected moment, he and Principia classmate Gary Hansen (US'69, C'73) calculated there were more than 150 of the endangered creatures congregating over the eagles' popular hilly roosting site adjacent to the river.

"The sky was just filled with eagles," Block recounts. "It was *incredible* and really fun."







And it was formative for Block, who as an undeclared major was seeing in that exciting moment a piece of his career puzzle fall into place.

Today, 50 years later, he's president and CEO of the Santa Barbara Zoological Gardens and a nationally known expert at the intersection of animal welfare, conservation, and education. His rich experience includes working at World Wildlife Fund, where he was a pinch hitter doing everything from communications (working on the Emmy-winning film *Web of Life*) to liaising between government and nonprofit institutions; running the Dian Fossey Gorilla Fund, where he coordinated with the U.S. State Department to secure and extract Fund staff caught in the forest wilds during the first wave of the Rwandan Civil War; and running educational and public relations programs for various American zoos.

In Santa Barbara now for 22 years, Block has run a successful organization even in dire parallels to today's pandemic-related shutdown, such as wildfires and landslides that closed the zoo to visitors. His work is not confined to the 28 acres and 500 animals within the walls of the beachfront estate the zoo is built on. Rather, the institution devotes much of its work to the wildlife of the Pacific Ocean, Channel Islands, and Santa Ynez mountains surrounding the zoo.

Research and conservation efforts by the zoo encompass a diversity of animals from the endangered California condor to a tiny riparian fish called the unarmored three-spined stickleback, from southern sea otters to the beach-scrampering western snowy plover and island foxes.



*Rich Block with giraffes at the Santa Barbara Zoo*

Block says the “backbone” of the organization's conservation efforts is the condor. He calls the mountains above Santa Barbara “Condor Central,” and his team is heavily invested in nest monitoring, veterinary support, and habitat restoration for the species, the largest land bird in North America. The zoo's live condor exhibit also fosters recovery by building a constituency of interest and support for the bird.

For Block, the broader global care of animals justifies a well-run zoo. And he can be blunt about critics of zoo ethics, describing the position of “people at the far extreme, where captivity is just not acceptable, period, [as] a nonstarter for any kind of discussion.”

Block believes there is a middle ground that mitigates confining animals. An increasingly sophisticated network of accredited zoos, he says, collaborate on best practices for health, genetics, and nutrition—not to mention advancing behavioral understanding of how best to create healthy environments for animals in captivity.

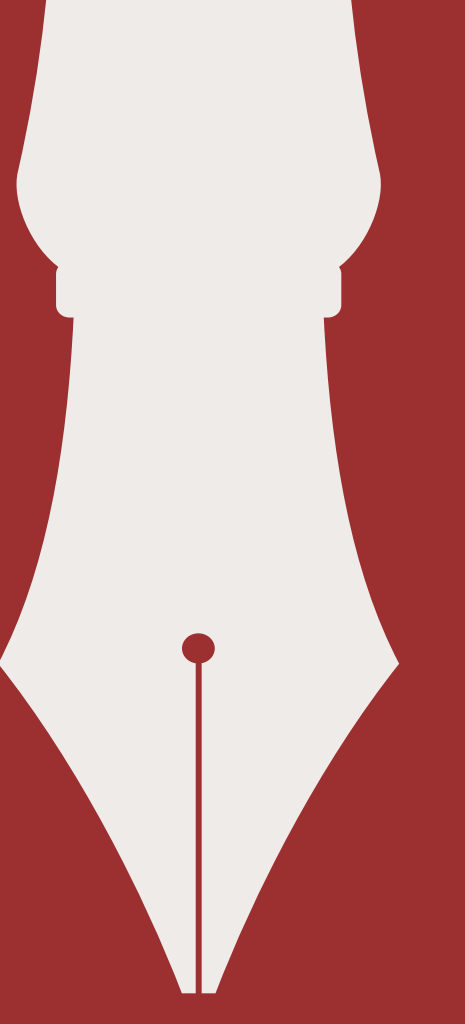
Block says it was in Principia's “Man and Environment” course taught by Dr. Paul Kilburn (C'50) that he came to admire that middle ground where solutions are forged.

His route to that College class started at Principia Upper School in the late 1960s. He praises the character-shaping of the Upper School and points to the academic foundations that the College gave him to carve out a career.

“I did things I didn't know I could do [at the Upper School],” he says. Those things included playing soccer for the first time, learning by battering that he was not a football player, getting a foundation in stats by managing the baseball team, gaining life lessons from running cross country for Coach Jack Eyerly, and seeing his name in print for the first time in the Upper School newspaper. Also, says Block, whose career has been intricately linked through policymaking to the nation's capital, the high school boys' trip to Washington, DC, caused him to “absolutely fall in love with DC.”

Block went on to Principia College, wanting to be with his friends who were headed there. “In hindsight,” he says, “it turned out to be amazing, because I ended up in a Man and Environment class with Paul Kilburn, and it totally gave me direction. It was incredible that that would be this recurring theme, forever, throughout my career.” ■






# A Civil War of Words:

A BRIEF HISTORY OF THE  
DEVELOPMENT OF THE  
DICTIONARY IN AMERICA

by Peter Martin



The undergraduate men and wimmen of Principia College would proov to be highly displeased, or even greeve in neer histeria, if they are told they hav to cloze their college years by riting a 10,000-word essay on anarky before they deserv to graduate. They would rize in a korus of protest, beet their brests, and giv thozе in the college faculty who dreemed up this meen and tuf task a day to catch the first waggon out of town.

**L**et me explain quickly. This is not the way Principia encourages students to write. But it is the way we would all write if Noah Webster, the man from Connecticut who wrote and published the first American dictionary of the English language in 1828, had succeeded in his attempt to overhaul our spelling and language. A cranky and outspoken critic of anything he did not like, he fashioned himself the “schoolmaster of America,” the “savior” of the language.

He wanted his dictionary, and only his dictionary, to shape the way Americans spelled, pronounced, and used their language. And that is the point: he wanted to reshape the language, to make it American. America would not be fully independent from Britain, he thought, until its language and culture shook off British shackles.

The patriotism that drove him to do this, however, flew in the face of at least two facts. One is that the English

language, the pride of the English-speaking world reaching back to Shakespeare and beyond, did not take kindly to it and resisted it mightily—in Britain, America itself, and elsewhere. The other is that Webster’s knowledge of the English language, and his grasp of the nature of language itself, was surprisingly poor. He did not appear to understand that language cannot be told how to develop by self-appointed reformers of the language, national academies,



or dictionaries. Both America in early nationhood and Britain had rejected attempts to create a national academy to regulate the language. Their language belonged to the people, not to an academy or a lexicographer. Furthermore, language, any language, lives, breathes, and moves according to the ways people involuntarily affect it.

Webster's dictionary had its believers, largely because of its definitions, but mostly it was met with sneers and outrage, chiefly from Britain, and it did not sell well. British mockery of what Americans were doing with and to the language had begun long before Independence. The British cringed over American accents, coinages, and "vulgarisms." Nonetheless, such protests did not stop Americans from telling the British to mind their own business as they continued to use the language the way they felt they needed to in building their nation.

But Webster ignited a more momentous battle that ran concurrently with these language wars: the dictionary wars. They lasted for more than half a century and pulled lexicographers, authors, scholars, colleges, linguists, politicians, publishers, and even religious commentators into what became a national debate that shattered forever Webster's fantasy of a unifying American language.

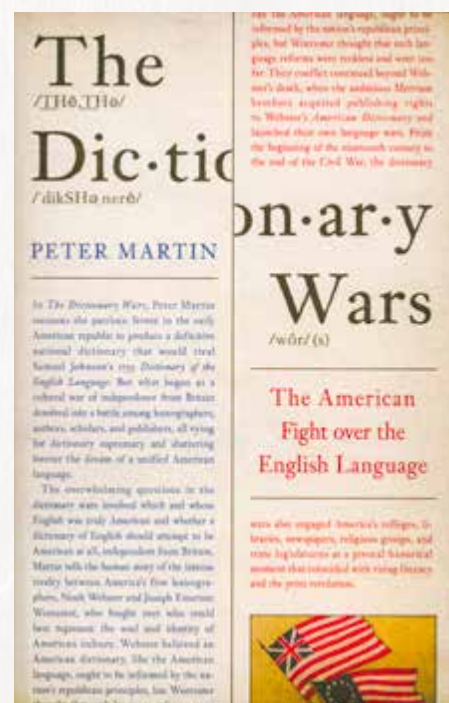
There was, amidst all of this, an unsung hero in the dictionary wars who became Webster's arch rival. Joseph Emerson Worcester was a mild, quiet, polite, superb scholar with a matchless knowledge of the history of English. His great sin in Webster's eyes was that he presumed to write his own

dictionaries—his first one just three years after Webster's. Worcester's work was clearly superior to Webster's in its spelling, pronunciation, etymology (the history of words), and even many definitions. But Webster would not be outdone. He falsely accused Worcester of plagiarism, relentlessly compelling him in the 1830s to defend himself. What followed was a fight over who could best represent the soul and identity of American culture.

In spite of Webster's efforts to tarnish Worcester's name, virtually all the leading American literary figures and university scholars of the early 19th century took Worcester's side. Over the next 30 years, Worcester proceeded to write the best researched and balanced dictionaries of the language since Samuel Johnson in England published his *Dictionary of the English Language* in 1755.

Webster died in 1843, convinced he had failed to reform the language and disappointed that even a second complete edition of his dictionary in 1841 had failed to sell well.

The name of "Webster" at this point may well have disappeared from the world of dictionaries had it not been for Charles and George Merriam, who immediately bought the rights to the book from the Webster family and organized its extensive revamping, edited by Webster's son-in-law, the brilliant Chauncey Allen Goodrich of Yale College. Goodrich was determined to purge his father-in-law's bizarre lexical peculiarities, for which he everlastingly incurred Webster's wrath. Meanwhile, the Merriams continued in Webster's footsteps



by ruthlessly insulting and falsely accusing Worcester as part of their advertising.

By the time Goodrich's highly successful 1864 edition was published by the Merriams, there was very little Webster left in Webster. Still, the Merriams' advertising ensured that the Webster name thereafter lived on eponymously as the American brand name for a dictionary of English. As for Worcester's dictionaries and Worcester himself, except for serving as a model and source for Goodrich and his editorial team, they and he vanished from American culture. ■

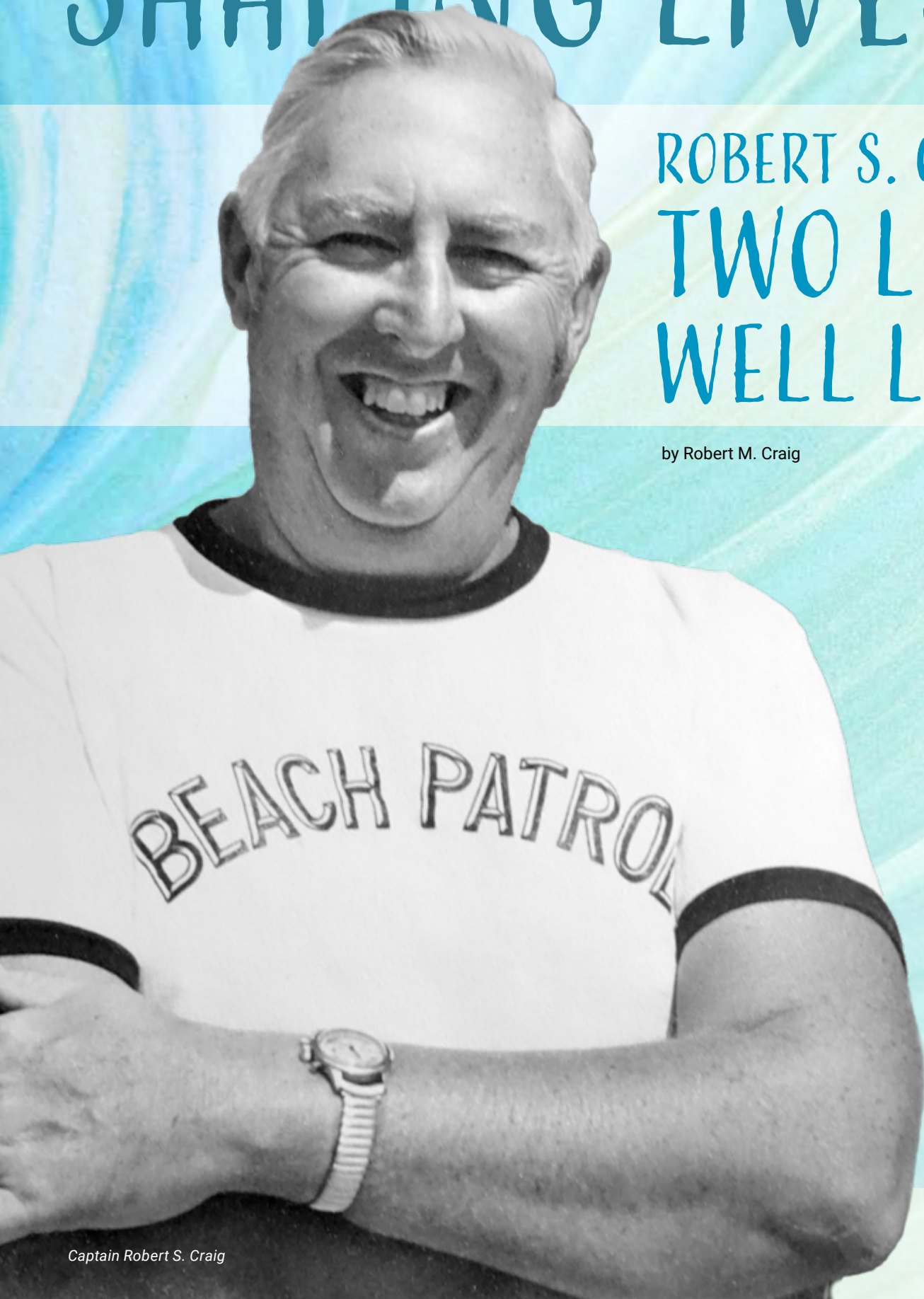
*During fall quarter, Dr. Peter Martin (C'62) spoke at the College about his most recent book, The Dictionary Wars: The American Fight over the English Language, published by Princeton University Press and available on Amazon. This article gives you a vicarious "seat" at his talk.*



# SHAPING LIVES AND

## ROBERT S. CRAIG'S TWO LIVES WELL LIVED

by Robert M. Craig



*Captain Robert S. Craig*

Photo courtesy of  
Robert S. Craig collection



# ND SAVING LIVES

**R**obert S. Craig, my dad, had, in a sense, two different lives—that of a teacher during the winter and an ocean lifeguard during the summer. Those at Principia knew him best as an Upper School Latin and geometry teacher, although he also offered an occasional water safety course. Anyone who had to rescue his 6-foot 2-inch, 230-plus-pound, barrel-chested frame as he simulated a panicked drowning victim most likely found that experience a memorable event.

That extracurricular aquatic activity drew upon an expertise Dad began developing in 1935 when, at age 16, he joined the Ocean City (Maryland) Beach Patrol (OCBP) as an ocean lifeguard. He went on to serve the organization for 52 years. Some joked that he was the David Hasselhoff of the East Coast.<sup>1</sup>

Dad hailed from Wilmington, Delaware, but he spent summers as a boy at his parents' summer house in Ocean City, Maryland. After graduating from the University of Pennsylvania, he married Virginia Mason in August 1940, and immediately the newlyweds drove a thousand miles to St. Louis, where Dad began his teaching career at Principia. (My mom, "Ginny," would later join the staff of the *Purpose* as secretary to the editor.)

Each June after graduation, my parents and their growing family drove back



Photo courtesy of Ocean City Beach Patrol

to Maryland, where, in 1946, my dad was appointed captain of the Ocean City Beach Patrol; he was by then an 11-year lifeguard veteran. (Even after retiring from Principia, Dad continued to head the lifeguard organization, until he retired from his career summer job in 1987.)

At Principia (1940–1981), Dad frequently began his classes with a joke. As a teacher of geometry, he loved numbers and problem solving, and as a teacher of Latin, he loved language. He insisted on proper grammar, and he played with words with respect to phonetics and meaning. His puns elicited groans, and his narrative jokes were renowned—to the point that listeners held their sides in uncontrolled laughter.

While education is a noble calling, Dad's summer job raised the stakes considerably. On the Maryland beach, it was a matter of life or death. He personally saved scores of lives from rip currents and heavy surf, and over the years he trained hundreds of lifeguards who saved literally thousands of lives.

As at Principia, so at the beach: Dad's standards were high, and his expectations for good were constant. To a young man who thought that being a quarter hour late to work was no big deal, Dad asked, "How would you feel if a young child drowned at 10 minutes after 10 a.m. in the section of ocean that *you* are charged to protect, simply because you overslept?"

Dad's charges thought of him not as a boss but as a mentor. He taught >>



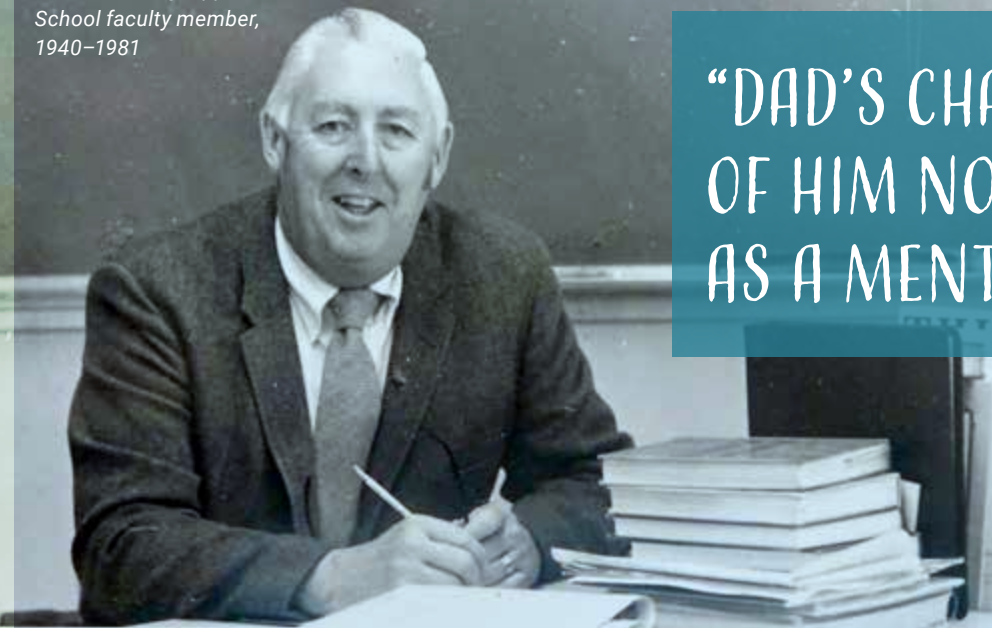


Photo courtesy of Robert S. Craig collection

## “DAD’S CHARGES THOUGHT OF HIM NOT AS A BOSS BUT AS A MENTOR.”

them about social propriety, accountability for one’s actions, politeness to the public, respect for each other, and the importance of maintaining the reputation of the beach patrol whether on duty or after hours. And while he did not proselytize, he prayed each day for the safety of his patrol and the protection of those they rescued. This verse from what is known as the “Navy Hymn” was among his prayers:

Eternal Father, strong to save,  
Whose arm hath bound the restless  
wave . . .  
Oh, hear us when we cry to Thee,  
For those in peril on the sea!

For summer after summer in Ocean City, Maryland, there were zero drownings during the work hours of the beach patrol, no matter the number of rip currents or the strength of storm surf.

Dad’s impact as a summer lifeguard has been widely recognized (including by the Swimming Hall of Fame), and his influence continues well after his

retirement from active leadership of the patrol 33 years ago. Since then, the Maryland patrol has been headed only by those whom Dad hired, trained, and mentored. And his influence reaches beyond Maryland to Florida and Delaware, where lifeguards he trained have served, and to San Padre Island, Texas, where one of his former guards inaugurated two patrols. Another consults with a 1,500-man lifeguard organization in Rio de Janeiro. The commandant of this Brazilian beach patrol traveled to Ocean City recently to learn how such an enviable record of water safety could be achieved for Brazil.

A one-mile ocean swimming race named after Dad has, for 25 years now, attracted roughly 100 competitors, and when the new Ocean City lifeguard headquarters was opened in 2015, the third floor (for the administration) was dedicated to Captain Craig.

When Dad first became captain of the patrol in 1946, there were fewer than 20 lifeguards; when he retired in 1987, there were over 100 guarding a length

of beach three times the 1946 size (due to town expansion). Today there are over 200 “surf rescue technicians” headed by a leadership team trained by Dad. When I hear Captain Butch Arbin, the current patrol leader, tell his charges that good character, personal accountability, responsibility, and integrity are requirements for their job as ambassadors of the town, and that “doing what is right even when no one is watching” is the expected standard of performance in life as well as on the job, I can’t help hearing a Principia message.

Arbin’s ultimate tribute to his mentor may be this message to his own team of lifeguards: “Someday you will be someone’s Captain Craig.” At Principia and on the beach, my father shaped lives and saved lives. His impact remains. ■

*For more on Robert S. Craig’s “second life” as a career summer lifeguard, see Saving Lives: A History of the Ocean City Beach Patrol (Hellgate Press, 2019) and Maryland’s Ocean City Beach Patrol (Arcadia, 2019), both by Robert M. Craig (US’62, C’66), available at [captains-kid-books.business.site](http://captains-kid-books.business.site) or [rob.craig@arch.gatech.edu](mailto:rob.craig@arch.gatech.edu).*

<sup>1</sup> David Hasselhoff was the star of *Baywatch*, a television series about ocean lifeguards that aired for 11 seasons between September 22, 1989, and May 14, 2001.



# SNAPSHOTS FROM SPRING SEMESTER

## STUDYING AND TEACHING FROM HOME

by Trudy Palmer

As with schools everywhere, Principia faculty turned on a dime in March—switching their classes from in-person to remote instruction. Neither teachers nor students welcomed the change, but both groups gave it their all.

An article title from the *Pilot* (the College's student newsmagazine) speaks to the success of faculty members' efforts: "Remote Learning Was Sink or Swim, and Faculty Swam." Students did, too. Take Middle School, for instance: seventh graders wrote and designed e-books, the band rehearsed together virtually, and students practiced their word recognition and listening skills as their teacher read *Harry Potter* to them in Spanish. At the College, Romantic literature students shared a group reading of a Wordsworth poem on Twitter. And Upper School math students so impressed their teacher Sheila Hobson that she described them as "rock stars."

There were hiccups, of course, mostly with technology. But feedback has been

largely positive and appreciative. To be clear, students and teachers are eager to return to the classroom. Still, it's good to know that an institution nearing its 125th birthday can continue to deliver high-quality education despite enormous disruption.

### VIRTUAL LABS AND PERFORMANCES

For all that had to be cancelled—including numerous educational trips for Lower School through College—a far longer list of innovative alternatives and adaptations took place. Lacking reliable internet at his home, biology professor Dr. Scott Eckert (C'79) taught from his (empty) classroom, using a four-camera setup to lead students through the dissections they would ordinarily have been doing. Dr. Chrissy McAllister (C'93), also a biology professor, filmed "field trips" in her neighborhood, showing how to identify coniferous plants so that her Botany students could identify conifers in their own neighborhoods.



*College biology professor Dr. Scott Eckert's four-camera setup allowed students to see dissections; documents, guides, and drawings; the microscope; and Eckert himself.*

Upper School visual art teacher Caitlin Heimerl (US'06) organized a series of virtual visits for students to meet working artists around the country, tour their studio spaces, and ask them >>



This upper schooler's hanging sculpture, created with ordinary materials, gently twists and turns, beautifully fulfilling the assignment to convey pattern, repetition, and rhythm.

questions. She also adjusted her assignments to eliminate specialized art supplies, having sculpture students create art installations with ordinary items, for example. Similarly, for her theatre lighting unit, Assistant Professor Leah McFall (US'89, C'93) devised a project students could complete with just a smartphone and lights from home.

Two classes even held "auditions." Liesl Ehmke (C'89) had her Upper School Theatre Arts students send audition videos for *Almost, Maine* to Atlanta-based director and playwright Laura King, who had previously directed a production of the play. King gave each student feedback and "cast" two of them. The College's New Venture Creation class, taught by Assistant Professor of Business Administration Lucia De Paz (US'96, C'00), "auditioned" via Zoom before a pair of angel investors, who listened to students' start-up pitches and provided feedback.

Actual performances also occurred. Professor John O'Hagan and Assistant Professor Erin Lane moved their respective theatre and dance performances online. Zoom rehearsals of *The Wild Goose Circus* led O'Hagan to "focus in on the 'action of language,'" he said, and culminated in a radio play. Dance Production, presented on

Zoom, featured a video combining two types of works-in-progress—a stage version filmed on students' last day on campus and a dance-for-camera version filmed and choreographed remotely. Initially, few besides Lane could envision a virtual Dance Production. On the night of the performance, however, well over 400 viewers caught the vision.

In addition, a very successful alumni concert, sponsored by the College Music Department and broadcast live on Facebook, included a wide variety of genres—traditional and contemporary jazz, classical, singer-songwriter, Broadway, pop, and more—performed by College alumni spanning nearly 40 years. You can watch the recorded concert at [principiaalumni.org/virtual-concert](http://principiaalumni.org/virtual-concert).

## SUSTAINING COMMUNITY

While performances like these brought the far-flung community together, an obvious downside to remote learning is the potential to feel isolated. Many teachers found that having a student start synchronous class sessions with inspiration helped. (In synchronous sessions, the entire group is online at the same time.) "This contributed deeply to community building," says De Paz. "Furthermore, it was critical to raise our morale and even open a space for students to share general issues in a moment when empathy and care were critical."

Kindergartners did this, too, meeting with teacher Lori Lines (US'73, C'77) in their Zoom Room each morning for student-led inspiration to kick off the day's work. Later, after watching

instructional videos and working independently (with lots of parent support), they met as a class again for snack time. The purpose in this case was to connect. "One day, a student played music, and the group had a mini dance party together," Lines said.

Third-grade teacher Hannah Loechner (C'14) also found that online "recess" helped keep students connected. In addition, she nurtured a sense of community by making each day special: Favorite Book Character Day or Read in a Sleeping Bag Day. For the last 15 days of school, she revealed a letter and related theme—"H" for Hawaiian Fun Day, for example—in a specific order that spelled out a message. Children enjoyed trying to guess the message, which was "Summer is here now." Loechner's goal for all the fun? "For the students to stay excited about school even though they were not in school," she explained.

## SILVER LININGS

Some faculty found that remote learning provided unexpected opportunities for extras. In Dr. Duncan Charters's Spanish classes, for example, students had access to a wealth of resources, including full-day phone and online access to the professor and required biweekly, 20- to 30-minute, individual appointments with him; an additional half-hour session with a native speaker; and access to a virtual language lab. As Charters put it, "Students had more support than usual."

Brooke Robbins, Upper School media and communications teacher, found a different silver lining—preparing students for the independence of college.





First-grade teacher Rissa Arens (US'91, C'95, top row, second from left) and her students enjoy a Zoom class with a Silly Hairdo and Bring Your Favorite Book theme.

“Without required class attendance . . . and with the freedom to self-direct and self-discipline their academic life, these days of quarantine are perhaps strengthening their independence a bit,” she commented. (Upper School did not hold synchronous classes; thus, students were not required to be online at a given time, except for final exams.)

Parents of the youngest students even found a silver lining, despite having to juggle homeschooling and working from home, in some cases. As one parent of a preschooler said, “It’s been such fun to get to be a part of [my daughter’s] learning process.”

To help structure the school week, Preschool teachers held daily whole-class meetings along with twice-weekly small-group sessions and once-weekly one-on-one meetings with each student. Outside of these sessions, they filled Google classrooms with, as Preschool 3 teacher Bridget Cathie put it, “a plethora of activities and videos. Topics included story time, number sense, literacy, writing, music, outdoor exploration, sensory learning, fine motor skills, and art.” New activities


were added at a rapid pace, but the goal was not to have children complete them all. Rather, the point was to give parents an abundance of ways to spark their children’s curiosity.

Choice is an important aspect of the Preschool’s Reggio Emilia-inspired approach to learning, as is the exploration of nature. To incorporate nature into remote learning, teachers “provided families suggestions for using natural materials as part of their homeschooling . . . and prompted children to share what they noticed and wondered about the world around them,” Preschool 4 teacher Rachel Soney (C’90) explained.

## HUMOR AND LOVE

In short, faculty went to great lengths to provide high-quality remote learning, and students did their part to honor that instruction—despite the distractions of moms, cats, ferrets, and messy bedrooms visible in their classmates’ video backgrounds. You can read a hilarious recounting of online-learning mishaps in the *Pilot* article “OK, Zoomer! Adventures in Remote

Learning” at [principiapilot.org](http://principiapilot.org). One of the most entertaining tales is of Dr. Andrew Martin taking his College Introduction to Archeology class on a “field trip” in a canoe on a campus pond. At one point, he drops his iPhone into the water while on Zoom with his students, and the class lands (virtually) at the bottom of the pond. A moment or two later, with phone back in hand—and still working—Martin calmly asks if the class spotted any tadpoles down there.

Indeed, humor and love were essential to the success of this forced foray into remote learning. From College Art Professor Duncan Martin (C’76) “co-teaching” with a famous-artist bobble head to first graders’ Silly Hairdo and Bring Your Favorite Book Day, love for their students led faculty into and through the exigencies of a quick transition to online learning. Prayer played a big part, too. Hobson, the Upper School math teacher, spoke of “letting God lead,” summing up the shift to e-learning this way: “With God all things are possible” (Matthew 19:26). 

## A SAMPLING OF REMOTE LEARNING

To see samples of teachers’ assignments—including a math problem featuring Mr. Potato Head—and examples of students’ work, including some of the work mentioned in this article, visit [principia.edu/remotelarning](http://principia.edu/remotelarning).

## Alumni News



### Amazing Alumni!

This spring we have needed to engage in ways we could have never imagined. As our alumni around the world “sheltered at home,” you found creative ways to connect, celebrate, and support our Principia family. Principia Clubs contributed funds to send care packages

to all current students from Acorn through College, alumni “Zoomed” with classmates, teammates, and friends, and you rallied together to honor the graduating classes!

We are thrilled to welcome the Upper School and College Classes of 2020 as our newest Principia alumni. What an outstanding group of graduates! Although, in most cases, their time at Principia concluded off campus, their legacy to Principia shines on. Thinking about this year’s graduating classes reminded me of the address Mary Kimball Morgan gave to alumni and to members of the Class of 1935. What she said still stands true 85 years later: “Because Principia *does* send out into the world clean, strong men and women of unquestioned principle, men and women of integrity and sound views of life—men and women who have but one God and that infinite good—and whose purpose is to love and

obey that one God and serve His Cause, thus blessing and uplifting their fellowmen, Principia’s existence is justified” (*Education at The Principia*, p. 183).

We look forward to celebrating the Classes of 2020 in October at their postponed graduation weekends and hope you will join me on the campuses to show the graduates how much we care about them. (See page 49 for more information.) We have also postponed the 2020 College Reunion until June 24–27, 2021. We look forward to coming together next summer with even more to celebrate!

We’ve loved hearing from you this year and are excited to continue receiving your news and updates for the *Purpose*. Send them to [alum@principia.edu](mailto:alum@principia.edu).

The Alumni & Field Relations team looks forward to crossing paths with you soon, whether in person or virtually!

With gratitude,

Merrilee McFarland (US’99, C’03)  
Director, Alumni & Field Relations  
[merrilee.mcfarland@principia.edu](mailto:merrilee.mcfarland@principia.edu)  
314.514.3146

## PRINCIPIA ALUMNI BOARD MEMBERS



Jen (Buchanan, C’06) Silver  
Austin, TX  
President



Avery (Poindexter, C’07) Sander  
Jacksonville, FL  
Vice President



Julian Bradley  
(US’96, C’00)  
Mercer Island, WA  
Secretary



Marini (Darmadi, C’88) Ballard  
Granite Bay, CA



John Elmore (C’83)  
Glendora, CA



Holly (Thompson, C’03) Johnson  
Yountville, CA



Tyler Maltbie (C’08)  
Jersey City, NJ



Sarah (Neale, US’99, C’03) Rand  
Arlington, VA



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



John Weiss (C’82)  
St. Louis, MO



Susie (Andrews, US’66, C’70)  
Williams  
Goleta, CA



Sarah Ungerleider  
(C’21)  
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.



## Upper School / 1968–1992

68

**Brad Newsham** (also C'72) recently sent this message about his friend **Charlie Piot (US'69)**: “Charlie—shortstop, quarterback, everyone’s pal—is a professor of anthropology at Duke University. He has written several books (I’ve read most of them), and his most recent, *The Fixer*, is to me the best yet. From my Amazon review: ‘It reads as though Pico Iyer and John le Carré have met up in Togo and produced a brilliant rumination on the vagaries of life in the developing countries, but have hung it on a triple-agent spy-thriller of a plot. The USA cannot let in everyone who dreams of living here, but every year we do admit a handful of Togolese. Who will win the annual visa lottery? How can the U.S. State Department winnow the scoundrels from the “deserving”? Professor Piot follows several individuals through the process, and the reader cannot help but root for most (but definitely not all) of them. *The Fixer* deserves to become the biggest anthropology “crossover hit” since . . . well, since when?’” Brad adds, “I could so easily see it as a movie.” The book is available on Amazon.

92

After 14 years as a top chef and restaurateur, **George Koepp** became an advisor with Edward Jones in Kansas City. Last year, the Truman Heartland Community Foundation in Kansas City honored George with the 2019 Dr. Paul M. Thomson Professional Advisor of the Year Award. The award recognizes professional advisors for their outstanding work in facilitating gifts to charity. *See photo.*



Financial advisor George Koepp (US'92, on left) receiving an award. *See US'92.*

## College / 1968–1973



Joanne Leedom-Ackerman (C'68), co-editor of *The Journey of Liu Xiaobo*. *See C'68.*

68

**Joanne Leedom-Ackerman** co-edited *The Journey of Liu Xiaobo: From Dark Horse to Nobel Laureate*. A description of the book explains, “As a fearless poet and prolific essayist and critic, Liu Xiaobo became one of the most

important dissident thinkers in the People’s Republic of China. His non-violent activism steered the nation’s prodemocracy currents from Tiananmen Square to support for Tibet and beyond. . . . Original and powerful, *The Journey of Liu Xiaobo* combines memory with insightful analysis to evaluate Liu’s impact on his era, nation, and the cause of human freedom.” Liu won the 2010 Nobel Peace Prize while in prison. The book is available on Amazon. *See photo.*

73

**Janice Shively** and Curtis Caden sent an announcement of their engagement to be married on March 14, 2020 (Pi



Janice Shively (C '73) married Curtis Caden on March 14, 2020. *See C'73.*

Day). Janice retired from Myers & Frayne Co., and Curtis retired from his plumbing business. They plan to reside north of Dayton in Union, Ohio. *See photo.*



Cieply family members on a skiing outing, from left: Skylyr Cieply (US'16, C'20), Kyrstyn Cieply, Annabel (Arnott, US'91) Cieply, and Chris Cieply (C'74). See C'74.

### 74

Between 2001 and 2010, during the most active U.S. involvement in Iraq and Afghanistan, **Chris Cieply** ministered to the families of over 80 soldiers killed in action and 150 wounded in action. His book *Continue to Love*, based on his 34 years of Active and Reserve service as a Christian Science Army chaplain, draws on that experience.

A description of the book notes that if you were to read for even 15 minutes about the lives of the 6,831 soldiers who had died in Iraq and Afghanistan as of May 26, 2017, it would take 1,707 and 3/4 hours! “This book is about those ‘Patriots of a Higher Call,’” the description continues, “young women and men whose stories you might otherwise have never known.” The book is available on Amazon. See photo.

### 78

Mark Raffles has written the novel *Change in Course*. A description characterizes it as “the comic exploits of three 50-something men as they try to restore a rundown golf course—and their lives—at the height of the great recession of 2008.” It continues, “Paul is a divorced electrician, whose budding relationship with Julie may mean an end to his playboy days. But who is the dark figure stalking him and why? Barry’s days at his father-in-law’s accounting firm—and his marriage to



Rachel—are threatened by the emergence of an old suitor. Frank tries to pick up the pieces after he is suddenly fired as a financial analyst.” Flashbacks, first dates, and golf misadventures are featured in the storytelling. The book is available on Amazon.

### 86

**Lisa Redfern** (also US'82) writes: “Recently I had the honor of being a member of the six-person cast of *Walk On: The Story of Rosa Parks* with the Mad River Theater Works touring company. From January 17 to March 3, 2020, we toured the musical in 17 states, performing for approximately 66,000 people of all ages in some of the most beautiful theaters I have ever



Photographer and friend Bruce Bollinger (US'71, C'75) captures a joyous moment after the wedding of Debbie (Huelster, US'79, C'83) Thompson and Douglas Kevin McNeil (US'70, C'74) on May 4, 2019, in Novato, CA. From left: Row 1: Liz (Foulkes, C'81) Campbell, Ann (Kjellstrom, US'69, C'73) Kneeland (blue dress), Stu Kneeland (US'69, C'73). Row 2: Keith McNeil (C'77), Wendella (Arbour, US'70, C'74) Edington. Row 3: Sue (Rice, C'74) Beeson, Debbie, Kevin, Jennifer Hamlin (US'70), Jim Pona. Row 4: Paul Beeson (C'74), Kim (Whitmore, US'92) Howland (flowered dress), Barbara (Glatt, US'68) Roetman, Karen (Goodspeed, US'80) Hertlein, Jim Hertlein (US'70, C'74). Row 5: Jody (Laver, US'81, C'85) Huerkamp (patterned dress), Phebe Telschow (US'87, C'91), Debbie (Laver, C'77) McNeil, John Beeson (C'74). Row 6: Madison Ouellette (C'19), Tom Laver (C'74), Bonny (Klaus, C'75) Laver, Jerry Grimmer (US'57) (light jacket), Donna (Hill, C'49) Kneeland, Ani Beeson. In the back: David G. Thompson (face obscured), Mary (Heckel, US'78, C'82) Thompson, Bob Crabtree (obscured), David Heckel (US'77, C'81) (obscured), John Kneeland (partially obscured), Jennifer Kneeland (US'08, C'12), Karen (Peters, C'78) Grimmer (obscured), Rob Guthrie (C'89) (obscured).





Lisa Redfern (US'82, C'86), in the yellow sweater, with the Mad River Theater Works touring company. See C'86.



A gathering of classmates in Joshua Tree, CA, from left: filmmaker Katie Nartonis (US'85, C'89), Connie (Nartonis US'85, C'89) Thompson, Denise (Ritchie, US'85, C'89) Mouser, and Freddie (Marshall, US'85, C'89) Shindler. See C'89.

seen. I loved being a part of telling this important story and continuing the vital conversation regarding social justice and racial equality.” See *photo*.

### 89

**Freddie (Marshall, also US'85) Shindler** passed through St. Louis en route to California for a special screening of the documentary *Partners in Design: Evelyn and Jerome Ackerman*, created by **Katie Nartonis** (also US'85). It was shown during Modernism Week 2020 in Palm Springs. See *photo*.

### 16

Petty Officer 3rd Class (USNR) **Henry Hathaway** graduated from the U.S. Navy's Master-at-Arms Course in January 2020 at Lackland AFB, San Antonio, TX. He subsequently returned to his full-time position as a police officer for the City of St Louis, but this course certifies Henry to serve

as a law enforcement officer on Navy vessels and bases worldwide.

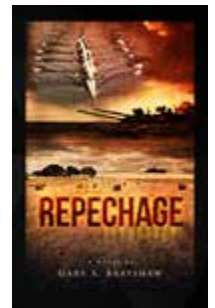
### 18

**Amanda Loudon** writes: “In February, I was offered my first full-time teaching job—grades 6–12 mathematics at a private school in Winter Park, FL, starting in August. Then, in the midst of everything going on, I was hired by a middle school in Fort Pierce, FL, teaching 7th grade math for the rest of this school year. I’m always so grateful for the reminder that all needs are met.”

### Faculty/Staff

Former Upper School English teacher **Gary Brayshaw** has completed his *Machination Trilogy*—three novels with the thematic connection of characters scheming to get their way. The first two books are *My Friend Billy* and *The Consummate Fix*, but there is no set order for reading the trilogy.

*Repechage*, which completes the trilogy, tells of Abe Weir, who, due to his father's illness, returns to the family's farm five years after vowing never to go back. To Abe's surprise, Ruth, the girl he ran out on five years earlier, is now running the farm. When his father dies, Abe misconstrues Ruth's kindness and asks her out, only to be lambasted by her.



That experience and another with a student in an English class Abe winds up teaching make him feel obliged to share the secret of his tour in Vietnam, despite the risk of arousing memories he fears could destroy him. The trilogy is available on Amazon.

# SUBMISSION GUIDELINES

We welcome your news and photographs. Items for the next issue are due October 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. Please make every effort to submit a digital image that meets these specifications: For **digital photos**, please ensure that your camera or smartphone is set to the highest possible image-quality setting. For **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 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](mailto:alum@principia.edu). Or post your news at [principiaalumni.org/classnotes](http://principiaalumni.org/classnotes). Send submissions via mail to *Principia Purpose* at this address: The Principia 13201 Clayton Road St. Louis, MO 63131.

## Lovingly Remembered

Jocelyn (Birch) Burdick (JC'41)

Frances "Franny" (Cole) Owen (C'44)

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

Jean (McKirnan) Reilly (C'48)

Helen "Trudi" (Treworgy) Riesenbergs (US'44, C'48)

Cyril "Donn" D. Chappellet (US'49)

Donna (Hill) Kneeland (C'49)  
*Former Faculty/Staff*

Robert "Bob" P. Krattli, Sr. (C'49)

Margaret "Peggy" (Paton) Bay (C'50)  
*Former Faculty/Staff*

James "Jim" C. Allison, Jr. (LS'51)

Bessie "Bess" (McKee) Walsh (US'47, C'51)

Beezie Clarke (US'50, C'54)

William F. Drake (US'50, C'54)

Carolyn "Tigger" (Bekins) Jensen (C'54)

Beverly (Prugh) MacIntosh (C'54)

Norma (Madsen) Scheye (JC'55)

Barbara "Barb" (Kemper) Sander (C'56)

Jane (Goodpaster) Snedden (C'56)

Arthur "Art" T. Morey (US'53, C'57)

Egil "Bud" Krogh, Jr. (US'57, C'61)

Peter "Pete" D. Sandler (C'61)

Douglas "Doug" M. Dixon (C'62)

Garner H. Tullis (US'58, C'62)

Edward H. Hirst, Jr. (US'58, C'63)

Suzanne "Suzie" (Utley) Hannesson (US'60, C'64)

Peter V. Stone (C'64)

Robin (Daly) Towle (US'60, C'64)  
*Former Faculty/Staff*

Arlene (Hall) Proctor (C'65)  
*Former Faculty/Staff*

Michel H. Mathis (C'66)

Mauricio "Maurice" Weidmann (C'66)

Candice "Candi" (Clizbe) Lema (C'69)

Jennifer (Welpton) MacKenzie (C'70)

Lynn (Hale) Martindell (C'70)

Bryce D. Wampole (C'73)  
*Former Faculty/Staff*

Dana (DeLaney) Pastusek (US'74)

Linda (Searles) Werner (C'75)

George "Lee" Williams, II (US'72, C'76)  
*Former Faculty/Staff*

Kim W. Sorrells (C'78)

Lonnie "Dean" Boesen (C'79)

Marjorie (Coeyman) Kehe (C'79)

Julie (Paul) Denison (C'81)

Kenneth "Kenny" G. Gray (C'82)

James T. Liston (C'84)

Dean "Dino" L. Naylor (US'81, C'85)

Garrick "Garry" T. Sprague (US'82, C'86)  
*Former Faculty/Staff*

Linda (Simon) Tinsley (US'82, C'86)  
*Former Faculty/Staff*

Frances "Francie" (Bell) McFarlane (US'84, C'88)  
*Current Faculty/Staff*

James "Scott" S. Hammar (US'87, C'92)

### Former Faculty/Staff

Robert "Bob" C. Goodspeed (FS'69)

Robert "Bob" Larsen (FS'74)

Gretchen D. Batz (FS'80)

Fay L. Thimmig (FS'87)

Edward "Ed" A. Goewert (FS'08)

Jayne A. Stanley

Amelia "Amy" M. Trevelyan



# LET'S GO ALL OUT FOR THE CLASSES OF 2020!!

Their senior year did not go according to plan, but with your help, their graduation and commencement can be extra special. Help us make these postponed ceremonies memorable for the School and College Classes of 2020.



## **SCHOOL GRADUATION** **OCTOBER 3-4, 2020**

Graduation will take place Saturday afternoon with the Senior Parents' Gratitude Meeting and a senior party that day as well. A special brunch for graduates and their families will take place Sunday morning.



## **COLLEGE COMMENCEMENT** **HOMECOMING WEEKEND** **OCTOBER 16-18, 2020**

Along with celebrating Commencement, varsity and alumni games will take place as part of Homecoming Weekend. Come back to campus ready for Commencement and some friendly competition.



*The* PRINCIPIA

13201 Clayton Road, St. Louis, MO 63131  
[www.principia.edu](http://www.principia.edu)

## PRINCIPIA RESPONSE FUND

Established in March, this fund helps cover the expenses incurred during the unexpected shift to remote learning this past spring—everything from shipping home band instruments and in-progress paintings to the considerable fees for virtual learning apps and subscriptions.

With the semester over and planning for a safe return to in-person learning underway, we are just beginning to grasp the pandemic's impact on next year's finances and revenue projections.

If your situation allows you to donate, your gifts will be critically important.

[principiagiving.org/responsefund](http://principiagiving.org/responsefund)

