

PRINCIPIA PURPOSE

SUMMER 2021



BUILDING A COMMUNITY OF GLOBAL CITIZENS

20

Letting the Show Go On—
No Matter the Circumstances

37

Remembering
Irma Eareckson

39

Pandemic Lessons:
Moving Learning Forward

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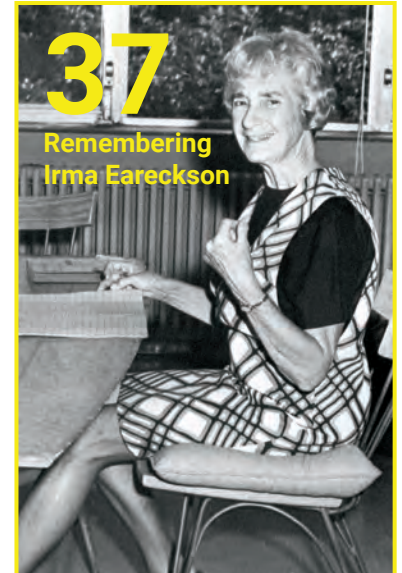
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The mission of the *Principia Purpose* is to build community among alumni and friends by sharing news, accomplishments, and insights related to Principia, its alumni, and former faculty and staff. The *Principia Purpose* is published twice a year.

Marketing and Communications Director / Purpose Editor

Laurel Shaper Walters (US'84)

Associate Marketing Director

Kathy (Tobiasen, US'83, C'87) Coyne

Creative Director / Purpose Designer

Ben Schaberg (C'13)

Staff Writers

Rich Bachus (US'83)

Heather (Blamey, C'01) Biró

Contributing Writers

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

Eric Morse (US'90)

Armin Sethna (C'84)

Bill O. Smith (US'66)

Joanne (Ivy, C'56) Stankievich

Chrissy Calkins Steele

Dr. Sally Steindorf (US'93, C'97)

Staff Designer

Wendy Rankin

Staff Photographer

Bishoppe Kamusinga (US'11, C'16)

Contributing Photographers

Carly (Scheye, C'10) Hendrickson

Address Changes

Email: alum@principia.edu

Phone: 618.374.5191

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From the Interim Chief Executive

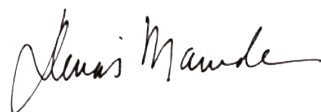
It's been a remarkable academic year filled with overcoming obstacles and finding silver linings amidst challenges. Despite global disruptions and pandemic restrictions, our campuses remained open for the business of education—and we are grateful!

Our community has put this year's Principia-wide metaphorical theme into action: "... perfect love casteth out fear" (1 John 4:18), witnessing growth and progress in many directions (p. 39).

As the campuses prepare for the new academic year, the School is creating additional classroom space to accommodate expanding enrollment in the lower grades. This fall will bring an influx of international students on both campuses after a year of delayed visas. Principia's commitment to international students has a rich history. Our first international student arrived from Australia in 1899—just one year after the school was founded. His parents notified the school *after* the boy had set sail for the United States—and he was welcomed with open arms.

Our cover story on global citizenship includes some lesser-known historical stories of Japanese students at the College during World War II (p. 32) and students from England who spent the war years at the School (p. 35). Principia's borderless embrace continues to foster mutual blessings. Learn how Principia defines and develops global citizens for today's world (p. 22).

Join us in acknowledging and celebrating the way our global community continues to move forward despite current or historical global headwinds.



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Interim Chief Executive



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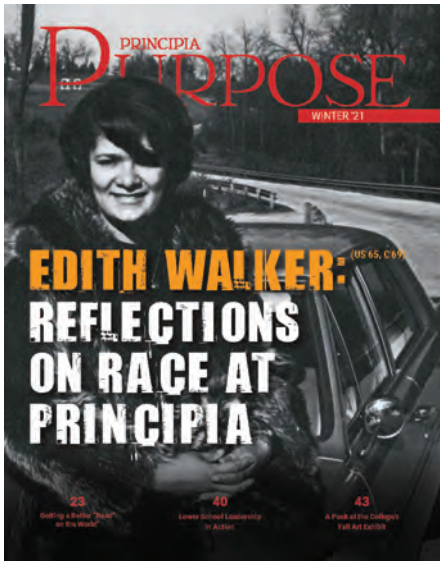
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Letters to the Editor



I read the Winter '21 *Purpose* with delight. As the White South African who roomed with Edith Walker, I remember meeting her for the first time and realizing that my skin color was darker than hers. (I had just come from a summer of sunshine and tanning.) Any differences we had were more temperamental than racial. Edith liked to stay up late. I always wanted a good breakfast. What I think of were the laughs we shared and how gracious her family was to me when I visited in Boston. The article made me realize how significant Edith was. Even if it's slow, "progress is the law of God."

I married a man who had been very active in voter registration down South, had a cousin who went to prison for supporting Mandela. She was in solitary confinement in Pretoria Central Prison for nine months, but saw the new South Africa emerge.

Congratulations to all who are tackling what is still a tricky problem. We are all just beautiful shades of Love.

Camilla (Woodhead, C'67) Thompson

I was glad to read Trudy Palmer's article about Edith Walker and race at Principia. I attended the College while Edith was a student, and we shared many of Dr. Ross's music classes together. (I still use Edith's term "deedle deedle" for certain music.) In reading the article, I know I can credit her for the fact that by the time I took Dr. [Charles] Hosmer's American History survey course, Black history makers were included in the syllabus.

Thank you to Edith for my introduction to W. E. B. Du Bois and others.

Lucy (Bair, C'70) Goodell

What a remarkable article regarding the difficult journey of Edith Walker at Principia!

The author writes, "The problem, Walker discovered, wasn't so much that Principians were unwilling but that most were oblivious."

That was me. Oblivious. I shared two years with Edith at the Upper School, was deeply involved in student government there, and sang in the chorus with Edith the whole time she was there. I had not recalled her name. I certainly was never aware that she was the first black student at Principia.

Your article opened my eyes. Edith Walker was and is "a gift to share." . . . I suspect "obliviousness" is in most teenage DNA to some extent. But if I could speak to Ms. Walker now, I would assure her that the superior education I received at Principia, along with a powerful (though sometimes dormant) moral compass, have indeed

evolved. I hope I am now, and always will be, deeply aware of, and grateful for, the "gift to share" that every individual is—regardless of race, creed, or nationality. And I hope I will always "walk the talk" in my community and beyond.

Thank you, Edith Walker. Thank you, *Purpose* staff. Thank you all for sharing your gifts, unvarnished and challenging. [Longtime Principia English teacher] Irma Eareckson would approve. That's progress at Principia.

Bill Smith (US'66)

Interesting colloquy with Black American alumni. President Williams poses the rhetorical question, "I'm colorblind. Is that ok?" The panel responds in the negative. Then later, we learn about the Faith in Action speaker series tackling "the harm caused by being colorblind."

In 1963, Martin Luther King Jr. gave his "I Have a Dream" speech. That's when he provided the stirring quote, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." What I heard was that spiritual factors (character) should dominate material phenotype (skin color) in knowing or judging anyone. I always have thought the Christian minister King would have had in mind the gospel message from Galatians 3:28, "There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female: for ye are all one in Christ Jesus."

It would have been welcomed had the *Purpose* tried to bridge for us today's focus on race with King's earlier focus on character.

David W. Holmes (US'69)

This is simply a quick note to tell you how much I enjoyed the most recent *Purpose*. First, the main topic was incredibly important, and I appreciate it being addressed. My father was in the same class as Edith Walker, and I wish I could ask him about her—if he had any inkling of what her experience was like. My guess is that it wasn't on his radar. The panel comments were very interesting to read as well. . . . I appreciated that a messy issue was addressed. It's obviously important to celebrate what we do well in the *Purpose*, but it's also important to pull the curtain back a bit as well to show how our community remains a work in progress and where some of the fault lines are that need to be addressed.

Nick Johnson (C'04)

Thank you for the interview with Edith Walker. It was one of the finer items I've read in the *Purpose*. It was honest and did not cloak the Black experience on the campuses in optimistic and hopeful words. As a White Christian Scientist raised in the South, I arrived at Principia during Ms. Walker's senior year steeped in denial about race. I didn't have a clue, but I thought I was enlightened. Now, as a retired professor of Southern history and slavery, I know how little we can truly understand about this country without the powerful and transformative

perspectives of Black Americans.

In my senior year, 1972, I walked past students outside the Pub who were debating something. I stopped to listen. A Black student, a freshman, was advocating for teaching African American history. The White students argued it wasn't necessary because history courses already included what we needed to know about Africans in America, and there was no need to highlight the Black experience. Telling history from the standard perspective did include Black subjection, and these White students were, without knowing it, arguing for the continued subjection of non-White voices. The truth is, those who have been subjected and denied freedom and dignity can best tell us what freedom and dignity mean.

Since then, the explosion in Black studies, women's studies, and gender studies are giving us a better, more healing, understanding of our history. Those who resist truer, more healing views of America can be roused to storm the nation's Capitol, but those who know the truth can only be roused to heal.

Philip M. Smith (C'72)

Thank you very much for asking Edith Walker to share with us her experience at Principia in the late '60s. With what grace she provided her honest comments on that time in her life!

Over the years, I have been horrified to learn how some Black Christian Scientists were treated by their branch churches; and now I am searching my

memories and my conscience for any traces of similar behavior of my own during the years I shared with Edith at Elsie. I sincerely hope not, but I am also aware that we are often ignorant of our own prejudices. I think I probably thought Principia was integrated because there was a Black student in our class. I see that Principia has come a very long way from those days.

Thank you for each of the articles in this edition of the *Purpose* which so honestly face the past and show the path to a better future.

Kristen (Friberg, C'69) McCormick

I wanted to commend you for so forthrightly and thoroughly addressing racism, especially against Blacks, in your recent magazine! It took courage on your part, as I imagine you will experience some pushback for having done it. . . . Just so you know that I for one commend you for it!

Kaye Cummings

Those of us cloaked in White privilege need to know what it's like for our neighbors of color. While I adored my classmates and roommates of color while at Prin and beyond, I must wonder if their experience in the primarily White world was as glowing.

This article choked me up on more than one occasion because I, and other fellow alumni, have much room to grow in our efforts to contribute to the positive peace in American society.

Felicia Woodall (US'89)

Letters to the Editor

Alumni & Field Relations

Virtual Events Revitalize Principia's Connections with Alumni and Friends

"Unprecedented" was the intended understatement of 2020. Faced with nothing but a dark, scary, scary future, many people found unexpected friendships and connections.

Principia Alumni & Field Relations team, led by Christine McFarland (C'79), C'80, created a slate of virtual events ranging from the depths of the pandemic to the beauty of the spring. The beauty and elegance of Principia, alumni, faculty, staff, and community members to find and meaningful ways.



I just wanted to thank you for sending me the *Principia Purpose* magazine again with its great articles.

I am so glad to be in touch again with all the activities at Principia plus the virtual events and also catch up on the news of fellow alumni.

Dorothy (Blount, C'76) Herscovici

Bradley mentioned to me that he thought I was a Rackham Eastie, and if that was so, he wondered whether I was going to the Fall Ball. I told him that I was. He immediately offered me the use of his Jaguar "so that I would have a nice car" to drive my date to dinner. My twin brother and I had an old broken-down car which, since we were on financial aid, remained parked and unused, except to get us to and from Ohio on breaks. Whether Professor Bradley knew, I do not know. In any event, I was overwhelmed with his kindness and have not forgotten it.

Thank you, David, for your article. It brought back this and many other fond memories of my Prin years. . . . I am truly grateful.

Ron Schilling (C'74)

the years of church work to come. It answered many questions which seem repeatedly to pop up among Christian Scientists. . . . Her scientific treatment of the Christian Science history challenged her students.

I was born and at first raised in East Germany—then the communist part of Germany. My family moved to West Germany mainly because we wanted to have the freedom to practice our religion. For this reason, the freedom of religion, everything connected with "the West" was a bit glorified. This was especially true for Principia. It took me a while to learn that Principia is not "heaven" but a place where you meet all problems you meet also anywhere else. At first this was a bit disappointing, but then I came to see that the difference is that there you find individuals who are coping with these difficulties in a joint effort from a basis that differs from the approach taken in the surrounding society, a basis that is dear to my heart.

Dr. Chris Hanisch (C'73)

My Principia Story

Principia College: A Time of Consciousness Raising

by David Smith (C'76)

"Going to Principia is an experience that never ends because you never lose the inspiration and memories, even during supremely challenging times. . . ."

Principia introduced me with love and support to spiritual growth—though no one is forcing you to grow, it's just you don't want to grow.

Of course, it's the experience of Principia that made it all. When I think of Principia, I think of my many friends, some of whom, like you, I met in the past. But I also remember English professor Colin Campbell (C'61), who gently and humorously introduced students to writing with, "yes—and to make like 'no' but as a no-mindful multiple choice." I can hear him and see him right now as I'm writing this, looking at his residence with a knowing, knowing smile.

I think of Robert Andrews (C'33, C'37), who taught accounting, with love. He pulled me aside after class one time and suggested I get some sleep because he could see I was barely staying awake. I wish he'd shared his concern with the guys or Bradleys, who thought making of having a large box of cans for recycling, with

of religious-sounding ideas, like communism, or even to the morning.)

And I think of Phil (C'41) and Paul (C'42). Bradley says "Principia" on the 1980 Peace Award. I moved at the challenge of reading language and French, which to a group of students, spread all over Paris to dispute living arrangements.

The college could make his answer, and then understanding of the subject was a deep as my home-to-Britain professor. It was with the Bradley I enjoyed some of the most vivid and extraordinary living experiences of my life so far.

One day in the break of humanity as an example. In June 1944, Phil came out of me of the first landing American troops to make Europe from above appeared to be an overwhelming common force. In May 1970, we stood with him on the same beach as he lay under the hands and words of his majestic expression of rebellion by

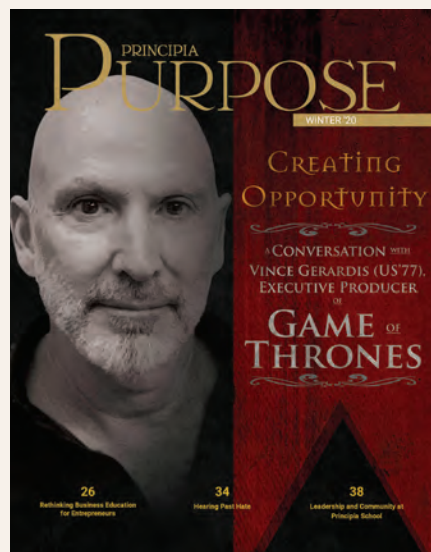
College steps up life experiences to 16. Because college is about growing up—about students learning and about moving from life experiences to provide a deep experience to make of successful experience and insight.

And going to college at Principia means such memory with insight, with a deeper understanding of who we truly

(C'76) (Principia alumni.org)

I had to smile as I read David Smith's account of college life at Prin, especially about the Bradleys. It reminded me of a kindness Professor Ned Bradley extended to me many years ago.

I do not have a gift for languages and was not one of his better French students. One day after class, Professor



Phil Smith's article "Remembering Joan R. Andrews" brought back pleasant memories. The course—"The History of the Christian Science Movement"—laid for me the foundation for

Corrections: Winter 2021 Issue

An article on wartime recollections incorrectly stated Principia College's enrollment as "55 men and women." This was an editing error and should have read "50-50 men and women."

In an article about the race and faith panel conversation, Dr. Billy Miller (C'72) was incorrectly identified as associate professor of sociology. His correct title is professor of sociology.

(The corrected versions of these articles are posted online at principiaalumni.org/purpose.)

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

Strategic Plan Approved



In February 2021, the Principia Board of Trustees fully approved a new strategic plan. The plan, Thrive! 2025 Plan for Principia, sets an ambitious vision for enrollment growth on both campuses with an emphasis on academic excellence, community and global engagement, and sustainability.

The seven strategic goals were developed through a highly collaborative process with broad-based input on both campuses. They focus on nurturing students' individual spiritual, moral, and intellectual growth through improving current programs and launching vibrant new initiatives to engage an increasingly diverse student population and nurture a thriving, enduring community of lifelong learners. For more details about the strategic plan, visit principia.edu/strategicplan.

SCHOOL

Kudos and Gratitude for Outgoing Head of School

After 17 years of dedicated service to Principia, **Travis Brantingham** (US'94, C'98) concluded his seven-year tenure as head of School this academic year. Brantingham, who previously served as head soccer coach, assistant dean of students, athletics director, and director of strategic projects, has continually focused on "magnifying the good" and



marking "the perfect man."

While spearheading transformative change and building a strong team, Brantingham has always put students first. His legacy of excellence is visible throughout the campus today and will continue to bless Principia well into the future. Highlights of the significant accomplishments made during Brantingham's tenure include: the introduction of the House and Crew leadership system; an intentional approach to grade-level curriculum-integrated trips; clearly articulated School values; a strong focus on diversity, equity, and inclusion; an expansive approach to enrollment; and a highly effective response to keeping the School operating during the global pandemic.

With support from alumni and other donors around the world, Brantingham also led a physical transformation of the School campus. Projects include replacing the library with a collaborative IDEA Center, two STEM-focused IDEA Labs, renovated indoor and outdoor classroom spaces from Preschool to Upper School, and, most recently, the start of construction on the Bill Simon Athletic Complex featuring multi-purpose athletic fields and a new, state-of-the-art field house.

As of July 1, Director of School Business

Operations **Tami (McMullen, C'00) Gavaletz** will serve as interim head of School until the search for a new head of School is complete. That search is currently underway.

Faculty Honor

Chemistry teacher **Melanie Shedd** (C'99) won the High School Chemistry Teaching Award for her achievements and innovation in science education. Sponsored by the St. Louis chapter of the American Chemical Society, this highly regarded award is given to only one science teacher each year.



First-Ever High School Mediation Tournament

Principia hosted the nation's first high school mediation tournament. In addition to Upper School teams from Principia, the virtual event included



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participants from other local schools. Students took on the roles of mediator, client, and advocate, working together to reach an outcome that benefited all parties and promoted reconciliation and healing. A panel of esteemed mentors and judges with experience in law, law education, negotiation, and mediation provided feedback to the teams.

Students were judged on their ability to work collaboratively, improve listening and comprehension skills, guide other parties to reach a resolution, adapt and pivot quickly, and build confidence advocating their ideas. These lessons are an integral part of the Principia curriculum and experience.

Second Annual Impact Challenge Showcase



Through student projects, classroom work, and community-service initiatives at all School levels, the Impact Challenge supports the United Nations Sustainable Development Goals. This year's projects tackled a diverse range of issues, including poverty, land management, endangered species, and climate change. Projects focus on one or more

of the goals, and the School comes together to present results at the Impact Challenge Showcase. While supporting students' growth as environmentally responsible citizens, these projects help them become compassionate leaders who work to better the lives of others locally and globally.

The event was virtual this year and featured speakers and mentors from the United Nations Association of St. Louis and several other local organizations working to further the sustainable goals.

Second Annual Youth Empowerment Summit



Juniors **Jorie Bachus**, **Kori Jordan**, and **Naomi Nutwell** facilitated a workshop on homelessness in St. Louis for the annual Youth Empowerment Summit.

Sophomore **Pi Arens**, senior **Kaya Equevilley**, and junior **Hannah Wymer** led a workshop focused on local food access for the event.

As workshop leaders, they engaged participants in ideation, discussion, and solutions. They then presented their policy recommendation to the summit's panel of decision makers, including councilmen and councilwomen, members of law enforcement, and other community leaders tasked with translating the results into action.

Middle School Business Game



Middle School integrated studies teacher **Kendall Shoemake** (C'15) launched a spring class project focused on the fundamentals of entrepreneurship and what it takes to build a successful business from the ground up. "The Business Game" unit draws inspiration from the popular TV show *Shark Tank*, requiring students to design and develop a business model.

Throughout the unit, students had the opportunity to hear from distinguished professionals with experience in entrepreneurship, marketing, leadership, and more.

Guest speakers included **Reshma (Chattaram, C'07) Chamberlin**, co-founder and chief brand digital officer of Summersalt; **Lucia De Paz** (US'96, C'00), director of the College's Center for Entrepreneurship and Innovation; **Stuart Jenkins** (US'78, C'83), founder of BLUMAKA; **Allex (Sammuli, US'12, C'16) Jesper**, social media specialist at Principia School; and Principia Head of School **Travis Brantingham** (US'94, C'98).

The unit concluded with formal pitches where the budding entrepreneurs presented their plans and products to business "sharks" who asked questions and critiqued the students' work.

Student Thespians Sweep Shakespeare Competition



Four students competed in the English-Speaking Union National Shakespeare Competition, earning top awards for their individual performances mastering difficult Shakespearean language and bringing complex characters to life. Junior **Olivia Steele**, above, earned first place and moved on to the regional competition. Junior **Joli Muller** earned second place, and senior **Sebastian Vucinovich** took third place. Senior **Paul Farson** received an honorable mention.

Student Art Recognition



Seniors **Keith Babcock** and **Elmo Small** won recognition from the Midwest Regional Scholastic Art & Writing Awards. Keith's digital artwork *Cut-throat Runaway* and Elmo's cardboard sculpture, above, each won a Silver Key award. Keith's digital piece *The Jungle* received a Gold Key Award, automati-

cally advancing to national judging by renowned creative professionals.

Seniors **Annabel Hinchman**, **Brianna Shipley**, and **Emily Woolston**, and junior **Jackie Reyes** were included in the 2021 Young Artists' Showcase, a highly selective, all-media exhibition of artwork by high school students that is sponsored and curated by the venerable St. Louis Artists' Guild.

Senior **Phasha Mwaura's** ceramic piece was accepted to the 2021 National K-12 Ceramic Exhibition. Out of 668 entries, just 147 were chosen for the exhibition.

Cum Laude Society Inductees



In May, six seniors were inducted into the Cum Laude Society. This year's inductees were **Emma Franklin**, **Charley Hoffman**, **Amanda Jennings**, **Dylan Ouder Kirk**, **Mack Packard**, and **Jacob Warrick**. Charley was chosen by the other inductees as the ceremony's student speaker. **Hannah (Towle, US'12) Barthelmess**, who currently works in finance at Apple Inc. delivered the alumni address.

Track and Field State Championship

Sophomore **Issam Asinga** had a stellar year with impressive performances all season in the 100-meter, 200-meter,



and 400-meter races. He won three state titles and set three Class 2 records at the Missouri State Track and Field Championships in late May. He took the 100-meter dash in 10.63 seconds, besting a class record that had stood since 1992. His win in the 200 (21.64 seconds) toppled the 2014 record. In the 400, he won in 48.17 seconds, breaking the mark set 40 years ago.

COLLEGE

Monitor Night Live Reaches a Global Audience

This year was the 21st Monitor Night Live at the College—and the first time the event was virtual. Welcoming nearly 1,100 attendees from 12 countries, the event focused on the January “21 in '21: Coming of Age in a Pandemic” global report in *The Christian Science Monitor*. The series followed a dozen 21-year-olds from around the world, documenting the challenges they face navigating the pandemic and how it is likely to shape their generation in the future.



News and Accolades

The panel included *Christian Science Monitor* Editor Mark Sappenfield and correspondents Ryan Lenora Brown (South Africa), Scott Peterson (Middle East), and Ann Scott Tyson (China). Brown, based in Johannesburg, who had the original idea for “21 in ’21” noted that major world events during adolescence or young adulthood often define a generation—9/11, Watergate, Vietnam, World War II, etc. Principia College President John Williams served as the evening’s host.

This year’s Monitor Night Live panel was part of a full week of virtual events that included the reporters and Sappenfield visiting classes; a virtual book talk with *Monitor* Book Editor **April Austin** (C’84); a metaphysical talk by Sappenfield; a journalism career event; and a student-only session featuring a video chat with four of the 21-year-olds featured in the *Monitor* series.

Public Affairs Conference Emphasizes Civil Discourse

The Public Affairs Conference, which was canceled in 2020, resumed in April with the theme “Engage with Perspectives—Develop a New Lens.”

Alexander Heffner, host of *The Open Mind* on PBS, kicked off the speaker lineup with his talk about improving civil discourse.

Bruce Bond (HON’19), co-founder, CEO, and chair of Common Ground Committee, addressed the issue of “Bringing Light Not Heat to Public Discourse.”

Tech ethicist David Ryan Polgar (photo, top right) discussed “Improving the



Information Ecosystem: A Collaborative Multi-Stakeholder Approach.”

Heather McGhee (above) finished the conference with a talk on her *New York Times* bestseller, “The Sum of Us: What Racism Costs Everyone, and How We Can Prosper Together.”

Students Recognized for Model Government Simulations

Junior **Caroline Carlson**, senior **Sammy Keller** (US’17), and sophomore **Samuel Robalino Chiriboga** participated in the Midwest Model United Nations conference, which simulates the governing process of the United Nations for regional students interested in government and world affairs. Samuel won an Outstanding Delegation award within the Security Council. Caroline won an award for her position paper. And Caroline’s and Sammy’s committees each adopted resolutions sponsored by Afghanistan.

Juniors **Delaney Gatine**, **Sophie Hills**, and **Erin Demaree** participated in the Model Illinois Government simulation, which mirrors the workings of the Illinois Legislative Assembly. Delaney received the simulation’s award for the Outstanding Committee Person in the House.

Teaching Awards Announced

This year’s recipient of the Horace Edwin Harper Jr. and Evelyn Wright Harper Award for Teaching Excellence is biology and natural resources professor **Dr. Gregory Bruland** (C’97), top photo below, who joined the faculty in 2012. Previously, Bruland was awarded the 2012 Governor’s Award for Team of the Year along with the Natural Resources and Environmental Management Department at the University of Hawaii at Mānoa.

This year’s Teacher of the Year, chosen by student vote, is Assistant Professor of Educational Studies **Galen Benson** (C’89), bottom photo, who joined the



News and Accolades

faculty in 2017. Presenting the award, junior Alyssa Hudenburg said, “During class, Galen uses engaging conversation and reflection to inspire deep and meaningful thinking. . . . You can always tell that he is excited to learn something new, along with the students.”

Chemistry Outstanding Junior Award



Junior **Rachel McLeod-Warrick** was named a winner of the St. Louis chapter of the American Chemical Society's 2021 Outstanding Junior Chemistry Student awards.

Fellowship Awarded



Educational Studies Assistant Professor **Carol Burbee** was awarded a 2021–22 BCcampus research fellowship for

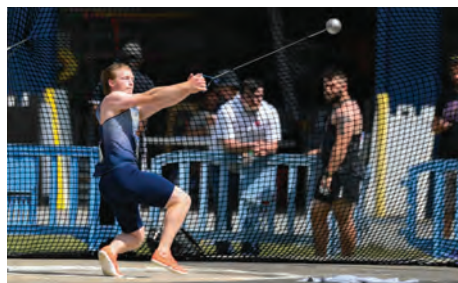
her proposal “Unsettling Curriculum: Changing Course in First Nations Studies 100.” BCcampus supports the post-secondary institutions of British Columbia in Canada. Burbee will work with a Canadian colleague, and their final project will be shared as open-source curricula for post-secondary institutions in the province.

Swimming Records Shattered



Senior **Lydia Pierce** (US'17) set three new Principia College swimming records during the winter/spring season. Her times in the 50-, 100-, and 200-yard breaststroke events broke the previous College records set in 1994.

NCAA Division III Championships



Senior hammer thrower **Chris Puduski** (US'16), above, came in 6th overall and earned All-American designation at the NCAA Division III Outdoor Track and

Field Championships in May, with a throw of 56.84 meters (186'6"). Chris added 30 feet to the College's hammer throw record this year. It now stands at 61.19 meters (200'9"). Chris also won the St. Louis Intercollegiate Athletic Conference (SLIAC) outdoor championship in the hammer throw.



Junior long jumper **Wisdom Thomas** (US'18), above, placed 16th at the NCAA championships. During the SLIAC championships, Wisdom placed first in the long jump and second in the triple jump. He also broke the College record with a jump of 7.21 meters (23'8") and was named SLIAC Indoor Field Event Athlete of the Year.

Senior **Daniel Gomez**, below, was one of only 32 tennis singles qualifiers invited to compete in the NCAA DIII Tennis Championships in May. Previously, Daniel helped men's tennis win the SLIAC championships.



OFF TO A ROARING START

Cheryl Nyasha Johnson:

SHIFTING FASHION FROM FAST TO SUSTAINABLE

by Rich Bachus (US'83)

From her light-filled fashion studio in the heart of Harare, Zimbabwe, Cheryl Nyasha Johnson (US'10, C'14) is stitching together a plan to take fashion forward by returning to the traditions of the past.

Only a few years after establishing her company, NATAi NATAi, Johnson's work has already caught the attention of *Glamour* magazine's South African edition (February 2021), which stated that her pieces come with "an effervescent glow meant to make women feel confident and fearless."



Photo by Takudzwa Mboma

“With NATAi, I wanted to create a clothing brand that really respects the planet and that respects the people who make the clothes,” Johnson says. “My goal is to create a sustainable business where we consider the materials that we use and who is making the clothes.”

While Johnson isn’t solely focused on styles that are specific to Africa, she is replicating the Zimbabwean tradition of customers working with tailors for both their Sunday-best and their day-to-day clothing. “Overseas, people just don’t go to the tailor. But here, we have an appreciation for fine fabric and then choosing a tailor who makes our clothes according to our measurements. I want to bring that to the world,” she says.

“‘Fast fashion’ is a huge problem in terms of the environment,” Johnson says. “People have become accustomed to fast fashion—trendy, really cheap clothes—that you just wear a couple times and throw away. . . . We need to normalize going to the tailor and having something tailor-made. It’s not something reserved for a certain segment of society. It’s something that we can all do.”

CREATIVE KNOW-HOW

At the College, Johnson majored in business administration with a minor in art history. She knew that she “wanted to work as a creative,” but she wasn’t sure how to go about it. Principia gave her the business tools she needed to succeed in a creative industry. “My business degree allowed me to develop and monetize my creative abilities,” Johnson says.

Originally, Johnson was more interested in working in art galleries, but fashion

was always on her mind. A small group of her international student friends at the College would go to Goodwill, find unique clothes, and collaborate with student photographers on shoots to post on social media.

OVERCOMING CHALLENGES

Making her business work in Zimbabwe presents some challenges. “Being an entrepreneur, especially in Zimbabwe, can be quite tough,” she says. “The economic and political climate is very volatile.” Expensive shipping rates and political factors make it hard for Johnson to sell her clothes beyond Zimbabwe and South Africa.

To navigate these challenges, Johnson turns to some favorite passages from the Bible and Mary Baker Eddy’s writings. “Trust in the Lord with all thine heart; and lean not unto thine own understanding” (Proverbs 3:5) and from *Science and Health with Key to the Scriptures*, “Creation is ever appearing, and must ever continue to appear from the nature of its inexhaustible source” (p. 507).

INCLUSIVE FASHION

Another aspect of Johnson’s sustainability model is equity. Instead of designing clothes that only make sense on runway models, Johnson is intentional in branding her clothing to meet the needs of real African women.

“The imagery that we use, the style that we showcase, and even the women who wear our clothes—they are women of color, women of different shapes, and Black women of different shades,” Johnson emphasizes. “It’s all trying to tell a story.” ■

Cheryl Nyasha Johnson (left) named her fashion business after her mother, Natai Thomas. The company relies on women of different shapes and shades to showcase current styles (right).



A Life Transformed: Flour Sacks to Purposeful Life Adventures

by Joanne (Ivy, C'56) Stankievich



Joanne (Ivy) Stankievich, 1956 yearbook photo

“Adding wings to caterpillars does not create butterflies . . . Butterflies are created through transformation.”

—Stephanie Pace Marshall, author of *The Power to Transform*

Principia was the mid-1950s cocoon that allowed for my personal transformation.

When our Sunday School teacher said his family was moving to St. Louis so that his children could attend a school for Christian Scientists, my mother stored that in her thought as a worthy goal—but one that seemed humanly and financially impossible.

During the Great Depression, we lived on a 25-acre, barely subsistence farm, 50 miles outside Seattle, Washington.

“But for Principia, I probably would have married a local man and stayed near my small Pacific Northwest hometown.”

At first, there was no running water in the house, and my sister and I wore dresses to school made by my mother from colorful flour sacks. After some improvement, it got worse again after World War II when I was 13 and my father died in a tractor accident. My mother took a job working as a cook in the school cafeteria so that she could be home with us after school.

My mother encouraged me to apply to Principia College when I was a high school junior in 1951, even though our finances seemed minimal. This was the plan: We three would move to Elsau. My mother would find a job. I would attend the College, and possibly some way might open up for my younger sister to attend the Upper School.

After my acceptance at Principia, we found enough money to pay the first quarter's tuition, but not enough for travel fare to the College.

Then, miraculously (with God in the lead!), Iolani Ingalls (US'28, C'37), an English professor at the College and an acquaintance of a local mentor of

mine, came into the Monroe Bakery where I was in my last days of summer work and invited us to join her on the long drive from Seattle to St. Louis. Her always-smiling, solution-oriented attitude continued to help us in meeting our early needs at Principia.

My mother took the only job available as the cook at Eliestoun (which was then the College President's home), even though she'd previously owned her own secretarial service in Seattle and had hoped for a secretarial position. I lived there with her as a part-time maid for two years, while my sister lived with the Morey family in order to attend the Upper School in St. Louis.

Most of my memories from those first two years at the College were of hard work and feeling like a “lesser Principian”—though Frederic E. Morgan (US'10, JC'12) was very egalitarian in how he treated us.

Then, “Miss Olive” (Dean of Women Olive Davis) insisted I move to campus “for a fuller college experience” in my

last two years, though it meant using scholarships and loans to do so. Once on campus, greater transformation of my thinking began. Chapel programs and Women's Quad talks encouraged me to look deeply at my personal and religious beliefs, strengthening my reliance on Christian Science.

Dr. Donald Bliss (US'31, C'35) taught thought-provoking sociology courses and gave me the opportunity to do settlement work in Alton. This later resulted in my obtaining a master's degree in social work at Columbia University and then work as program director at YWCAs—first in Brooklyn and later in New Jersey.

It was Mary Towle (US'23, JC'25) whose kind and personally supportive encouragement turned me toward international relations courses and activity in the International Relations Club, broadening my interests widely beyond my previous small-town and farm orientation. School of Nations scholarships allowed me to participate and be elected as the Midwest representative for the Collegiate Council for the United Nation's Model UN activities.

After graduation, this led to working at the New York headquarters of the American Association for the United Nations alongside Eleanor Roosevelt, who became my role model.

Marrying a Belarusian activist, whom



International Relations Club, 1955

I met through the YWCA's immigrant programming, eventually led to moving to Munich and then Prague for his work with Radio Free Europe/Radio Liberty during the 1990s fall of communism in Eastern Europe. My book, *Living with the Scent of Danger*, chronicles those years—when my Principia-developed reliance on God for protection and guidance was crucially needed.

Christian Science was also a key ingredient that I added to a course on New

Directions in Life which my husband and I originally developed for business activity in Italy. We later revised the course to promulgate more Western-style concepts to meet the needs of Eastern Europeans trying to transition out of communism.

But for Principia, I probably would have married a local man and stayed near my small Pacific Northwest hometown. Principia was the catalyst that gave me the butterfly wings that resulted in purposeful life adventures. ■

The Gold & Blue Road to the Olympics

by Eric Morse (US'90)

Have you ever wanted to help send an athlete to the Olympics? Thirty years ago, Principia had the opportunity to do just that.

Ngozi (Mwanamwambwa, US'89, C'93) Asinga from Zambia was a stand-out track star at the Upper School, but she didn't take her track career seriously until arriving at the College.

"At the Upper School, I was very lazy, believe it or not," Ngozi says. "I depended on natural talent, which wasn't enough to get me where I wanted to go."

Ngozi says her first step to the 1992 Olympics wasn't the one she took to get onto a plane headed for Barcelona. It wasn't even in an Olympic qualifying meet. For Ngozi, that first step toward the Olympics was along Eliestoun Road on the College campus.

"I remember the day I got serious about track," Ngozi recalls. "Coach [Lee] Suarez drove next to me as I ran up Eliestoun. I didn't want to do the Eliestoun run, but she drove next to me the whole way there and all the way back, encouraging me the whole way. I changed forever that day."

That support was a present and tangible force for Ngozi even as she stepped onto the Olympic stage with the whole world watching. "Knowing most of the school was watching me at the opening ceremony at the 1992 games—that



Ngozi (Mwanamwambwa, US'89, C'93) Asinga

"I remember the day I got serious about track."

helped me feel confident and comfortable," she says.

It's impossible to limit where the love, support, and sustained care of Principia coaches and donors can take Principia athletes. The lessons that Ngozi learned at Principia carried her all the way to the Olympics.

While thousands of student-athletes have blessed—and been blessed by—Principia's athletics programs, most won't make it all the way to the

Olympics. But all Principia athletes have been catapulted to new heights by their experiences in Principia's sports programs. "Every year, we have alumni come back and share how their experiences on the field or on the court—most often, in practice—have impacted the person they became," School Athletics Director Shawn Brown says. "It's inspiring!"

After an unprecedented school year of masks, social distancing, curtailed competitions, and empty stands, Principia's athletics directors came up with an innovative way for the Principia community to show support during games and matches—a collection of flag banners emblazoned with Principia athletes' core values.

"We all know that Principia athletics is about more than performing physical feats. It's about overcoming adversity and expressing innate qualities," College Athletics Director Ann Pierson says. "The flags help reinforce that. They remind athletes of why they're doing what they're doing."

Supporting Principia athletics through the Gold & Blue Fund enables student-athletes to travel to competitions, practice and compete in top-notch facilities, and benefit from extraordinary coaching. The Gold & Blue Fund got Ngozi to the NCAA Nationals, which propelled her onto the Olympics stage. Let's find out where your support will take today's student-athletes. ■

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MEET HANNAH LOECHNER: Turning a Childhood Passion into a Professional Career

Hannah Loechner enjoys a moment of connection with her third-grade students.

Third-grade teacher Hannah Loechner (C'14) joined the Lower School faculty in 2017. As a student at the College, she received the 2014 Principia College Teacher Education Award. She has a degree in elementary education and a master's in curriculum and instruction. Before teaching at Principia, she taught at an International Baccalaureate school in Florida.

Q. What led you to teaching?

A. I've known that I wanted to be a teacher ever since I was a little girl. My mom was my kindergarten teacher, and I think that's when my passion for teaching really started. My grandmother was a teacher, too, so it runs in the

family. When I was little, I used to pretend to "teach" all of my stuffed animals and my little brother. I would take out a chalkboard and teach them lessons. It was one of my favorite things to do growing up!

Q. What do you love about teaching?

A. I absolutely love watching students grow, learn, and explore throughout the school year. It's so much fun to see students understand a concept or get curious about something that interests them and take ownership of their learning. There is nothing more rewarding as a teacher than seeing a student light up when they understand something or have a new idea to share.

Q. What do you find most challenging about teaching?

A. One of the most challenging things about teaching is that every year is different. The classroom culture is different each year because each year you get new students—both from students advancing grades as well as students who are brand new to the School.

You never stop growing as a teacher because what worked for one class one year might not work for another.

While it's a challenge, it's so worth it as a teacher to put in the effort to find the right rhythm for each class. It makes each year unique and fun!

Q. Can you share an example of how your students are practicing future-ready skills in the classroom?

A. One of my science units is on “Motion and Matter.” I wanted to create a performance assessment that allowed my students to authentically demonstrate what they had learned in a hands-on, experiential way.

I created a task for students to work in small teams to create a Rube Goldberg machine that had to demonstrate different patterns of motion and forces.

The students had to collaborate and communicate with each other throughout the whole process of designing and creating their machine. Each team worked together to use ideas from each team member to create a team design. There were challenges along the way, but the students learned to work together to problem-solve.

The winning team shared their machine at the Lower School Leadership Rally. Experiential projects like this allow students to take their learning to the next level by having to apply their learning in a new way and explain it. My students loved this project.

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

A. I attended a professional development workshop in the fall of 2020 to learn more about Kagan Cooperative Learning and Kagan Structures instructional strategies, specifically designed for engaging students through online and distanced learning.

This workshop was really helpful for this school year because we shifted to e-learning for two weeks after Thanksgiving. Kagan Structures are a big part of my in-person classroom, so it was great to have the opportunity, through Principia, to attend a Kagan workshop dedicated to online teaching and distanced learning to help make this year as successful as possible. I’m already looking forward to attending other Kagan workshops in the future.

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

A. At the beginning of one school year, one of my students was very apprehensive, quiet, and nervous to speak in front of his classmates. I worked closely with the student and was encouraged when he opened up and told me how he was feeling and what he wanted to accomplish in the classroom. He told me that he wanted to speak up and share his ideas, but he didn’t know how and was nervous about what his classmates might think.

I found something that interested him and helped him come up with a way to share this topic with the class. He did a great job, and the experience helped him realize that his classmates were interested in his ideas and what he thought. By the end of the school year, he was a leader among the students, and the whole class was always excited to hear his ideas.

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

A. I love organizing, so I think I would

Hannah Loechner takes advantage of the outdoor classrooms for a lesson on microgreens.




be a home organizer if I weren’t teaching. I’ve been watching *The Home Edit* on Netflix!

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

A. A day with my family! We’d play in our backyard, eat lunch at a park, go to the zoo, and get some frozen custard.

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

A. Be a good friend! Be kind, supportive, joyous, and loving to everyone. 

Lifelong Learners Travel a Two-Way Street



by Eric Morse (US'90)

Principia Senior Director of Alumni & Field Relations Merrilee McFarland (US'99, C'03) sees the blessings of Principia Lifelong Learning (PLL) travel as a natural extension of the education Principia provides for students from preschool through college.

“Our travel partners often remark that our Principia groups stand out,” McFarland says. “The joy, humility, curiosity, and enthusiasm that Principia travelers express are foundational to a Principia education.”

Principia founder Mary Kimball Morgan wrote to students and alumni, “The world needs you. It needs unselfishness, honesty, friendliness, consideration, courage, endurance, patience, hope, faith, and love . . .” (*Education at The Principia*, p.163).

In that spirit, Principia Lifelong Learning provides opportunities for learners of all ages to expand their horizons, meet and learn from distant and diverse cultures, and shine their light all over the globe. PLL trips are the opportunity to enjoy a life-changing

PLL trips are the opportunity to enjoy a life-changing Principia experience—whether participants have attended Principia in the past or not.

Principia experience—whether participants have attended Principia in the past or not.

Starting in July 2021 and extending for the next 12 months, PLL is offering an exciting and expansive slate of excursions across six continents. Beyond simple sightseeing, these trips give Principia’s community a window into the world with a firsthand look at some of its oldest and richest cultures, the most profound works of art, and the delicate balance of human, animal, and ecological life.

During 2021–2022, Principia Lifelong Learning will visit diverse destinations ranging from Japan to Kenya, from Antarctica to the Galapagos, and from secluded island to massive metropolis.

PLL traveling faculty will shed light on masterworks of art, important socio-political developments, and one-of-a-kind animal species.

Dr. Marie Jureit-Beamish (HON’14), professor emerita of music and longtime PLL faculty member, has decades of experience traveling the globe and learning from cultures all over the world. “It’s not just about going to a nice place for a nice vacation. It’s about immersing yourself culturally,” she says.

It’s proverbial that the more people learn about their differences, the more they find similarities. Jureit-Beamish adds the perfect coda: “Lifelong learners can bring joy wherever they are, they feel comfortable and happy doing it. They know it’s not a one-way street.” ■



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Letting the Show Go On— No Matter the Circumstances

by Chrissy Calkins Steele



There's a well-known saying in theatre, "The show must go on!" Many times, I've had to get myself out of the way and give the show—the whole experience—over to God, knowing that "[H]e performeth the thing that is appointed for me" (Job 23:14).

In fall 2020, Principia College students were anticipating studying Shakespeare in the United Kingdom. However, travel restrictions changed our interdisciplinary abroad into an on-campus Arts Block. Students were disappointed and skeptical about an on-campus experience. About half of them decided not to continue. I had to handle my own disappointment—as well as my sadness for the students. We all had been looking forward to this off-campus experience for almost a year.

As Theatre Department colleague Leah Gallant-McFall (US'89, C'93) and I planned, prepped, and prayed about this activity, we felt assured that God had a plan. We trusted that God was directing this on-campus Arts Block.

The Soul-filled activity of studying Shakespeare, exploring art, and rehearsing Shakespeare's challenging comedy *The Taming of the Shrew* had to be a fruitful experience for everyone.

As the semester unfolded, we saw continual evidence of God's good plan in action. A couple of new students joined the Arts Block, and several alumni living in the area were added to the cast. Through Zoom, the students participated in workshops with talented artists from Shakespeare's Globe Theatre in London, and they heard lectures by scholars from the Shakespeare Birthplace Trust in Stratford-upon-Avon.

Before every rehearsal, as is our tradition in the Theatre and Dance Department, we had a "met"—a metaphysical sharing of readings, inspiration, and gratitude. Students expressed their genuine joy and gratitude for the experiences we were having, and we acknowledged God's goodness overcoming fear, doubt, frustration, sadness, and personal sense.

At one "met," a student shared: "Mind gives you the ideas; Soul gives you the creativity; Principle gives you the structure." We each had everything we needed to work with Shakespeare's text, bring our own creative energy and ideas to it, and create the just-right production that would speak to our audience.

We wore masks during rehearsals but had received approval to be unmasked

for performances. On opening night, we were ready to perform for a small audience in the Duvall Theatre in the new McVay Center for the Performing Arts at Morey as well as a larger livestream audience.

However, three hours before the show, the campus went to "Red Phase," due to pandemic protocols. We couldn't have an in-person audience, and actors had to wear masks on stage, which was not part of the costume design. Everyone rallied—practically and prayerfully—to support the show.

In the face of these challenges, each person involved maintained a sense of anticipation, rejoicing, and gratitude. And the show went on! As Mary Baker Eddy assures us, "Trials are proofs of God's care" (*Science and Health with Key to the Scriptures*, p. 66). Although different than anticipated, the love of the show and for each other was tangible. "A faithful man shall abound with blessings," the Bible promises (Proverbs 28:20). We found that being faithful, trusting in God, good, and letting Mind direct the process resulted in many blessings. ■

Chrissy Calkins Steele joined the College faculty in 2006. She is currently chair of the Theatre and Dance Department.

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—Emily Staunton (C'20)

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PRINCIPIA COLLEGE



BUILDING A COMMUNITY OF GLOBAL CITIZENS

by Dr. Sally Steindorf (US'93, C'97)
and Rich Bachus (US'83)

“After learning about Christian Science, I feel like I was able to forgive . . . I learned there were better ways to help my people: through humanitarian aid, education, community development.”

Mar Htay (C’21) arrived at Principia College having experienced life in multiple countries. Born in Burma (Myanmar) in 1998, Mar was a toddler when his family fled to Thailand to avoid the brutal oppression of his people (the Karen ethnic group) at the hands of the Myanmar Army. The Thai government forced Htay’s family to remain in United Nations camps on the border for nearly nine years until they could obtain visas to leave the camps and move to the United States.

Mar has been a United States citizen for years now, and his Principia experience has helped develop him into the kind of global citizen that the world needs today. His family was introduced to Christian Science when they arrived as refugees in Rochester, New York.

“When I was younger, I wanted to be in the military so I could go back and help fight. That was my plan,” Mar says. “Before Christian Science and Principia, I had a lot of hatred in me towards the Burmese army because they are very brutal. . . . After learning about Christian Science, I feel like I was able to forgive . . . I learned there were better ways to help my people: through humanitarian aid, education, community development.”

Seeing diverse students from around the globe at Principia being their “true

selves” has helped Mar embrace his own heritage. “I was trying to become Americanized,” he says. “Being in global studies really helped me open my mind . . . and, in my sophomore year, is when I fully accepted myself.”

Mar has not only given back to Principia by sharing his unique perspective and hard-earned empathy, but in 2019 he interned at Mary’s Place Refugee Outreach, a nonprofit in Rochester, New York, that helped his family acclimate to the United States when they first arrived. For his global citizenship service project for the global studies major, Mar also interviewed refugees and English as a Second Language teachers in Rochester about the challenges refugees face. “Global citizenship is about being aware of the issues that are going on in the world,” Mar says.

Cultivating this global awareness is a Principia-wide student learning outcome. Although Principia founder Mary Kimball Morgan did not use the phrase “global citizenship,” it is clear that she saw Principia graduates as problem solvers on the global stage and that she believed part of a Principia education must include preparing students for this role in the world.

In *Education at The Principia*, she writes, “This generation falls heir

to troubled world conditions. The solving of these complicated problems will depend largely upon the wisdom and courage of the youth of today. Are we helping them to gain the stamina, perseverance, and courage necessary to cope successfully with such conditions?” (pp. 57–58). Across the College campus, faculty and staff have incorporated global-citizenship content and activities into their courses. And, of course, the College’s signature study abroad programs are inextricably linked to promoting global citizenship. >>



Mar Htay (C’21)

When faculty propose a study-abroad program, they must outline how their program connects to global citizenship.

The Study Abroad Office also collaborates with the Internship and Career Development Office to help students translate experiences on study-abroad programs into appropriate language for bolstering their resumes.

This multicultural professional development promotes global citizenship through helping students recognize the demonstrable competencies that follow from building global citizenship, says Stephanie Lovseth (C'05), the study abroad director.

"The abroad programs are very active and rich in providing opportunities for students to experience a culture other than their own," says Languages and Cultures Professor Annabelle Marquez.

"I appreciate that Global Studies recognizes the importance of language learning as part of their major degree requirement. It is this kind of integration and support of 'global citizenship' that is purposeful and stretches students to acquire not only the mindset but also the skills to really be global citizens."

However, cultivating a global mindset and amplifying international voices has to be an intentional activity on

campus as well, Marquez cautions. "In my classes, I am constantly asking the international students for their perspectives. They bring such richness to us, and we need to be more deliberate and conscious about how we, as an institution, are drawing out and including their expertise in comparative analysis."

As Director of the International Student Programs and Services Office David Njau says, "The lens of global citizenship requires Principia to see itself first and foremost as a global institution. I find the mission and purpose of Principia—to serve the Cause of Christian Science—to be necessarily global." ■

Defining Global Citizenship

by Dr. Sally Steindorf (US'93, C'97)

While definitions of global citizenship vary, they share the common themes of intercultural understanding, service, seeing one's self as part of a global community and making principled decisions within that context, and using one's privilege to create a more just and sustainable world.

The College Global Studies Department has utilized political scientist Hans

Schattle's list of qualities to build an internal definition of global citizenship: a global citizen demonstrates global awareness and knowledge, intercultural learning skills, and global service. To ensure that students meet this outcome, the Global Studies Department requires majors to take an introductory course on global citizenship followed by a Global Citizenship Project course junior or senior year. These courses, in addition to a required international experience, round out how the department assesses global citizenship.

While the first course introduces



"From an educational perspective, becoming a global citizen means learning to see the world from multiple perspectives and developing intercultural relationships and skills."

—Eve Stoddard and John Collins, global studies, St. Lawrence University

students to the concept of global citizenship, in the project course taught by Dr. Sarah Andrews (US'03, C'07), students design their own faculty-approved, globally oriented service project that can take place on campus or anywhere in the world. To be successful, students must connect their global citizenship project to one of the other aspects of the global citizenship definition—"global awareness and knowledge" or "intercultural learning." Through the global citizenship projects, students gain a "deeper and more nuanced understanding of a global issue they feel passionate about," Andrews says. Becoming better cross-cultural communicators and further appreciating the importance of deep listening to understand others' experiences are other common takeaways from these projects, she points out.

For his global citizenship project, senior Samuel Keller (US'17), originally from Germany, interviewed bilingual members of the College community to learn about their experiences speaking multiple languages, including the challenges and benefits. He then conducted a workshop about the value of learning and speaking multiple languages. For him, the most important aspects of global citizenship are the desire to be curious about, empathetic to, and open to other cultures—which

can be achieved through language learning. "Language is a really cool gateway for you to understand another person's culture," he explains. "If you can speak their language you can understand a little more about who they are and where they come from."

Being globally aware and knowledgeable as a global citizen requires us to understand the world through the lenses of multiple disciplines and perspectives and also to take into account how our actions (especially as consumers) impact others around the world.

In Global Studies, we emphasize systems thinking through which students come to understand the ways in which any given global issue is interconnected to many others. For example, the global gender gap in relation to educational attainment is at times connected to the issues of child marriage, menstrual hygiene management, poverty, gender-based violence and/or conflict. This then requires our global solutions to be just as complex and multifaceted.

The intercultural component of global citizenship asks each of us to be aware of, engage with, and respect the literature, histories, languages, religions, cultures, music, communication styles, and political and educational systems of those beyond the United States. And it also requires us to listen with a keen and empathetic ear to the students, faculty,

and staff who come to Principia from around the world—to pay attention to ways in which they feel a sense of belonging and also the ways in which they feel disengaged.

The service component of global citizenship asks that we and our students continually think outside of ourselves and ask how best we can serve both our local and global communities. For Mrs. Morgan, a focus on service was

at the heart of global problem solving. She asked, "Do we want our children to be thoroughly fortified to successfully encounter

and solve the world's problems which every young man and woman will have to contact when he or she goes out from the shelter of home into broader activities? What can we do for them that will best prepare them for real life—a life of useful service and strong purpose? In the first place, cannot we inspire them with a desire to serve?" (*Education at The Principia*, p. 57). ■

Dr. Sally Steindorf (US'93, C'97) is professor of global studies and chair of the College's Global Studies Department.

Global citizenship: "A sense of belonging to a broader community and common humanity, promoting a 'global gaze' that links the local to the global and the national to the international."

—United Nations Educational, Scientific and Cultural Organization (UNESCO)

A global citizen is "someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in meaningful ways."

—The United Nations Children's Fund



A School of Global Citizens

by Heather (Blamey, C'01) Bíró

Imagine being 15 years old, traveling alone 2,700 miles to attend a new school in a new country. The landscape is different. The smells are different. The food, money, and language are different. And—you are different.

This was the experience of Mariana Franco Garzón in August 2019 when she traveled from Tlajomulco de Zúñiga, Mexico, to Principia School to begin her sophomore year.

Reflecting on her arrival, Mariana, who is originally from Colombia, says, for the most part, as a new international student, she had to make the effort to reach out and meet people. “I feel like it’s mainly because people can

sometimes be scared of what they don’t know,” she says.

Embracing the unknown—in this case, new people and a culture different from one’s own—aligns with the global-citizenship initiative in Principia’s strategic plan and is also one of the six intended outcomes of the Principia School experience: developing students who are “global community members.”

Global Interconnectivity

Navigating global connectivity is a core competency fostered across the School levels. “It’s highly likely that [our students] will be sitting in an office or working in a business or industry where

they’re interacting with people from around the world,” says Assistant Head of School for Innovation and Strategy Dr. Peter Dry.

Many of the global competencies that students are gaining come from the diversity, equity, and inclusion work taking place at all levels, Dry says. “If you’re going to be a global citizen, you have to build your understanding and awareness of the complexities of diversity, equity, and inclusion,” he emphasizes. Students “need to be able to collaborate in an intentional, positive manner with others.”

Thinking globally starts in the youngest grades. Kindergarten teacher Lori

Lines (US'73, C'77) dedicates a four-week unit to global citizenship. "My objective is to take the kindergarteners who are, by nature, very self-absorbed and guide them to acknowledge other people, other cultures, other ways of thinking, other appearances, other skin colors, other religions, other foods—everything different than them," Lines says.

Through the years, the kindergarten class has welcomed many international guests, visited a Hindu Temple, shared letters and pictures with kindergarteners in Germany, delved into different language lessons, engaged with students' relatives across the globe, and conducted research projects. Students are taught to think specifically about how their behavior and actions affect other people, other places, the environment, and the world. It's a big concept for the little ones, but it builds an appreciation, tolerance, and acceptance of others—global competencies necessary for today's world.

Lower School art teacher Louise Elm-gren (C'84) organizes an international art-exchange program for the fourth and fifth grades. Students create art reflecting their life and culture and then exchange their work with a partner class in another country. Students examine the international art together, gaining a new window into both their own and their partner's cultures.

Cross-cultural Empathy

With 36 international students representing 17 countries in the Middle School and Upper School (and the expectation that the number of international students will nearly double next

year), the School campus naturally has a global-community feel. But presence doesn't always translate to understanding and empathy.

The Upper School International Student Club is working to heighten cultural and global awareness for all students. Sponsoring chapel talks, diverse speakers, open discussions, and cultural-themed activities are just a few ways the group is creating opportunities to address tough-to-talk-about issues, unmask stereotypes, and unite the student body.

Like all new international students, Mariana was embraced and warmly welcomed by International Student Program Director Michelle Bland (C'98) and International Student Coordinator Martha Weiss when she arrived at the School.

From providing warm coats and backpacks to helping students navigate the lunch line, Bland and Weiss play a key role in helping students acclimate to the new culture. "Leaving home, traveling so far, taking on a whole new culture and experience is a very brave thing to do," Bland says. "I want students to feel like they have an advocate, and they have a place where they feel at home, safe to ask questions and get support."

For new international students, even the smallest details about a "typical" school day can be daunting. Knowing whether to stand or raise your hand before asking a question in class or how to address and interact with a teacher are academic norms domestic students don't even consider. Bland very intentionally addresses basic issues in the international student orientation, so

"Principia wouldn't be the place it is without its international students."

that students are prepared when classes commence. This year, members of the International Student Club contributed to the orientation by leading discussions. "This made all the difference in the world because they are able to speak about things firsthand," Bland says.

In addition to keeping teachers, house-parents, counselors, and coaches abreast of each student's specific academic, social, and emotional needs, Bland leads professional development and makes sure faculty are aware of cultural differences that come with a growing international student body. There's no question that cultural learning opportunities exist for all community members and, often, it is the international students who are leading the way as examples of experienced global citizens.

"Principia wouldn't be the place it is without its international students," Bland says. "They offer domestic students and teachers a window to new worlds and ideas. They help others see how Christian Science is practiced worldwide. They offer a richness of perspective that is so vital to the Principia experience. I admire their willingness to step into American culture with grace, courage, and openness." ■

Moving Beyond “Foods and Flags”

Serving Today’s International Students

by Rich Bachus (US’83)

“Intentionality” is a word you hear a lot when speaking with David Njau (C’18), director of the International Student Programs and Services Office (ISPaso) at Principia College. After graduating as an international student from Kenya in 2018, Njau was hired to conduct a one-year study of current international students’ experiences at the College. “There were some things that came out very clearly,” Njau says. “One of them being the missing intentionality in programming for international students.”

Njau was then asked to lead ISPaso, which became “an actual full-fledged department,” and Njau was appointed as a member of the College Cabinet. In 2020, Njau’s department added an additional position to support international students.

While ISPaso now has more authority and autonomy than earlier campus support for international students, the core responsibilities have not changed since Marjorie Day Hamlin (US’38) became the first international student coordinator in 1980. (See article on page 30.)

“We want international students to feel that they are never alone when they are

at Principia College,” Njau says. “That very direct involvement with the well-being of international students continues to this day.”

Seeing Principia as a Global Citizen

A major change in recent years has been a deeper understanding that global citizenship isn’t just about acclimating international students to a domestic institution. It’s a two-way street that requires domestic students, faculty, and staff to widen their embrace of international students, especially in a community where many students have previously attended school or summer camps together for years.

“The term global citizenship is used a lot these days especially in higher education circles,” Njau says, “and sometimes it loses meaning because it’s almost about getting together and having international foods and flags, but [it’s] so much deeper. There’s this idea that Principia itself is a global citizen.”

On top of the usual challenges for students gathering from around the globe, students today face “a rise in complexity of the legal landscape,” Njau points out.



When the campus was shut down in March 2020 and students were asked to return home, “the College recognized that going home overseas is totally different. If they went home, some students might not be able to come back. So, there was a provision for international students to remain on campus. At least 50 students stayed.”



David Njau, director of the International Student Programs and Services Office, at left and above with international students.

For the first time in decades, there were no new international students on the College campus for fall 2020 due to closures of embassies and consulates. Some students deferred start dates, and some took classes remotely from their home countries. “In the fall of 2021, we will have the largest class of international students because of deferrals,” Njau says.

Divine Citizenship

When faced with challenges—whether from within or outside of the College—Njau often turns to a favorite quote from the Bible, “The earth is the Lord’s, and the fullness thereof; the world, and they that dwell therein” (Psalm 24:1). “Last year, there were all these [government] regulations coming out that seemed very anti-international student,” Njau says. “The idea that the earth is God’s is very helpful. The students


“We want international students to feel that they are never alone when they are at Principia College.”

can’t be kicked out of any place. They have a divine citizenship that they cannot be exempt from.”

Although the distractions and special needs of the past year have put many plans on pause, Njau’s department is implementing new services on a regular

basis. Most international students, for example, come from countries where public transportation is accessible. When they arrive at the College, it’s not easy to access any public transportation. ISPaSO started a transport shuttle to help international students (as well as domestic students) get off campus, and that program will resume in the fall.

Other examples of “intentionality” include regular trips to the Illinois Department of Motor Vehicles so that students can get driver’s permits and licenses, as well as identification cards. International students are now the leaders for “Break House,” the house for students unable to return home during breaks.

Njau’s long-term vision for Principia’s support for international students looks a bit like an airport. “When one flies, even for the first time in a totally different country, . . . you just need to know where you are going. If you follow the signs, you will get to Terminal 3, Gate 65,” he says. “There is always someone you can ask in case you are lost. My hope is to have programming that has that manner as a reference point—programs that really get you ready for where you are trying to go and at any point in the process you can follow the signs to get there.” 

Margie Hamlin: Mentor, Friend, Mother

by Armin Sethna (C'84)

The shock of silver hair, the enthusiastic wave, and that beaming smile radiating genuine warmth, wonder, and curiosity. If you're one of the scores of international students who studied at Principia College from the late 1970s to the mid-1990s, you'll know exactly who I'm talking about: Marjorie Day Hamlin (US'38).

Decades before concepts of cross-cultural competency or global fluency entered the academic mainstream, Margie (as she's universally known) embodied and helped cultivate those attributes among both international and American students during her tenure as Principia College's international student coordinator.

In reality, for many of us who arrived on the College campus from cities, towns, or villages across the globe, Margie didn't "coordinate" as much as shepherd, nurture, and reassure.

With her encouragement, international students (this writer, an international student from India, included) were able to adjust to new ways of learning and

communication in order to take full advantage of all that Principia offered—and to contribute to the community.

During the height of the us-versus-them Cold War mentality, Margie also helped expand the perspectives of Principians hailing from across the United States. She grew the one-year international "exchange program" as well as opportunities for four-year degree study for students from around the globe. She found new ways to foster interaction and celebrate cultural diversity, including kicking off the Whole World Festival. And—along with her husband Henry

("Hank") Hamlin (US'41, JC'43)—she led numerous Principia abroads to East and West Africa, to the then-Soviet Union, and to India.

In that pre-Internet era, when immediate answers couldn't be Googled or sought on YouTube, Margie was usually the first port of call for international students—about the mundane details of dorm life, registering for classes, finding a campus job, or becoming immersed in American life and culture, as well as connecting to a wider community of Christian Scientists. Sometimes, we would ask for help. But often, Margie

**The dialogue and diversity
that Margie fostered . . .
helped broaden world views
while dissolving preconceptions
and misconceptions.**



Armin Sethna (left) at her 1984 College graduation with Margie Hamlin and several fellow graduates.

*Photos courtesy
of Armin Sethna*

seemed to sense what we might need even before we did.

Couldn't figure out how to work the laundry machines in the dorm basement, and too embarrassed to ask your roommate yet again? No problem! Margie would hop on her trusty bicycle and pedal over to the rescue.

Never before experienced temperatures below 80 degrees Fahrenheit, let alone snow? No matter. Every fall, Margie produced a mountain of donated down jackets, scarves, gloves, ski pants—and patiently explained to those of us from places like the Philippines, India, or Ghana why we'd be needing these items very soon! Happened to mention that you missed the flavors of home and found American fare a bit bland? A few days later, a bottle of Tabasco sauce appeared on the Scramble Room counter and became a permanent fixture (to the

delight of the two Indian students on campus at the time).

From camping and canoe trips in the Ozarks (with much paddling in circles and tipping over) to cross-country skiing after Thanksgiving at the Hamlin home on the School campus to a cross-country road trip to visit The Mother Church in Boston, Margie made sure that international students ticked off as many new experiences as possible.

For those trying to figure out how the system of grading, papers, and marks for class participation worked, Margie helped us navigate through unfamiliar academic terrain. Were students actually expected to speak up in class and be graded on participation? (Unheard of, if you came from a school system in a former British colony.) And you could occasionally retake a quiz or resubmit a paper? (Almost incomprehensible!)

The dialogue and diversity that Margie fostered—including late-night conversations in her Mistake House “office” with a growing circle of friends from Alabama and Australia, Kansas and Kenya, Raleigh and Rio de Janeiro—helped broaden world views while dissolving preconceptions and misconceptions. In fact, Principia's International Student Program, under Margie Hamlin's inclusive and expansive guidance, inspired my own career interests and has led to a fulfilling professional life with multiple opportunities to live and learn around the world.

Today, four decades after our first meeting, I still delight in Margie's ongoing “mothering” of my own family as well as the worldwide family of far-flung Principians. And I'm grateful to Hank and their daughters—Betsy, Jennifer, and Priscilla—for sharing her with a multitude of Principia “siblings.” ■

Margie Hamlin (front center) on a canoe trip with Armin Sethna (far right) and other students.



Protecting Japanese Principians in World War II

by Rich Bachus (US'83)

On December 8, 1941, the day after the “date which will live in infamy,” the Federal Bureau of Investigation (FBI) arrived in the office of Principia College President Frederic E. Morgan (US'10, JC'12) to interview all five Japanese citizens living on campus to assess the threat they posed to the United States. International air waves still resounded with President Franklin D. Roosevelt's declaration of war against Japan, following the deadly attack on Pearl Harbor. President Morgan, the son of Principia founder Mary Kimball Morgan, faced a pressing question: How best to support the five beloved Principians who suddenly became “aliens of enemy nationalities”?

Campus Custody and Backlash

Emi (Takaki, US'30, C'34) Abiko tells part of the story of what happened next in her book *A Precious Legacy: Christian Science Comes to Japan*. College Dean of Women Olive Davis provided an update in a letter at the time, noting, “The FBI visited the college at once and sized up

the situation very quickly, stating that Principia could be given full custody of these students.”

Although spared from an internment camp and deemed exceptions to the evacuation policy, the students were restricted to Principia's campus, in part, for their own protection. In a December 8, 1941, letter to the Principia Trustees, President Morgan wrote: “We have asked them not to leave the campus as we feel they might be rudely treated by strangers. They are working earnestly in Science to see the whole situation in its true light . . .”

Anonymous hate mail soon reached President Morgan's desk. Sharp criticism and misinformation even came from within the community of Principia supporters. Every letter, telegram, package, and phone call to and from any of the students had to go through the President's Office, with President Morgan's secretary tasked with censoring each communication on behalf of the FBI. Every time one of the Japanese needed to go off campus for appointments, the

The Matsukata family, circa 1927, pictured clockwise from the father Shokuma, mother Miyo, eldest Naka (top right), Miye, son Makoto (in toy car), Tane, youngest Mari, and Haru (far left)



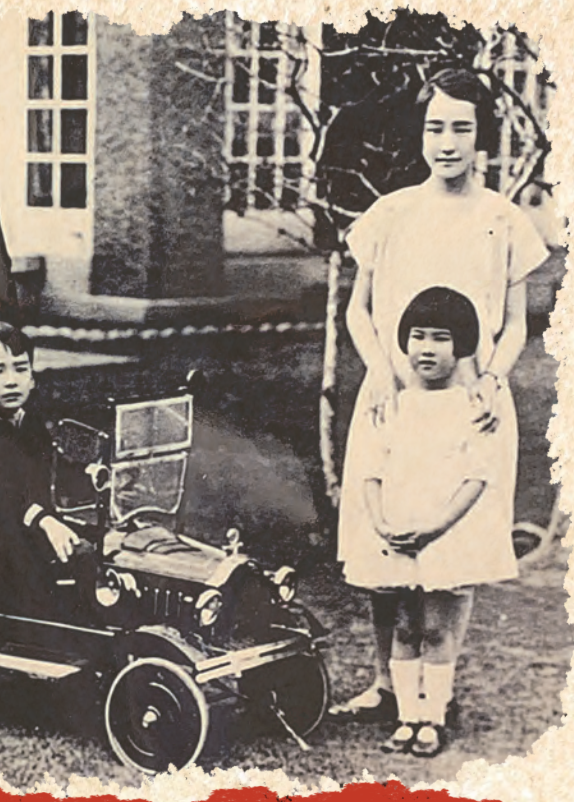
Photo courtesy of Nao Matsukata

“I do not believe I have Christian Science as my

College President had to write to the U.S. Attorney in Springfield, Illinois, for permission.

Despite the barrage of racism, hate mail, government bureaucracy, and constant surveillance of communications, President Morgan and Principia maintained the loving embrace of these Japanese charges.

This “campus internment,” however, is only part of a deeper story that exemplifies Principia's extraordinary commitment to international students in service of the worldwide Cause of Christian Science. The rest of the story—the lesser-known part—speaks to the mutual blessings that occur when Principia extends its embrace beyond national borders. Then as now, Principia receives as much as it gives to its global citizens.



**ave ever appreciated
s much as I do today."**

Welcoming arms not only provide a strong, safe learning environment for international students (especially in times of trouble), but the students who accept that embrace make Principia a stronger, better place for all.

Backstory

The first Japanese Christian Scientists came to Principia Upper School in 1929 after studying English in Japan to better understand *Science and Health with Key to the Scriptures*. There were two Japanese Principia families during World War II: the Matsukatas and the Takakis with six and four children, respectively. President Morgan and his wife—Madeline Bingham Morgan (HON'27)—grew so close to the Japanese students that the students referred to the Morgans as their "American parents." When

the war started, three of the six Matsukata children were still students at the College, and one daughter was working as an administrative assistant after graduating. Tori Takaki was the only one of her family still enrolled at Principia, according to a spring 1986 *Principia Purpose* article by Brian Warble.

In *Samurai and Silk: A Japanese and American Heritage* by Haru (Matsukata, C'37) Reischauer, Reischauer explores the backgrounds of the Japanese Principians' two families. The Matsukata children's grandfather, Prince Masayoshi Matsukata, helped set up the country's first national banking system and served as prime minister twice in the 1890s. Tori Takaki's mother, one of the three women who established Christian Science in Japan, served as chief lady-in-waiting to Empress Nagako before and during the war.

Overcoming Enmity

The Japanese Principians experienced a roller-coaster of emotional challenges: from concern for their family back in Japan to anxiety about being too disconnected from other Japanese to be of help when the war ended. In a December 23, 1941, letter to the Trustees, President Morgan shared details about the way the community was handling the trying circumstances:

Our Japanese students have been magnificent in their attitude. They were deeply shocked and horrified by the news of the treacherous attack on Hawaii, but they at once went to work in Chris-

tian Science and the resulting demonstration of poise and of confidence has been really superb. I want to say, too, that our young people have poured out to them an unmistakable flood of tenderness which they must have found inspiring. Letters have come to them from many friends who have graduated from Principia and who are located in all parts of the country.

In a carefully written-out testimony that Miye Matsukata (C'44) gave just days after Pearl Harbor (and shared with the Trustees), Miye said, "I do not believe I have ever appreciated Christian Science as much as I do today." She went on to also share some ideas inspired by a December 1941 *Christian Science Journal* article she had read entitled, "The Conflict and the Individual."

... it is brought out that war is mental. That all conflict obviously begins and ends with the individual. It is in the individual consciousness that battles are fought, evil is overcome, and goodness becomes ascendant. It also >>



Tori Takaki (US'37, C'43)

says, 'First settle the conflict within oneself.' I know that all my thoughts come from the one God, or the divine Mind. Therefore, I cannot reflect American thoughts or Japanese thoughts, but I can only reflect the highest and unchanging thoughts which come directly from God.

From Student to Teacher

By June 1942, a new challenge arose. Mako (US'38, C'42), the Matsukata family's only son, was about to graduate from Principia College. Mako suggested that he thought the best way he could be of service in the reconstruction of Japan after the war was to join his countrymen and "present himself for internment."

It didn't take long for Principia to propose an alternative. There was high



Makoto "Mako" Matsukata (US'38, C'42)

demand for Japanese instructors to help the war effort, so Principia offered Mako a job teaching Japanese in the fall of 1942. Mako spent the summer taking education classes and developing the course under the direction of Professor Alfred Gertsch, head of the College's foreign language department.

After a successful year of teaching, however, Mako's resolve to join his coun-

trymen in internment returned. In a letter to the U.S. Department of Justice, Mako wrote "I would like to live among and as one of those interned and see if it is not possible to do a little good toward a lasting peace," Warble recounts.

Mako got the government's attention, but not in the way he had requested. By late summer of 1943, the Harvard University Department of Far Eastern Languages offered Mako a job as a teacher of Japanese. Mako taught in the Army Language Program at Harvard with distinction until the end of the war, eventually supervising a group of 19 Japanese teachers who taught small classes of army officers.

The U.S. incarcerated approximately 120,000 Japanese and Japanese Americans during World War II without charge. With extra care and diligence, Principia's Japanese never saw the inside of an internment camp. ■

Exponential Fruitage

Principia's commitment to its Japanese students would continue to bear fruit in the form of mutual blessings for decades to come. Here's an overview of how they served Principia and the world after graduating:

Naka Matsukata (US'31, C'36)—Naka's connection to Principia carried on for years after she married John W. Rawsthorne who went on to serve as dean of men at the College in the 1950s.

Haru Matsukata (C'37)—Haru made her mark as a journalist and writer with articles in *The Christian Science Monitor* and *The Saturday Evening Post*. In 1955, novelist James A. Michener introduced Haru to

the man she would marry—Dr. Edwin D. Reischauer—a leading Harvard professor of Japanese studies. In 1961, President John F. Kennedy appointed Reischauer as ambassador to Japan. The couple was credited with strengthening relations between the U.S. and Japan. In 1986, Haru wrote a family memoir, *Samurai and Silk: A Japanese and American Heritage*.

Tane Matsukata (US'36, C'41)—Tane returned to Japan after obtaining a graduate degree in library sciences from Columbia University. In 1949, she founded the Nishimachi International School for Japanese children interested in learning to read and speak English. Still located in the heart of Tokyo and serving many international students, the school

continues Tane's mission of promoting "the well-rounded development of individuals through the cultivation of their intellectual, creative, personal, social, and physical abilities."

Mako Matsukata (US'38, C'42)—Mako went on to serve in the U.S. Army and was sent to Japan as part of Gen. Douglas MacArthur's team during the surrender proceedings. He then led groups of Japanese businessmen to the United States to learn the essentials of American management techniques.

Tori Takaki (US'37, C'43)—After Mako left Principia, Tori joined the Principia faculty as junior instructor of Japanese. She did so well that she attracted an offer to teach Japanese at the University of Michigan

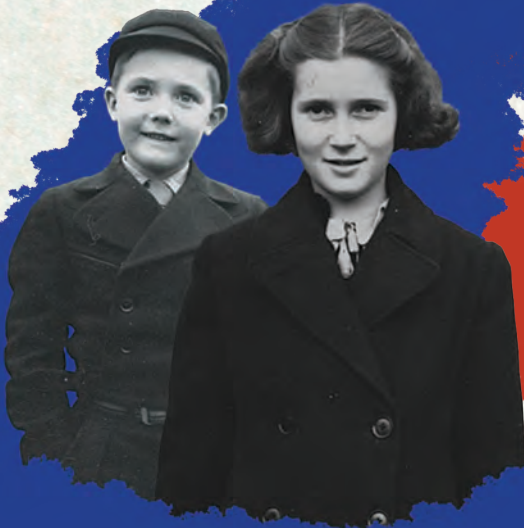
where she thrived. She went on to become the first Japanese Christian Science teacher.

Miye Matsukata (C'44)—With a passion for artistic craftsmanship, especially in jewelry, Miye studied art and metalsmithing at the School of the Museum of Fine Arts in Boston. Miye made jewelry in Boston for more than 30 years and was highly successful. Her papers, including sketchbooks, journals, photographs, and correspondence, are preserved in the Smithsonian Institution's Archives of American Art.

Mari Matsukata (US'41, C'45)—Mari also pursued a career in art followed by service as a Christian Science practitioner and lecturer.

British Evacuees in World War II: A Story in Snippets

by Rich Bachus (US'83)



Siblings John and Jennifer Bunting (age 6 and 13, respectively) braved a treacherous Atlantic Ocean crossing to reach Principia School in 1940.

In 1940, Principia welcomed eight British children to the School, offering safety during unsettled times and a strong, stable education for the duration of the war.

"In the summer of 1940, when air raids were becoming frequent, when France had fallen, and when things were looking serious for Britain, Principia sent a message to Christian Scientists in England, inviting an unspecified number of students to be its guests for the duration of the war."

—Jennifer (Bunting, US'45) Dyck, Principia Purpose (April 1978)

July 18, 1940

"We will be happy to accept without any charge for tuition or fees of any character as many children of people well known as earnest English Christian Scientists who may be taken into the homes of Christian Scientists in St. Louis through the recommendations of any committee which you may appoint for this purpose. We are willing to take

as many children as our facilities will permit."

—Principia President Frederic E. Morgan, letter to Christian Science Board of Directors

September 17, 1940

"Our students are much interested in the arrival of the various new students from England, and I am sure they will do everything possible to help them become acquainted and make the adjustment to what is probably quite a different way of doing things."

—Principia School Headmaster William E. Morgan Jr., letter to Mrs. May Griffin of Kensington, W.S., England

October 3, 1940

"JENNIFER BUNTING AND TWO WRIGHT BOYS SAILING WITH MRS BUNTING MID OCTOBER FURNESS WITHTY LINE STOP WEIR"

—Weir, telegram from British Principia interview committee to Principia

February 10, 1941

"Despite the fact that they are able to hear but infrequently from the members of their families, some of whom are in active service in points of danger, these children have given absolutely no evidence of over-anxiety, distress, or loneliness. The only tears shed were reported when Trevor Thomas, a ten-year-old boy,

had a letter saying that a German bomb had done away with his pet dog. Even in this instance he quickly regained his poise by turning to his Bible and *Science and Health*."

—President Frederic E. Morgan, letter to "Those Who Have Contributed to the Fund for British Children at The Principia"

July 13, 1944

"Dear Mr. Freddy,
Now that I'm back in England I realize more fully than ever before just what the Principia experience means. The friendships, the internationality, the Principle and the love expressed has done much to keep my thought balanced and retained on a higher plane now that I am back and the evidence of war and hate seem to be all around."

—Patricia (Griffin, US'41, C'44) Goldie-Scot, letter to Frederic E. Morgan after graduating from Principia College

June 30, 1945

"Dear British Friends,
The end of the war in Europe fills our hearts with rejoicing. During the dark years the courage, stamina, and fortitude of the British people and their leaders stood before the world as the inspiring results of enlightened and understanding faith in God."

—President Frederic E. Morgan, letter to British Christian Scientists ■

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The PRINCIPIA

Remembering

Irma

by Robert M. Craig (US'62, C'66)

Eareckson



During my adolescent school-boy years at the turn of the 1960s, old and new were ever-present in exciting juxtaposition. It was over Christmas break of my sophomore year that the new Upper School wing on the “country campus” was ready for occupancy; my high school classmates and teachers were pioneers, inaugurating the new Upper School facility mid-academic year, 1959–1960.

While the campus facilities changed dramatically during this period, the faculty provided continuity, moving with us to the new campus. At the time of the move, I was enrolled in Irma Eareckson’s “Civilization” class, and we simply transferred our study of English literature to a new venue for her uninterrupted mentoring.

As I recall Miss Eareckson’s impact and influence, I am reminded of Principia’s motto, “As the sowing, the reaping.” She taught generations of students how to express themselves orally, expecting them to purge their language of raunchy street patois and indecorous jargon and to speak the Queen’s English with neither “ums” nor “ahs.” And

she especially taught us how to write. Her students learned to appreciate the varied and precise meanings of words, as each developed an enriched vocabulary. She taught how to write with clarity, propriety, and grammatical correctness. She assigned countless themes, and she read every line of them with care, recording two grades that respectively addressed the content of the subject matter as well as the correctness of the “mechanics” of the essay: spelling, punctuation, grammar, and syntax. A paper might be returned with a red-penciled B over C or an A over F (excellent content, less than acceptable spelling, grammar, and punctuation).

Developing Writers

We worked hard and turned in our thoroughly proofread and “perfect” papers, and then the red ink flowed across our many pages of juvenile erudition and developing self-expression. Miss Eareckson searched for topic sentences and transitions. She underlined key content, annotating our masterpieces with comments in the margins such as “develop this idea.” Elsewhere, she suggested how a point might be

more clearly made if a sentence were moved or a word or phrase changed. She crossed through rambling and directionless prose, enhanced the flow and meaning with judiciously placed commas or semicolons, wrote “SP” in the margin opposite lines in which a word was misspelled, and suggested needed edits. In all of this, she assumed that every student, if encouraged, could become an accomplished poet, journalist, novelist, or, in general, a more effective writer in any of our many intended professions. And then she set out to prove it.

Year-Long Assignment

In her creative writing class, Miss Eareckson announced her year-long writing assignment: every student would author a novel! Each chapter would be a different form of writing (in whatever order the student selected): a 14-line sonnet, a one-act play, a “normal” novel chapter presenting a descriptive chronicle, an expository argumentative essay, a haiku poem, a short story, a narrative poem, or a conversation/dialogue between or among characters. Authors could solicit classmates as actors to perform the one-act play chapter and/or dialogue, and these collaborative efforts drew attention across other classes. Among the prescribed forms of writing, none could be repeated, as the novel took shape with a minimum number of required chapters, each chapter unique yet coordinated in the unfolding plot and character development of the novel.

When the assignment was first described, we students sat, as the British would say, “gobsmacked,” but we also knew intuitively that we were in the >>

Top: Upper School campus, circa 1960

hands of a consummate teacher whose purpose was to bring out the best in all of us. Miss Eareckson would later write that despite the formidable piles of themes, chapters, and outlines she had thus committed herself *to read*, it was all worth it. Her students (in her own words), revealed “the beauty, the freshness, the progress in skills, the humor, the courage, the love, the heartbreak, the confident sharing of their most private ideas.”¹

Miss Eareckson’s students went on to fulfill her expectations in varied successful careers, often as writers. My Upper School classmates included a future prosecuting attorney for the city of Los Angeles, a magazine editor, book authors, university professors, and a speechwriter for President Nixon. In my case, I went on to teach in an architecture school, preparing my students to communicate effectively (both visually and verbally) to future clients. As I directed master’s theses and doctoral dissertations in architectural history, I sought to share what I learned from Miss Eareckson. Some accused me of being an English teacher.

Like Miss Eareckson’s novel, the various chapters of my professional career crossed disciplines. Although a historian of the arts, I served as president of two multidisciplinary academic societies whose members were mostly English professors. In that role, I helped establish an annual scholarly article prize and emerging scholar prize for one society, and a new academic journal for the other: *XVIII New Perspectives on the Eighteenth Century* (now in its 17th year).²

Career Fruitage

In retirement, I am still writing, and as I look back, I recall with appreciation and respect Miss Eareckson’s creative writing class in which young adolescents were challenged to become poets, novelists, and playwrights. As an architectural historian, I documented the design and building of Principia College as well as the mid-century modern architecture of the country campus.³ As a historian, I worked with fellow Principia alums to publish in 2018 a book of memoirs of Principians’ Vietnam-era experiences in the military.⁴

And in 2021, I am publishing three new books: a campus architectural history of Georgia Tech (where I taught for 40 years), a semi-autobiographic book of short stories and essays about growing up in the 1950s and 1960s, and a book of poetry—the latter I describe as committing poetry without a license. My poetry collection is appropriately entitled *Irma’s Seed* and is dedicated to the memory of Irma Eareckson.⁵ “As the sowing, the reaping.” ■

Editor’s Note: The full version of this article, which includes further recollections of the School’s early faculty and move to the “country campus,” is posted online. Visit principiaalumni.org/eareckson.



Irma Eareckson, 1972 yearbook photo

“Her students learned to appreciate the varied and precise meanings of words, as each developed an enriched vocabulary.”

¹ Henry S. Hamlin and Norman A. Anderson, *A Century of Progress: A Pictorial History of The Principia* (St. Louis: The Principia Corporation, 1997); 44.

² Nineteenth-Century Studies Association (NCSA) and Southeastern American Society for Eighteenth-Century Studies (SEASECS).

³ See Robert M. Craig, *Bernard Maybeck at Principia College: The Art and Craft of Building* (Layton, UT: Gibbs Smith, 2004) and Robert M. Craig, “Principia at Mid-Century: From Maybeck to Modern and the Legacy of William E. Morgan, Jr.” *ARRIS* Vol. 31 (2020).

⁴ Robert M. Craig, ed. *Red Rivers in a Yellow Field: Memoirs of the Vietnam Era* (Ashland, OR: Hellgate Press, 2018).

⁵ Copies of *Irma’s Seed* (and the above books) are available through the author. Contact rob.craig@arch.gatech.edu for information.

PANDEMIC LESSONS:

Moving Learning Forward in the Face of Restrictions

by Heather (Blamey, C'01) Biró

At the end of 2020, *The Washington Post* asked readers to describe the year in one word. Some of the top responses: “chaotic,” “exhausting,” “nightmare.” While doom and gloom consumed the media, Principia’s campuses were active, organized, and uplifting. Students attended class. Dorms buzzed with activity. Athletes were unified, and learning was prioritized. It is clear that 2020 was indeed a year to remember at Principia, but for reasons other than the restrictions.

PUTTING FIRST THINGS FIRST

The dual-campus metaphysical theme for the year—“. . . perfect love casteth out fear” (1 John 4:18)—was a guiding light for decisions and directions throughout the academic year. Established principles and values supported the coordinated efforts of administrators:

- Continually seek to lessen fear
- Be law-abiding neighbors who contribute to public safety
- Provide an excellent academic community experience for all students
- Ease uncertainty and provide clarity wherever possible
- Comply with official mandates, guidance, and best practices
- Uplift thought in every way possible

To meet the needs of students and faculty, the College provided both

in-person and remote instruction for both semesters. Professors chose the structure of their classes—either online or in-person

To ensure a safe campus opening and a successful in-person academic experience, a phased system of restrictions was implemented. Each semester began in the most restrictive Red Phase, prohibiting students from leaving campus or visiting friends in other houses. Restrictions eased as cohorts were established and conditions allowed.

On the School campus, classes began in person after a short period of e-learning online and careful protocols for opening the dorms and reentry of all students. School leaders, faculty, and members of the Board of Trustees invested countless hours of research and consultation to develop a comprehensive reopening plan. Both campuses operated throughout the academic year

with very few COVID-19 cases at all levels and no Principia-mandated testing requirements.

ADAPTIVE LEARNING

Knowing many of her students would not be able to return to campus at the start of fall term, College political science professor Dr. Julie Blase chose to teach remotely. Teaching online has forced her to be “more focused and precise in choosing my goals for each class period,” Blase says. And she has appreciated the immediacy of the digital realm. “Students can ask questions or make suggestions, and I can respond directly on their documents.”

At the School, the need to distance and rearrange spaces dedicated for collaboration—one of the School’s future-ready skills—was concerning at first. But the level principals agree that the year’s limitations haven’t prohibited teachers from implementing engaging, >>



Left: Upper School science teacher Lynne Scott (C'01) uses the School campus as an outdoor classroom.

Right: The College orchestra in rehearsal. The orchestra performed a socially distanced concert that was broadcast live on Facebook.

experiential, hands-on learning activities.

“We’re being mindful of the whole child,” says Middle School Principal Sam Dry. Creative and innovative approaches have met the students’ needs.

Both the School and College used their expansive facilities and campuses to full advantage. Exceptional weather throughout the fall allowed for outdoor classes. The School set up tents in multiple locations to extend open-air teaching options.

Both campuses produced several productions that were either livestreamed or pre-recorded for on-demand viewing. The School’s spring production of *Annie* exemplified great ingenuity. Students created the sets, utilized a green screen, got creative with masks and costuming, and pre-recorded the

production. It was a lesson in art, technology, media, and performance! College Music Department faculty and students supported Christian Science churches around the United States through recordings as “remote” pianists, organists, and soloists.

College and Upper School athletics proceeded with shortened seasons, carefully controlled competitions, and mandatory testing of athletes when required by the NCAA. In the winter, the College’s Crafton Athletic Center hosted the SLIAC Championships for men’s and women’s track and field, with many Principians earning top-three places. In College swimming, new records were set in the pool. All College varsity sports were back in action in the spring, including men’s and women’s soccer and rugby, which were postponed from fall to spring.

With the help of virtual technology,

both campuses were able to produce large-scale events such as the College’s beloved Monitor Night Live and long-standing Public Affairs Conference. The School hosted the nation’s first high school mediation tournament.

INTENDED OUTCOMES

The decisions of the College and School leadership last summer proved wise and effective. For the 29 percent of College students who did not reside on campus in the fall (13 percent in the spring), the option of remote courses allowed uninterrupted progress toward graduation.

At the School, pandemic protocols did not interfere with student success. The nationally normed tests that the School participates in annually showed commendable growth in learning at all levels. On average, much of the student body ranked in the top quartile in the nation in reading and math.

Instructors and coaches on both campuses are walking away from the year with another set of tools in their toolbox to engage students in new ways. In fact, some pandemic-driven changes may continue in the future. Zoom parent-teacher conferences and livestreamed activities have driven greater parent and community engagement. Online professional development minimized instructors' time away from the classroom. Intentional cohorting strengthened student and staff relationships.

Both the College and School plan to return to full in-person instruction in the fall. While the College expects to offer more online course options going



A Middle School Bible class in one of several tented outdoor classrooms the School erected and utilized on campus whenever the weather allowed.

forward, its highly successful residential model and commitment to face-to-face instruction remain unchanged. The School now has the confidence to shift

to e-learning with alacrity if there's a need. And everyone values the power of face-to-face engagement even more than ever. ■

Remote Learning: Sink or Swim

Adapted from an April 2020 Principia Pilot article by the spring 2020 College Feature Writing class

Most experiential education classes have accepted the transition to some new course material, but Professor Andrew Martin took his Introduction to Archaeology class into the outdoors at Doc Magumba's Pond near Eliestoun—via Zoom on his iPhone.

"The experiment was my attempt to make an ancient boat or coracle, which many ancient people across the world used," Professor Martin explains. When the twigs Martin was using didn't work, senior David McCook says, Martin "decided to get in his canoe for a little entertainment."

Sophomore Olivia Denson recounts that

while Martin was pushing off in the canoe, he dropped his iPhone: "My classmates heard him yell, 'Noooo!!' and reach towards his phone, but then [his Zoom video frame] froze. . . . He disappeared completely from our Zoom call, and that's when we all realized that something had indeed gone sideways."

McCook captured a brief recording of the class reaction on Zoom showing Martin's frame frozen and students clapping hands over mouths giggling wide-eyed and nervous.

"Unfortunately, my phone fell in [the pond]," confirms Martin. "Amazingly, it still worked after I fished it out, and the students were still there on Zoom! So, I asked them if they saw any tadpoles while they were at the bottom of the pond,



and [I] continued the class."

He didn't miss a beat, Denson says: "He then proceeded to paddle throughout the pond and tell us about how, in the past, water acted as roadways and was the most popular form of travel for ancient civilizations. . . . He knew we were all feeling a bit claustrophobic not being able to explore [or] enjoy local nature and outdoor attractions, so he brought it to us!"

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We are excited for you to see our growth and campus-wide updates.

(For further information on the pilot program, visit principia.edu/trustees/pilot.)



Wonderful Alumni Family!

As we jump into summer, our alumni ranks have swelled! Join me in welcoming the Upper School and College Classes of 2021 into our alumni family. Graduation was unique this year as we celebrated not just the

Classes of 2021 but also the Classes of 2020 who returned to campus to don their caps and gowns and officially walk the stage. ConGRADulations to our new alumni!

Although we have not been hosting in-person gatherings for alumni and friends this past year, we are grateful for record attendance at more than 70 virtual events, with more than 15,000 of you attending. We hope you will tune in for upcoming virtual events and let us know what topics you'd be interested in learning more about.

April was filled with service and giving! The sixth annual Principia Global Days of Service made a significant impact with more than 570 alumni, students, and friends volunteering more than 1,540 hours. You joined together and were All in for Prin to "raise the woof" with more than 763 alumni and friends donating \$303,271 dollars on Principia's Day of Giving (D.O.G.)! We are blessed by all the

ways you radiate your light towards Principia and throughout the world.

We've loved hearing from you this year! Please keep sending updates and news for sharing in the *Purpose* and elsewhere. Toot your own horn or share about your classmates, relatives, and friends by sending exciting news and updates to alum@principia.edu. We love keeping up with Principians far and wide!

We're counting down the days to the Upper School Reunion September 29–October 2, 2021! (See page 49 for more information.)

The entire Alumni & Field Relations Team is looking forward to crossing paths with you soon—whether on campus, on a Principia Lifelong Learning trip, or virtually!

With gratitude,

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

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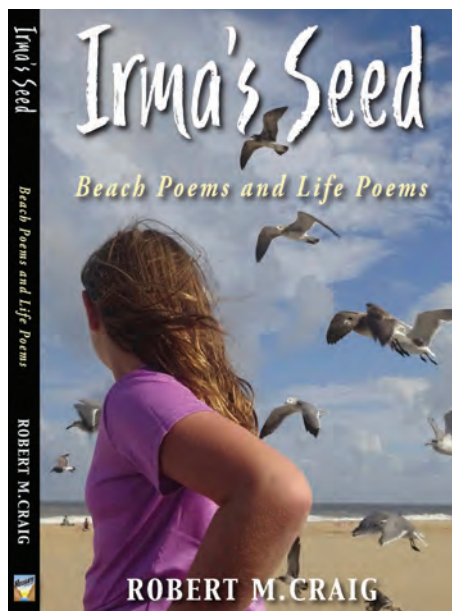
Delaney Gatine
(C'22)
Student
Representative

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 / 1962–1999 | College / 1975–1986

62

Robert M. Craig (also C'66) published *Irma's Seed: Beach Poems and Life Poems*, which includes some poems that date back to his senior year at Principia Upper School. *Irma's Seed* is both dedicated to and inspired by longtime Upper School English teacher Irma Eareckson (FS'31). (See p. 37 for his historical reflection on Miss Eareckson.)



Poetry collection by Robert M. Craig (US'62, C'66)

90

Actor and artist **Tricia Paoluccio** (also C'95) collaborated with Oscar de la Renta's creative directors on a line featuring her artwork and designs from her company Modern Pressed Flower for the fashion house's Fall 2021 Collection. Musician Taylor Swift wore a dress from the collection to the 2021 Grammy Awards. *See photo above, center.*

99

Jonathan Kidder (also C'03) is the puppeteer for Busy the Bee, former First Lady Michelle Obama's sidekick in



Tricia Paoluccio (US'90, C'95) and her pressed flowers

the new Netflix series *Waffles + Mochi*, a travel/food children's show that premiered March 16. *See photo, top right.*

College / 1975

75

Deborah R. (Shields) Pierce was recognized in the *Philadelphia Business Journal* 2020 "Best of the Bar: Philadelphia's Top Lawyers." A panel of judges selected a group of 40 lawyers who have distinguished themselves within their practice group. As senior vice president and general counsel at Integrity Staffing Solutions, Inc., Deborah was an honoree in the In-House Counsel category.

As a member of the Integrity Staffing executive leadership team, Deborah's accomplishments include: restructuring the business model, developing strategies at the onset of the pandemic for servicing clients who are essential businesses, and revising emergency response processes to minimize liability and prevent workplace violence.



Jonathan Kidder (US'99, C'03) with Busy the Bee

77/78

In October 2019, **Carla Klein** ('77) and a group of C'77 and C'78 friends spent a fantastic week in Carmel, CA. They enjoyed exploring the beautiful coast and visiting the Monterey Bay Aquarium. This was the third mini reunion for much of the group. Each time is a special opportunity to renew their friendship. *See photo on next page.*

86

Wendy (Puthuff) Thomas recently sent this message: "With degrees in both business administration and art from Principia College, my life made a dramatic shift as I felt the call of community in my middle season. In 2020, I obtained a master's degree in political science from Southern New Hampshire University. In March 2020, I was elected to the El Dorado County Board of Supervisors after serving eight years on the Placerville City Council, with two terms as mayor. I remain extremely grateful for my Principia education as it enables me to bring an inspired and balanced perspective to local government."



A gathering of alumni at McWay Falls in Big Sur, CA. From left: Allison Hamilton (C'77), Pam (Parton, C'78) Flournoy, Janet (Bridgham, C'77) Gerdes, Nancy (Harvey, US'73, C'77) Arehart, Carla Klein (C'77), Heather Honegger (C'78), Linda Keyes (C'77), and Carol (Holland, C'77) Rentschler. Not pictured: Susan (Stuart, US'73, C'77) Sebbard. See C'77/'78.



Logo for Hannah (Heathcote, C'05) Anderson's new pet-treat company. See. C'05.



Clockwise from top right: Grace (Hathaway, C'12) Kingsbery, son Elias, son Immanuel (in front pack), and Austin Kingsbery (C'12). See C'12.

Jana Kemp invented NestingCards®, seven greeting cards that tuck inside one another like Russian nesting dolls. NestingCards® include 22 different sets from seven artists and photographers from five states. Keeping in contact with friends and family has never been so inspiring!

96

Actress **Joy Osmanski** began a new role in the DC Universe series *Stargirl* on the CW Network this past year.

05

Hannah (Heathcote) Anderson is the owner and founder of Threepaws Gourmet, a dog-treat company that specializes in organic, vegan, grain-free dog treats. Each dog treat is handcrafted with love by adults with special needs. In April, Hannah generously donated dog treats for use during Principia's All in for Prin Day of Giving (D.O.G.) campaign. See photo, top right.

See more alumni news:

principiaalumni.org/principians-in-the-news

08

Jacob Kohut was going about his business as a public school music teacher and National Guardsman protecting the U.S. Capitol in the wake of the January 6 riot when regional and national media caught wind of him playing the flute and holding band class remotely from a Humvee during breaks from his 12-hour shift. His story was featured by multiple news outlets, including CNN's *Full Circle with Anderson Cooper*, *The Today Show*, *The Washington Post*, and many others.

10

Alice Stanley was the on-set writer for the new Netflix movie *Moxie*. She is currently a writer for *Barbie Golden Beach High*.

12

Grace (Hathaway) Kingsbery writes: "My husband [Austin] and I are both Principia College C'12 graduates. We are doing well and are incredibly grateful for our Principia experience. We

live in the Boston area, and Austin has been working at The Mother Church for almost five years. I have been teaching middle and high school math for eight years, but this year I'm actually a full-time student at Harvard Graduate School of Education. We have two wonderful little boys, Elias Scott (2 1/2 years) and Immanuel Thomas (1 year). Everyone is doing well, and we're truly grateful for the foundation Principia gave us in our spiritual and professional journeys." See photo above.

Faculty/Staff

Professor Emeritus **Gregory Sandford**, who previously served as a diplomat in

Faculty / Staff

the United States State Department, has completed his new book, *Our Life behind the Berlin Wall: A Memoir for Our American Daughters*. It provides a gripping and potent depiction of life in the German Democratic Republic during the late years of the Cold War.

John Glen (FS'96) spent a week herding 1,000 cows and 150 horses this past fall at Dryhead Ranch in Montana with three longtime friends. The four became friends working as wranglers at the Adventure Unlimited Ranches in Colorado. The quartet helped move the cows and horses about 50 miles from their 40,000 acres of summer grazing lands on the Crow Indian Reservation in Southern Montana to winter pasture in warmer climates in Lovell, WY. *See photo, right.*



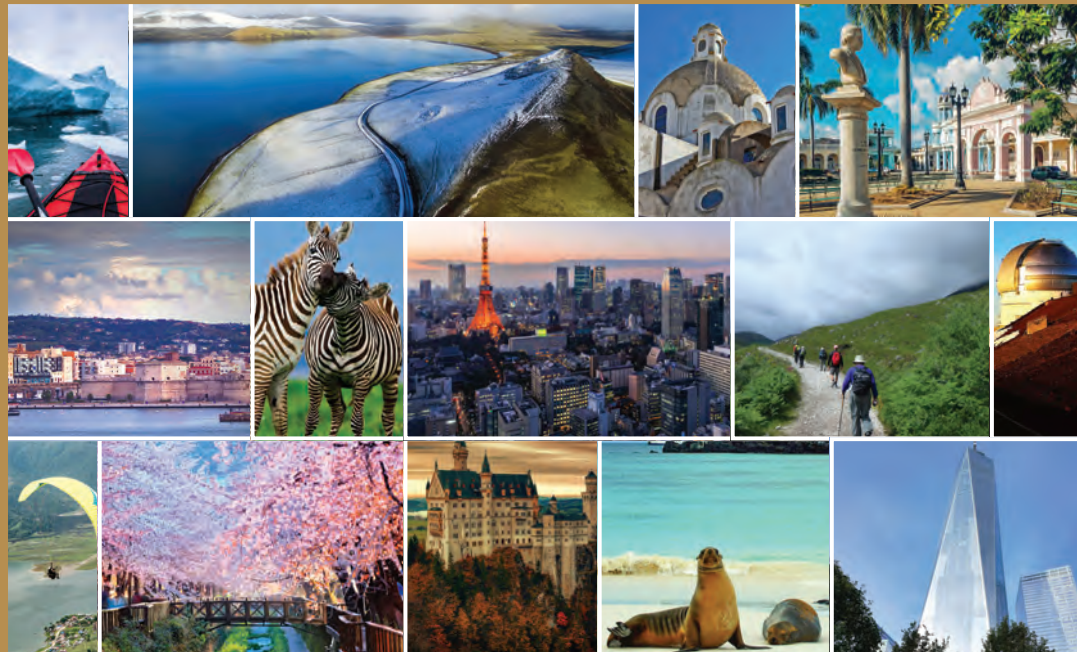
From left: Don Ledbetter (C'69), an attorney in Dallas; John Glen (FS'96), former Principia College history faculty, currently retired and living on Maui; Rusty Signor, a businessman in Austin; Tim Glass (C'69), a real estate appraiser in Tulsa.

Share News and Updates

Email alum@principia.edu or post alumni updates online at www.principiaalumni.org/classnotes.

“Remember that God is *our* Father-Mother. His children are our brothers and sisters. Their interests are our interests. It makes of the whole world one great family.”

—Education at The Principia, p. 175



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My Surprising Retirement

by Bill O. Smith (US '66)

It was little things at first—keys in the freezer, scrambled names, confusion on simple errands. But when she started leaving her beloved terrier outside in the cold, forgetting to bring her back in—that was when the family seriously started to face what thousands of other families face. Faith (Matravers, US'42, C'46) Lewis needed supervision.

I volunteered. Faith, my former mother-in-law, was a quiet, egoless radiance in the lives of all who knew her. I loved Faith. So, poof! I retired. After two decades as an elementary school principal, I moved to Faith's house in the woods of northern Michigan.

Some people get gold watches. I got Faith. But what a gift she was! Mary Baker Eddy writes, "To those leaning on the sustaining infinite, to-day is big with blessings" (*Science and Health with Key to the Scriptures*, p. vii). I soon discovered what so many have learned when dealing with dementia—today, not yesterday, is big with blessings. Now, life's treasures are measured by beautiful moments, not beautiful memories.

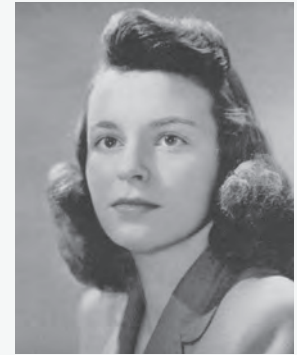
Walking out onto the deck one afternoon, I found Faith intensely inspecting the rich, complex center of a sunflower. "Remarkable," she said. And so it was. The center of a sunflower is . . . well, see for yourself sometime. Thank you, Faith, for reopening my eyes to the natural world's wonders.

Faith is a gift that keeps giving. The most surprising gift of all was just a flutter away. Faith loved birds. Late one afternoon, as she was watching chickadees at the feeder, I noticed a curious gaze cross her face. Her eyes followed those dipping and diving little birds back into the deep forest shadows. "Where do they go at night?" that gaze seemed to be asking.

Now, you should know that during all those years as an elementary principal, I loved storytelling with kids and wrote a number of plays for the students to perform. I also taught poetry classes—thank you, Mary Kessler (US'45, C'49) and Irma Eareckson (FS'31). It's just the way my mind worked. So now, watching those birds, I suddenly blurted, "With



Bill Smith,
1965 yearbook photo



Carolyn Faith Matravers,
1946 yearbook photo

chickadee caps on chickadee heads, do they sleep eight across on chickadee beds?"

Faith laughed, and laughter is always one of those "beautiful moments," so I kept going. "Do they turn each spider web unseen, into a chickadee trampoline? Do they rise as one to the call of the loon, till they come to rest on a crescent moon?" And Faith seemed most captivated by this couplet: "No matter what the long night brings, are we safe beneath their sheltering wings?"—those last two words, of course, "borrowed" from a hymn she cherished (*Christian Science Hymnal*, No. 30). Before long, I had written *Chickadees at Night*, my first children's picture book.

Three more books followed, and the newest one, *Chickadees in December*, is coming out this year. All profits from all five books are donated to organizations important to Faith—to environmental groups, to veterans, to national parks, and to a bird rehabilitation center. (See www.billosmith.com.)

If you wish to know the key to your own successful retirement, I suggest closing this magazine. There it is, staring at you on the cover in bold letters . . . *Purpose*. Purpose, and one more thing. Another of Faith's favorite hymn lines was: "It matters not what be thy lot, So Love doth guide" (*Christian Science Hymnal*, No. 160). Now *there's* a retirement mantra worth considering: purpose, guided by love. ■

SUBMISSION GUIDELINES

We welcome your news and photographs. Items for the next issue are due October 1, 2021. Please follow these submission guidelines:

NEWS

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

PHOTOGRAPHS

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

- **Digital Photos**

Please ensure that your camera or smartphone is set to the highest possible image-quality setting.

- **Scanned Prints**

Please scan all printed images at a minimum setting of 300 dpi. (Occasionally, smaller images are usable.)

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

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

To email submissions, send to alum@principia.edu. Or post your news at principiaalumni.org/classnotes. Send submissions via mail to *Principia Purpose* at this address:

The Principia
13201 Clayton Road
St. Louis, MO 63131

Lovingly Remembered

Bette (Lazenby) Machon (US'38, C'42)

Betty (Schierholz) Marshall (US'43, C'47)
Former Faculty/Staff

Merrilyn (Brown) Forbes (C'48)

Phyllis (Merrill) Koropp (C'50)
Former Faculty/Staff

Takashi "Tak" Oka (C'50)
Former Faculty/Staff

Paul D. Kilburn (C'50)
Former Faculty/Staff

Howard A. Boggs (US'52)

Patricia "Patti" (Woodward) Ferber Moore (C'52)

Joan (Amery) Van Vleck (US'48, C'52)

John "Jack" T. Loechner (C'53)

Lucy (Graves) McVicker (C'53)

Mary "Mary Anne" (Davis) Schmidt (C'53)
Former Faculty/Staff

Ralph E. Burr (C'54)

Sara "Joann" (Hayford) Campbell (US'50, C'54)

Douglas "Doug" W. Hawes (C'54)
Former Trustee

Judith (Acton) Ford (US'51, C'55)

Charles P. Caviness (C'56)

Edward C. Holmberg (C'57)

Bruce W. Strong (US'55, C'57)

Susan L. Morey (C'59)

Suzanne (Ward) Wildman (C'59)

Holmes F. Boroughf (US'56, C'60)

Carol "Dee" (McDonald) Lewis (C'60)

Cynthia J. Allen (C'62)

Margaret "Maggi" (Purcell) Foerster (C'62)
Former Trustee

Lee J. Sharp (C'62)

Paul E. Hannesson (US'59, C'63)
Former Faculty/Staff

Richard T. Sale, Jr. (US'57, C'63)

Henry "Tony" A. Loechner II (US'60, C'64)

Pamela "Pam" (Nealy) Davis (C'67)

Robert "Bob" B. Schwentker (US'66, C'70)
Former Trustee

Thomas "Tom" M. Plasterer (US'71)

Virginia (Tucker) Johnson (C'72)

Dee (Coffer) Fabian (US'71, C'78)
Former Faculty/Staff

Wataru (Harada) Waite-Harada (C'80)

Laurie (Powell) Waller (C'81)

Marini (Darmadi) Ballard (C'88)

Travis S. Bassett (US'03)

Former Faculty/Staff

James "Jim" M. Dowcett (FS'92)

Clifford "Cliff" L. Smith (FS'96)

Judith "Judy" E. Kreitzer (FS'97)

Wanda D. Rice

John "David" D. Winder



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Who's Celebrating?

10th: 2011, 2012

20th: 2001, 2002

25th: 1996, 1997

30th: 1991, 1992

35th: 1986, 1987

40th: 1981, 1982

45th: 1976, 1977

50th: 1971, 1972

55th: 1966, 1967

60th: 1961, 1962

65th: 1956, 1957

70th: 1951, 1952

75th: 1946, 1947

80th: 1941, 1942

Affinity Groups:

Baseball

Band

principia.edu/upperschoolreunion





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