

IRAS

Nurturing Human Nature

Program and Schedule

Institute on Religion in an Age of Science

47th Annual Star Island Conference, July 29 to August 5, 2000

Conference Statement

Children are our most tangible hope for the future. Extensive scientific evidence indicates that nurturing environments are crucial for the development of healthy adults. However, what constitutes a nurturing environment can vary among societies and even from one family to the next. Given the anticipated worldwide changes in the physical and social environments as we enter the new millennium, there is a critical need to sort out the roles and responsibilities of the scientific, religious, and secular communities in providing adequate nurturance for our children. This conference will bring together the collective expertise and experience of a variety of sciences, religions, and cultures to explore this topic and attempt to provide new levels of integration by focusing on the following series of questions.

- To what extent are there universals of child development?
- What do cross-cultural comparisons of child-rearing teach us about nurturing environments?
- What do the bio-psycho-social sciences tell us about child temperament? What role do differences in temperament play in the interaction between parents and children in the process of creating a more nurturing environment?
- What do we know about how to recognize and help children with special needs and disabilities? What happens to a child whose specialized needs are not met? How can the process of helping these children nourish and enrich our lives?
- How can we identify and help those parents who, for a variety of socioeconomic and psycho-social reasons, cannot provide nurturing environments for their children?
- Can damage to the development of attachment due to childhood trauma or loss of a parent be reversed? If so, how and when?
- How have religious communities contributed traditionally to the development of children? How is that role changing?
- How can we encourage the scientific and religious communities to work collaboratively to create better environments for nurturing all the world's children? Can this collaboration lead to the creation of social institutions that more effectively foster the full potential of every child and parent? If so, how?

WELCOME TO STAR ISLAND!

I am so glad you have come to IRAS's 47th conference on Star Island. My expectation is that you will find it a unique place for nurturing human nature. "Old shoalers", those returning to the island, will know what I mean; newcomers will, I hope, quickly discover this for themselves.

When we meet a stranger, asking what the person does is a good way to break the ice. But so much of what we are gets defined by what work we do. Here on Star Island we have a place for "being" as much as "doing", and so for nurturing that center we each have.

Modes of "being" will vary enormously. Some will have a very full week of discussions and workshops; some will relax on the porch. Some will seek a lot of good company; others will find rocks for solitude and reflection. Whatever your mode(s), I trust you will find both the inspiration of ideas and the friendships, new and old, that will sustain you through the coming year.

One of my own "being" modes is to enjoy meeting people, so do introduce yourself to me; and if I can help you enjoy this IRAS week more, do let me know.

Christopher Corbally

Christopher Corbally, S.J.
President of IRAS

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ORIGIN AND PURPOSE OF IRAS

In the late 1940s the American Academy of Arts and Sciences organized a Committee on Science and Values to address topics relating contemporary scientific knowledge to fundamental human concerns about life's morals and meanings. The Committee, which included astronomer Harlow Shapley, neurobiologist Hudson Hoagland, geologist Kirtley Fletcher Mather, biologist George Wald, and Ralph Wendell Burhoe, the executive secretary of the Academy, stated that "we believe that . . . the survival of human society depends on the reformulation of man's world view and ethics, by grounding them in the revelations of modern science as well as on tradition and intuition."

Several from this committee accepted an invitation to bring their views to an interfaith group at the Coming Great Church Conference on Star Island in the summer of 1954. Later in 1954 the group from the American Academy accepted an invitation of the Coming Great Church Conference to form the Institute on Religion in an Age of Science, a multidisciplinary society, which carried forward the work of both predecessor groups. Other leaders involved in the establishment of IRAS included Brand Blanshard, Edwin Prince Booth, Dana McLean Greeley, Donald Szanthe Harrington, Henry Murphy, Lyman Rutledge, and Malcolm Sutherland.

Since 1954 IRAS has held an annual conference on science, values, and religion on Star Island, ten miles off the coast of Portsmouth, New Hampshire. IRAS has also conducted--on its own or in collaboration with other groups--conferences in other places: at universities and theological schools, and at meetings of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and the American Academy of Religion.

In 1965 IRAS joined with the Meadville Theological School of Lombard College (later Meadville/Lombard Theological School) to establish a journal: *Zygon: Journal of Religion and Science*. The first issue was published in March 1966 under founding editor Ralph Wendell Burhoe, director of the newly formed Center for Advanced Studies in Theology and the Sciences (CASTS) at Meadville/Lombard. In 1979 when Karl Peters succeeded Ralph Burhoe as editor, the editorial offices moved to Rollins College in Florida. IRAS, the Center for Advanced Study in Religion and Science (CASIRAS--successor to CASTS), and Rollins College became joint publishers. In 1989 the editorial offices moved back to Chicago under the editorship of Philip Hefner, director of the newly formed Chicago Center for Religion and Science (renamed the Zygon Center for Religion and Science in 1999). During the past quarter century, *Zygon* has been the chief international voice for the scholarly community in science and religion, and has greatly strengthened the influence of the IRAS-CASIRAS approach to relating religion and the sciences.

IRAS is a society of natural scientists, social scientists, philosophers, scholars of religion, theologians, and many others who seek to provide a forum for discussing issues of relevance to religion in an age of science. In its Constitution, the IRAS purpose is stated as follows:

The Institute on Religion in an Age of Science is established:

- (1) to promote creative efforts leading to the formulation, in the light of contemporary knowledge, of effective doctrines and practices for human welfare;
- (2) to formulate dynamic and positive relationships between the concepts developed by science and the goals and hopes of humanity expressed through religion; and
- (3) to state human values in such universal and valid terms that they may be understood by all peoples, whatever their cultural background or experience, in such a way as to provide a basis for world-wide cooperation.

The Institute is to carry on the work initiated by the Conference on Religion in an Age of Science, first held on Star Island, off Portsmouth, New Hampshire, USA, July 31 to August 6, 1954, and to engage in the development of such additional conferences, lectures, study groups, seminars, research projects, publications, etc., as may be useful for its purposes.

IRAS is a non profit membership organization. Governance is by a volunteer Council whose members are elected from the entire membership. New IRAS members and tax-deductible contributions are always welcome.

IRAS ON STAR ISLAND

Star Island, first settled by Captain John Smith in the early 1600s, is situated in what was known as the best fishing grounds in the Colonial world. Today one can still see the lobstermen setting their traps. A small museum and island tours allow one to recapture this early human history; and tours of the local flora and fauna, tide walks, and a marine biology lab help one appreciate the local environment.

Because it is ten miles off shore from Portsmouth, New Hampshire, Star Island's temperature is usually ten degrees cooler than on the mainland. It thus became an ideal resort setting for one of the premier late-nineteenth century hotels on the east coast. Today the hotel, along with several cottages and motel-type units, is a conference center run by the Unitarian-Universalist Association and the United Church of Christ; these two religious organizations have formed the Star Island Corporation. Although IRAS is not affiliated with any particular religious organization, we have enjoyed the hospitality of the Star Island Corporation since our first IRAS conference in 1954.

The nineteenth century hotel and other facilities provide both the charm and the amenities of that period. Rooms are provided with wash basins and water buckets, and in most cases the toilet is down the hall. The Star Island management and its staff of mostly college students--called Pelicans--are first rate in meeting the various needs of guests from infants to octogenarians. A highlight of the week is the Pelican Talent show--a delightful "extra" from the hard-working staff. And in recent years IRAS conferees have returned the favor with their own talent show on the final night of the conference.

Star Island and other islands in the Isles of Shoals are excellent examples of the rocky New England coast. There are no roads, no cars, no bicycles, no TVs, and one public phone. (A cellular phone, 603-534-2190, is for emergencies only.) But there are rocks, bushes, grasses, nesting sea gulls, crashing ocean waves, sometimes fog horns, and sometimes crystal clear night skies to explore through telescopes with some of our professional astronomers (IRAS's first president was astronomer Harlow Shapley). There are opportunities for swimming, rowing, tennis, and ballroom dancing. And the Star Island Book Store and Gift Shop offer books related to the conference theme and other items to remember the week on the island.

Then there are the people who come to IRAS conferences--more than 200, from a variety of academic and professional fields as well as many well-educated "lay persons." Many belong to IRAS, which has about 300 members. Others come because they are interested in how liberal religion relates to science and in the particular topic. There is active dialogue in lectures, discussion groups, conversation on the porch overlooking the harbor and on the rocks, and at the social hour before dinner. For those interested, there are opportunities to meditate and worship together in the stone chapel on a high point of the island, at the gazebo, or in the reflective evening candlelight services.

Those who have been coming for a long time to IRAS conferences believe that the natural setting, the island history, and the people provide a unique opportunity for rigorous meaningful dialogue regarding religion and values in relation to contemporary science.

GENERAL CONFERENCE INFORMATION

The conference theme of nurturing human nature is the culmination of an informal grouping of topics that began in 1996 and extends through this year 2000, with the common theme of exploring who we are and what it is to be concerned with religious and moral meaning. This exploration takes place in the context of current scientific theories of cosmological, biological, psychological and cultural evolution. The 1996 conference on The Epic of Evolution focused on whether the scientific story of the origin and evolution of the universe can serve as an adequate grounding "myth" to inform a sustaining religious orientation. The 1997 conference dealt with The Origins of Morality, that of 1998 concerned Interweaving Art, Science and Spirituality, and that of 1999 discussed Sexuality and Human Nature. This year focuses on Nurturing Human Nature and places emphasis on child development, evolutionary theory and the moral and religious implications of understanding how and the degree to which human beings are shaped by their early environments.

The inspiration for this conference came from discussions among the co-chairs in reflecting on the nature of child development in light of evolutionary theory and religious insights on moral development. The speakers were chosen for their different perspectives in answering the questions in the conference opening statement. We look forward to a week filled with intellectual exploration and emotional nurturance through lectures, chapel services, song, and creative expression involving our entire IRAS and Star Island community, young and old.

The **plenary session lectures and discussion** are scheduled in the morning (starting at 10 am) and evening (starting at 7:30 pm). The speakers will develop the theme of the conference as they address different issues and questions from their own disciplines and perspectives.

A variety of optional concurrent activities offer choices during the afternoons. These include an IRAS seminar, Free University sessions, and Workshops.

The **IRAS seminar** this year will be on the book, *Sleuthing the Divine*, by Kevin Sharpe. It will be on Monday, and Tuesday, 1:40 to 2:40 pm. Further information may be found on page 15.

"**Free University**" sessions, from 1:40 to 2:40 pm each day except Thursday, provide conferees with an opportunity to present their ideas and discuss them with others. We expect that a number of conferees will, as in past years, volunteer to conduct these sessions, which will be announced in the *Star Beacon* and posted on the chalkboard. For those planning to organize a free university session, please check with Nancy Anschuetz the day before for a space assignment and, after doing so, give a written note to Jilana Ordman, editor of the *Star Beacon*.

Workshops and Discussion Groups will be offered during the afternoon from 2:50 to 3:50 and 4:00 to 5:00 pm. Leaders and workshop locations are listed in the schedule on the back page of this program booklet, and workshop descriptions are on pages 16ff.

At the end of afternoon activities, from 5:30-6:30 pm, we gather informally in Newton Centre for the "Happy Hour," an hour of libations, snacks, and socializing. Contributions to cover the cost are needed and appreciated.

The Happy Hour in Newton Centre on Tuesday will be a reception sponsored by IRAS and Zygon. It will be an opportunity to learn more about IRAS and Zygon as well as to enjoy an hour of free libations, snacks and socializing. Newcomers are especially welcome. Oldtimers will be there to welcome you.

Afternoons are also opportunities for recreation: talking, thinking, napping, reading, walking, and playing. You can visit the Marine Laboratory of the University of New Hampshire on Appledore Island on Monday afternoon. (Please sign up at the front desk in advance--the boat capacity is limited.)

Various tours by the Star Island staff will be announced or posted. The hardy (or masochistic) can enjoy a polar bear swim each morning. There will be a traditional lobster dinner on Wednesday (tickets *must* be purchased by Monday noon). The traditional IRAS banquet will be on Friday. The Pelican show (organized by the Pelicans, the young people who do all the hard work to make our stay on Star Island so delightful) will be on Thursday evening, and the IRAS talent show on Friday. If you would like to participate in the Talent Show, especially if you have talent (this is an optional requirement — all hams are welcome), Katharine Houk, the talent show coordinator, will be happy to hear from you.

[We were saddened to receive word that Barbara Avakian, who has been Talent Show Coordinator for several years, died very suddenly on the morning of July 6. We will miss Barbara's warmth and wit and talent, and extend our sympathy to Peter Avakian and their two daughters. We are grateful that Katharine, who will contribute her own warmth, wit, and talent, has agreed to be talent show coordinator this year.]

The *Star Beacon* is an IRAS tradition. This conference newspaper will appear at breakfast each morning and will give you up-to-date information on the conference and its participants. It will also provide an opportunity for you to publish poetry, commentary, and other forms of artistic expression, including humor — all at the discretion of the editor and as space is available.

Candlelight services allow time for quiet reflection and winding down at the close of each day. These have been arranged by Betty Lau.

Following each Candlelight service (except on Friday), Carl Smith will play 20-30 minutes of recorded classical music in the chapel, offering brief commentary on his selections. If you wish to participate, please remain in the chapel after the service concludes.

The **snack bar**, open until 11 pm, is a favorite place for congregating and socializing after the candlelight service.

An informal **farewell party** will be held on Friday night. This will be an opportunity for final conversations with old and new friends in a pleasant, noisy setting before "packing up," and for using up any refreshing substances left over from the social hours.

If you have any questions or suggestions concerning the conference, please bring them up with Nancy Anschuetz, Sharon Stein McNamara, Bill Falla, or Sol Katz

Notes

The porch bell will be rung (a single stroke) five minutes before the beginning of the morning and evening sessions, at 9:55 a.m. and 7:25 p.m. We hope this advance warning will enable everyone to reach his/her seat in time to allow a prompt start at 10:00 a.m. in the morning and 7:30 p.m. in the evening.

A coffee/hot chocolate/bouillon break is scheduled for 10:55 - 11:15 a.m. each morning. When you hear the bell at the end of this break, please return quickly to the auditorium.

For those with children: children must participate in the children's program unless Nancy Anschuetz receives a signed waiver.

The Star Island Corporation has requested that all conferences formulate guidelines for the prevention of child and adult discrimination and abuse. In compliance with this request, the IRAS Council has adopted such guidelines. Information about the policy is available from IRAS President, Chris Corbally.

ARCHI PELAGOS: IRAS CONFERENCE YOUTH PROGRAM

While parents cogitate, their children play, create, explore Star Island, and develop friendships under the guidance of professional teachers and counselors. Our goal is to enjoy together stimulating games, opportunities for creative expression, crafts, stories and song. Our hope is to deepen our connection with Star Island and each other. We explore marine biology and island flora and fauna directly out and about and in the science center with island staff. We row over to Smuttynose Island for a close-up of intertidal life and feast on fresh seaweed mussels on the beach. We have access to the island historian and marine lab assistants.

We meet each morning at 9:00 am in age specific groups until 12:15 pm. The morning session is structured with both energetic and quiet activities. Older groups integrate conference themes. Afternoons are free and youth are under the supervision of parents and guardians until the social hour (5:15-6:15 pm). Snacks are offered in the well house at the bottom of the front porch stairs at 5:00 pm. Choices for social hour include playground, juggling, field games, island exploration, a tea party and preparation for the dance and talent show. We gather together for a wacky afternoon of what we call our Nurture Fest on Tuesday and invite you all to watch our Friday afternoon talent show.

Following supper we offer a sunset program (7:30-8:30 pm) featuring bonfires with singing and s'mores on Saturday evening, music (including a Wednesday evening dance), storytelling, mysteries and games, and our own chapel service on Thursday (8:00-8:30 pm). Parents and friends are requested to accompany their young children in these evening activities. The activities are thoughtfully but not rigidly prepared and inspiration is appreciated in this vibrant place where we discover and nurture our collective being. After five years, many returning staff as well as children have found in Star Island a spirit home. We are grateful.

Sandra Woodworth, Coordinator

Lin Illingworth, Island Assistant

Staff for each age group

Annie McLaughlin (3-5) Sue Pike (6-7)

Tracy Herbert and Susan Trelevan (8-10)

Mike Boody and Lisa Rockenmacher (11-13)

Barry Simon, Marisa Morin, Jennifer Whitten (senior)

Nan LaMontagne (Art)

Archi Pelagos Special events

Saturday Evening:	Bonfire, down on rocks left of summer gazebo (bring flashlight)
Sunday, 8:30 am:	Youth photo
Tuesday, 1:45-5:15 pm:	Island Afternoon Art,
4:30-6:20 pm:	Nurture Fest
Wednesday, 7:30-9:30 pm:	Dance in Lawrence—open to everyone!
Thursday, 8:00-8:30 pm:	Chapel service
Friday, 5:15-6:15 pm:	Talent Show

There will be a meeting for parents, children, and staff on Saturday at 5:15 pm in Brookfield, immediately after the Star Island Orientation Meeting. All parents with children in the Archi Pelagos program are asked to attend.

LECTURE ABSTRACTS AND BIOSKETCHES

SATURDAY EVENING

WELCOME AND INTRODUCTIONS

William Falla

Pastor, United Church of Christ

BIOSKETCH

Bill Falla, 2000 co-chair together with Sharon Stein McNamara and Sol Katz, is a long time member of IRAS and Star Island participant. Trained initially as a chemist and geologist, he received his Th.D. from Lutheran School of Theology at Chicago in Science and Religion. An ordained clergy in the United Church of Christ, he currently serves as pastor for the St. John's Church in Mickley, PA, and as adjunct faculty for various institutions of higher education in the Allentown area.

NURTURING HUMAN NATURE: AN INTRODUCTION

Solomon Katz

University of Pennsylvania

ABSTRACT

This millennial year has been one of great reflection and celebration for many around the world. It is a year in which we first announced the unraveling of the human genome, the base source of our human nature. Yet at the very moment we celebrate such an incredible scientific and technological breakthrough, we are also soberly witnessing the great tragedy of AIDS in Africa, with soaring death rates and horrendous numbers of orphans left to fend for themselves in socially decimated communities. So as we arrive on this wonderful island, isolated from the mainland, we have to keep our ideas in the context of the world in which we live. Let us consider, explore and synthesize the full depth and meaning of trying to do what we already do well, even better. We hope to identify and share new and enlightened ways to provide nurturance to the generations that succeed us. Hence, we owe it to ourselves and those we may impact in the future, to reflect upon what we learn here in ways that make sense for our lives and for the others with whom we might humbly share our insights.

Tonight I would like to focus on a few specifics that I hope will help us see a few aspects of the larger picture. Specifically, the human life cycle is clearly related to that of other primates, and there have been some remarkably important changes that provide us with deep insights into the processes involved in nurturing human nature. We have the longest period of growth and development to sexual maturity of any primate. This includes a very shortened gestation relative to the behavioral readiness of our brain at birth. It also includes a very long period until adrenarche, which is marked by the rematuration of the adrenal gland to secrete

powerful hormones at a species-specific age of 6-8 years in both sexes. This period is followed by sex differences in the timing of sexual maturation, which occurs at about age 10 in girls and 12-15 in boys, again for both sexes, the latest timing of any primate. And finally, all of this does not stop at adulthood; of all the primates, only humans have a significant period of post-reproduction longevity. Much of the shift in the human life cycle is thought to involve our major human adaptation: the nature of the human brain, particularly the cerebral cortex, on the one hand, and the nurture that cultural dimension gives, on the other hand, to the human growth and developmental process over the life course. In other words, when we evaluate the "big picture" for our species, it is strongly evident that nature and culture have gone hand in hand throughout our evolution. Hence, emphasizing one without understanding the other leaves an incomplete perspective. Our job this week will be to sort this out; we must decide how the knowledge we have and are about to understand, will fit together to provide the moral, religious, and scientific foundation to share with others, to help us better adjust to the enormously complex world we have created for ourselves as we forge into this new millennium.

BIOSKETCH

Solomon Katz started his career with children in 1960 working in Boston at the New England Home for Little Wanderers. The New England Home had shifted from an orphanage to a group living center for the study, evaluation, and treatment planning of emotionally disturbed and otherwise severely deprived children. In working sunrise to sunset with these children, Sol became inspired to leave the field of biochemistry and molecular biology to pursue further work to integrate his previous knowledge and experiences with those fields dealing with the health and welfare of children. He then went in 1963 to do graduate work in anthropology at the Philadelphia Center for Research in Child Growth and Development at the University of Pennsylvania and Children's Hospital, which was subsequently renamed after its founder, Wilton Marion Krogman, in 1970 when he retired and Sol took over as director. He has remained as director ever since and has developed a series of longitudinal studies of disadvantaged children in which a number of questions about the physiological, genetic and psychosocial development of children have been emphasized. He has conducted some of the key twin studies in the US and carried out work with a number of other societies studying child growth and development: for example in Native populations in the US and Canada, South Korea, Mexico, Peru and elsewhere throughout the world. Specific studies have included: health care of children with limited access to care; genetic studies of twins and other specific studies of genetically controlled conditions that result in abnormalities of various

kinds; the development and precursors to hypertension in inner city children; maternal child attachment in the first weeks of life; the neuropsychological effects of chronic lead exposure; and the development of the craniofacial complex. Nearly all of these studies were focused on the children with greatest need either as a result of health disorders or as a result of psychosocial or socioeconomic conditions. Over the years since becoming director, Sol and the many colleagues and students connected with the Center have published and presented at national and international meetings hundreds of abstracts, papers, reviews and books on these subjects in a wide range of fields.

NURTURE MATTERS

Sharon Stein McNamara

Psychologist

ABSTRACT

As a clinical psychologist, I have had to evaluate children and parents in situations where children were raised in neglectful and abusive environments. My talk will discuss case examples and will introduce several stage theories of child development. The evidence I will present suggests that nurturing environments are very important in influencing how humans develop. This presentation will also offer ways to consider the similarities and differences between evolutionary theory, evolutionary psychology, and developmental psychology. In the past, evolutionary theory applied to psychology has sometimes been used to promote prejudiced and elitist views, such as Spencer's social Darwinism and even in the past twenty years, Herrnstein and Murray's, *The Bell Curve*. I will discuss what I perceive to be flaws in these views. Recently, in *Zygon*, Mihaly Csikszentmihalyi has written about the mythic potential of evolution, and ideas from this article will be reviewed.

BIOSKETCH

Sharon Stein McNamara, Ed.D., works as a clinical psychologist in private practice in St. Paul, Minnesota. She treats children, adults and families, especially those who have suffered trauma, such as sexual or physical abuse. She was educated at Augsburg College, the University of Minnesota, and Harvard University. She received her doctorate in Human Development and Psychology from the Harvard University Graduate School of Education in 1991. She received her clinical training at Cambridge Hospital and McLean Hospital in Massachusetts, and held a Harvard Medical School faculty appointment from 1988 to 1993. Sharon Stein McNamara currently lives in Minnesota with her husband, Craig, and twin sons, Michael and Matthew.

SUNDAY MORNING

EMERGENCE OF PERSONHOOD:
SOME SUGGESTIONS FROM AN EVOLUTIONARY
PERSPECTIVE.

Terrence Deacon

Boston University

ABSTRACT

Why do we have such difficulty thinking scientifically about one of the most familiar constituents of our world: a person? I think in part this is because we have a kind of procrustean tendency to fit the process of development into the wrong kinds of models. A person is neither a biologically constructed entity nor a socially constructed entity, nor even some additive combination of these components (e.g. 60% nature/40% nurture). A person "emerges" as a complex fabric of relationships woven together from strands of evolving biological and symbolic information--the warp and weft of mind. Not unlike the patterns emerging in a woven cloth, the patterns that grow to constitute a person depend at least as much on the nature of the interweaving process as on the qualities inherent in the threads themselves. The critical elements of personhood emerge anew as these influences are brought together in each individual's development. A crucial disanalogy, of course, is that the development of a person is a spontaneous process, like the formation of a unique snow crystal, in which the self-organized "weaving" process shares much in common with processes of evolution.

I begin with these metaphors in order to help us escape the entangling mess of conflicting theoretical claims about the "determinants" of personality that are currently fashionable in behavior genetics, evolutionary psychology, developmental psychology, psychiatry, sociology, and anthropology. While much can be explained by analyzing the constraints inherent in the constituent threads, unless we also understand a little better how this interweaving process itself works we may look to the wrong level of analysis for assistance when trying to facilitate the formation of certain patterns or the unweaving of certain others--the linked dilemmas of parenting, educating, and psychiatric counseling. Even if we are only beginning to understand the complexity of development, and perhaps not yet ready to use this knowledge in constructive ways, it is important to have good "intuition pumps" to help us avoid falling back on oversimplified accounts, lest they do more harm than good.

My lecture will focus on three insights from evolutionary biology and developmental neurobiology that go beyond the foregoing metaphors and analogies and help focus our thinking about these difficult issues.

BIOSKETCH

Terry Deacon received his Ph.D. from Harvard in Biological Anthropology in 1984, has taught at Harvard and at Boston University, has published extensively in evolutionary biology, neurobiology, and cognitive science, is author of a highly successful book on the origins of language (*The Symbolic Species*), has done pioneering work in neural transplantation, and has contributed to numerous IRAS-sponsored and related conferences on the conversation between science and religion. He is a (self-described)

"outside" member of the IRAS council and with his son John a regular visitor and contributor to past Star Island conferences.

SUNDAY EVENING

TRAVELING WITH CHILDREN

The Ethics of the Ordinary World:
Mothering and Spiritual Journey

Laurie Zoloth

San Francisco State University

ABSTRACT

We are drawn into the process of public discourse by the sensational acts at the outskirts of human community: the pregnancies by radical technology, the rescue of the particular child. Yet the daily acts of choice that thousands of parents make, and see as choices of faith, are far more difficult. This paper will focus on the ethics and theology of the moral gesture of raising children through whom we carry the obligation to the past and the next generation. Each of us balances the teaching and creation of ideas about a good life, with the teaching and the creation of the babies and children that we parent. Usually, this second work is seen as that distraction that takes us from the rigor of the first. The parallel universe of the mundane is the messy, tangible and embodied that surrounds all of our theory. Yet, on personal reflection, it is the deep passion of parenting that enlivens our disparate faith journeys.

What is at stake is not the simple recognition that the female role needs to be honored or seen, although this has been a key feminist insight. What is at stake is the claim that the paradigm of the faith journey as usually envisioned — a separate, singular quest for growing self-actualization — describes an accurate story of most parent's lives. The very notion of spirituality as otherworldliness, as taking place outside the home, understood as a leavetaking from family, as rooted in autonomous journey, is a different vision than the one that we carry in our daily lives. This paper will explore the notion that it is the bonds of obligation, found precisely within the family and within the ordinary, that are the renewal of daily meaning. This paper will explore the proposition that what morally matters can be precisely the necessity for daily practice, practice that can also be seen as constraining.

The methodology of feminism insists on the honor and dignity of lived experience, and on the transparency of the event of teaching itself. Hence the alternatively lyric and difficult quality of our family commitments ought to inform our work at the most basic level. Yet, and simultaneously, the imperative of feminism demands an attention to the liberation of the female self from the constraints of the female role, and demands of us a radical rethinking of the nature of obligation and dependency. Are these two ideological calls hopelessly at odds with one another? In what way is the ordinary choice to have children a feminist choice? An essential Jewish choice (and what kind of

Jewish choice?) A generally expressed religious choice? What are we to make of the obligational differences between the dependent young in our families (perhaps chosen) and the dependent old (perhaps not chosen)? How we know and then how we teach the text of faith depends on how we apprehend this answer.

Finally, the paper will reflect on the claim that the nature of the family and of women's role in the family creates an inherently conservative force in religious life — in particular, an argument against modernity and against scientific conceptions of child rearing. Is this inevitable? What is it about the calls of obligation that is negatively experienced? How can religion act to draw on secular insights to aid in this task?

BIOSKETCH

Laurie Zoloth is Professor of Social Ethics and Director of the Program in Jewish Studies at San Francisco State University. She is President-Elect of the American Society for Bioethics and Humanities. She is also the co-founder of The Ethics Practice, a group that has provided bioethics consultation and education services to health care providers and health care systems nationally, including the Kaiser Permanente System, five Bay Area medical centers, regional long-term care networks, and NASA. She received her BA in Women's Studies and History from the University of California at Berkeley, her BSN from the University of the State of New York, her MA in English from San Francisco State University, her MA in Jewish Studies and her Ph.D. in Social Ethics at the Graduate Theological Union in Berkeley. Dr. Zoloth has worked as an LVN and then a staff RN for 20 years in the fields of obstetrics and neonatal intensive care. She has taught, done research and published extensively in the areas of ethics, family, feminist theory, Jewish Studies and social policy in *The Journal of Clinical Ethics*, *Theoretical Medicine*, *The Hastings Center Report*, *HEC Forum*, *Medical Humanities Review*, *The Journal of Medicine and Philosophy*, and *Tikkun Magazine*, and has authored chapters in 18 books. Her book *The Ethics of Encounter*, on justice, health policy, the Oregon health care reforms, and the ethics of community was published in the fall of 1999: She is also co-editor of four other books: *Notes From a Narrow Ridge: Religion and Bioethics*, with Dena Davis; *Riding on Faith: Religion, Popular Culture and the World of Disney*, with Simon Harak; *Margin of Error: the Necessity, Inevitability and Ethics of Mistakes in Medicine and Bioethics Consultation*, with Susan Rubin; and *Immortal Cells, Moral Selves: Ethical Issues in Stem Cell Research*, with Suzanne Holland and Karen LeBacqz.. Her current research projects include work on the ethics of ordinary life and the emerging issues in medical and research genetics. In 1999 she was invited to give testimony to NBAC on Jewish philosophy and stem cell research. She is on the national advisory boards of the American Association of the Advancement of Science's Dialogue on Science, Ethics and Religion; The Robert Wood Johnson's Project on Excellence at the End of Life; the Ethics Section of the American Academy of Religion; the Western Jewish

Studies Association; the Geron Ethics Advisory Board; the Louis Finklestein Institute for Jewish Social Ethics; the Park Ridge Center's Project on Judaism and Bioethics; and the editorial boards of *Shofar: A Journal of Jewish Studies*; *The Journal of Clinical Ethics*; and *Second Opinion*. She is a member of the Academic Senate of SFSU, and has received University Recognition Awards for Excellence in Teaching, (1997,) in Research (1998,) and in Community Service (1997.)

MONDAY MORNING

CROSS-CULTURAL PERSPECTIVES ON PRESCHOOL EDUCATION

Rachael Katz
Artist and Teacher

ABSTRACT

Rachael Katz will discuss how the different styles of educating preschool children in the United States and China affect the child's cognitive, social and spiritual development. She will discuss the current views of preschool education as well as these countries cultural traditions and history.

Assuming that there is an underlying principle that all cultures strive to provide a nurturing environment in which children grow up to be respectable citizens of their country, it would seem logical that the definition of "nurturing environment" is cultural specific. By outlining the past and present cultural and societal views of the US and China, she will explore how they have come to define "nurturing environment", a definition that determines how each culture will rear its children. This definition will affect how the child is raised at home as well as in the formal educational setting.

In an effort to compare these two cultures and their childrearing practices, she will share her experiences by reenacting a preschool lesson in China and in the US. Acting as a teacher in both classrooms, she will teach a preschool class that will demonstrate how the lessons are conducted, the attitudes of the teachers, how their educational methods are applied, and how the child rearing attitudes extend beyond the classroom environment. After participating in the classroom experience, she will explore the implications of these varying teaching practices for each culture's future. Finally, she will look at how these methodologies shape the emotional and intellectual growth of Chinese and American children of today as well as what might be expected from these societies as these children enter adulthood.

BIOSKETCH

Rachael Katz has held a number of positions that integrated her talents as an artist with her interests in experiential learning as a way of enhancing early-childhood learning. From 1992 to 1995, she served as Director of Programs at the Children's Museum of the Arts, a unique New York City institution that teaches children of all ages about the visual

and performing arts through creative programs and interactive exhibitions. She was director and head teacher at The Barrow Street School, an innovative New York City preschool that nurtures positive development through enriching programs. More recently, from 1996 to 1999, Rachael served as director and head teacher at The American Community Preschool in Beijing, a bilingual (English and Mandarin) preschool for children of all nationalities. She now resides in Hong Kong where she continues as a consultant with a variety of agencies and companies in the region.

Rachael also developed and integrated early-childhood experiential learning in other non-traditional contexts as well. She founded, produced, and co-directed "CMA Theater in a Trunk," which brought interactive children's theater to many parks in inner-city NYC. She has worked on a number of television shows, including creating and producing Nickelodeon's "Counting Carl" and has worked with the Children's Television Workshop on new ways to use the arts for educating preschool children. In this context she also served as primary consultant for Sesame Street Magazine on color and on creative ways to introduce children to music.

In China, Katz founded and edited *Kids News*, a free English newspaper in Beijing, to increase expatriate families' adjustment to life with children in China and to help Chinese children learn English. Rachael has also developed many toys for educational toy companies in China for children, ages two months to seven years, that are designed to expand child learning. This also included integrating written materials on Western understanding of child development for Chinese and other Asian parents for Beijing's Baby Care Ltd.. She is also working with the Malaysian government designing and leading workshops on improving parental involvement and incorporating innovative teaching techniques, such as drama and puppetry, to enhance learning and effective classroom management for teachers of preschool children throughout Malaysia.

MONDAY EVENING

THE NATURE OF SYMPATHY AND
COMPANIONSHIP IN MEANING: THE INBORN
STATE AND EARLY DEVELOPMENT OF A CHILD'S
ACTIVE HUMAN SPIRIT

Colwyn Trevarthen
The University of Edinburgh

ABSTRACT

Research, both psychological and biological, on the early stages of human life, when behaviours are little affected by the reasons, language and beliefs of culture, shows that a human mind is spontaneously active, inquisitive and sympathetic. A baby is motivated to move and investigate, and also to share his or her motives with others, who are sought as companions in experience. By observing how a child mirrors the vitality and interests of parents, peers and

teachers, and becomes proficient in language and the understanding of shared meaning, we can get some idea of the wonderfully adapted regulations of human brain growth - - how intrinsically organized emotions guide cognitive awareness of the world and enable the body to learn new ways of acting and perceiving by moving and attending, all the time aware of what other persons' bodies are doing, or wanting to do, and how they feel about it.

Newborn infants, even prematurely born ones, can imitate expressions and engage in rhythmically regulated vocal exchanges with a parent. They have already learned to recognise the mother's voice. A parent's affectionate 'protoconversations' with a two-month-old demonstrates 'narrative' cohesion -- the infant is sensitive to the musical story of a mother's or father's expression. Evidently a shared dynamic motive process, a rhythmic Intrinsic Motive Pulse or IMP in the mind, enables such a young person to achieve this delicate intersubjective regulation -- a mutual understanding of companionship in a dynamic relationship. Developmental studies show how sympathetic awareness is the essential motivation for learning speech and language. Studies of the emotions by which infants give messages about how they feel about relationships show that 'moral' feelings of pride and shame (besides love for individuals who are well-known caregivers, and fear of unfamiliar persons) are already active very early.

Our research has helped us understand emotional and learning disorders of childhood, and how best to support recovery, and guide healthy, and happy, development. It also has important information for education, showing how parents and teachers cannot nurture without genuine respect for the child's natural needs for companionship, and for respect as an essentially moral being.

BIOSKETCH

Colwyn Trevarthen, M.Sc., Ph.D., D. Psychol. (Crete), FRSE, was born in New Zealand. He is Professor (Emeritus) of Child Psychology and Psychobiology in the Department of Psychology of The University of Edinburgh, Scotland, which he joined in 1971. A biologist and psychologist, Trevarthen has published widely on neuropsychology, brain development and communication in infancy and early childhood.

After studying Botany, Zoology and Neurophysiology in New Zealand -- a 'laboratory of nature', and also a small 'laboratory of society' -- Trevarthen carried out doctoral research at the California Institute of Technology with Roger Sperry, who received the Nobel Prize in 1981 for his work on consciousness in the hemispheres of the brain. Trevarthen's thesis was on brain mechanisms of vision and visually guided hand actions. In post-doctoral studies he proposed a theory of complementary perceptuo-motor systems in the brain with different roles in consciousness; one for seeing the layout of surroundings, and the other for discriminating the details in objects. With Sperry and Jerre Levy, he developed new methods for exploring the cognitive preferences of the left and right sides of the human brain.

Particularly intriguing was new information on how, and where, the brain regulates dynamic changes in awareness that accompany a person's various voluntary acts -- speaking, manipulating, drawing and so forth.

Research on the infant mind began with the educational psychologist Jerome Bruner at Harvard, in 1966. Using film to trace how infants master reaching and handling of objects, and how they communicate their interests and feelings to the mother, Trevarthen found that even 2-month-olds were much more skilled and expressive in face-to-face communication than had been believed -- at the beginning babies are more interested in persons than in things

Since moving to Edinburgh 28 years ago, Trevarthen and his students have explored the dynamic patterns of underlying communication of all kinds, including language and, more recently, music. Observations on infants' expressive movements, and on their sensitivity to a partner's emotions, interests and purposes, have led to research on nonverbal therapies, including music therapy and movement therapy. This work also has implications for a scientific analysis of universal sympathetic or moral impulses in human beings, the capacity of these impulses for social elaboration through childhood, and their vital importance for learning of cultural meaning.

Professor Trevarthen has an Honorary Doctorate in Psychology from the University of Crete, and he has been elected Fellow of the Royal Society of Edinburgh and Member of the Norwegian Academy of Sciences and Letters.

TUESDAY MORNING

THE HISTORY OF JUVENILE DEPENDENCY: CAN POLYTHEISM PREVENT CHILD ABUSE?

Diane Baker
Attorney and Writer

ABSTRACT

My presentation will give an overview of the history of the juvenile dependency system, a system which involves the court system in protecting children from abuse and neglect. Simply put, the goal of the juvenile dependency system is to correct the home situation so that the child may live in his or her home free from abusive conditions, or failing that goal, to be adopted by a committed family unit.

I will report on the legal concepts which have shaped the system over the years, how these concepts have changed and consequently, how the juvenile dependency system has changed. From there, I shall discuss my concepts of the root causes of child abuse and neglect, and the successes and failures of the relevant social programs.

In conclusion, I will examine how our religious paradigms have shaped all of the above, and explore how a polytheistic nature-based model of religion might impact the social and legal issues of child abuse and neglect.

BIOSKETCH

My presentation is drawn from the two areas of experience I bring to this conference. I spent ten years in the juvenile dependency field as an attorney. Over these years, I represented Child Protective Services, acted as a substitute hearing officer, and also represented parents appealing decisions by the Juvenile Dependency Court. In other words, I have sat in every seat in the legal area of juvenile dependency.

My other area of experience is as a practitioner of Goddess Tradition and author, with Starhawk and Anne Hill of the book published by Bantam in 1998, *Circle Round: Raising Children in the Goddess Tradition*.

TUESDAY EVENING

CONTINUITIES AND DISCONTINUITIES IN RELIGIOUS DEVELOPMENT: LIFE-SPAN AND CROSS-CULTURAL PERSPECTIVES

Olivera Petrovich

Oxford University

ABSTRACT

The lecture will address the distinction between spontaneous and culturally transmitted concepts, and its relevance to the emergence of religious understanding in children. Spontaneous concepts are of special interest in developmental psychology because they include basic or foundational categories of our knowledge about the world (e.g., space, time, causation) and have a similar pattern of occurrence across different cultures. Are there any foundational concepts in the development of religious understanding? Do spontaneous concepts require nurture and how best can we nurture and develop our early spiritual disposition? To answer some of the questions arising from the issues above, we shall be looking at research evidence from children and adults and assessing their implications for human development.

BIOSKETCH

Olivera Petrovich is a psychologist, currently with the Experimental Psychology Department at Oxford University. She does research and tutors students in developmental psychology. She also lectures on the psychology of religion at Oxford. Dr. Petrovich is currently researching information for her book called *The Child's Theory of the World*. She is conducting cross-cultural research in Japan and Great Britain on children's views of spirituality.

WEDNESDAY MORNING

THE CENTRALITY OF FAMILY AND SYMBOLS FOR MORALITY

Don S. Browning

University of Chicago Divinity School

ABSTRACT

Family is important for the socialization of children for empathy and universal justice, but it is also a limitation. Genetics makes a positive difference and is relevant to social policy, but does not determine the entire moral development process. From Aristotle to Aquinas to modern evolutionary psychology, humans have sensed that moral development moves analogically from intimate family relations outward to the rest of the world. Nevertheless, moral development can still end in nepotism unless our empathic sensibilities become attached to symbols that give us a sense of the common kinship of all humans.

BIOSKETCH

Don Browning, Alexander Campbell Professor of Ethics and the Social Sciences, The Divinity School of The University of Chicago, has interests in the relation of religious thought to the social sciences, specifically in the way theological ethics may employ sociology, psychology, and the social scientific study of religion. A student of psychology, he has special interests in psychoanalysis, self-psychology, object-relations theory, and evolutionary psychology, and has written on the cultural, theological, and ethical analysis of the modern psychologies. An interest in issues and methods in practical theology has led to his most recent work, *A Fundamental Practical Theology: With Descriptive and Strategic Proposals*. As Director of the Lilly Project on Religion, Culture, and the Family, Professor Browning is now working on issues pertaining to the shape and future of the postmodern family, and has co-authored *From Culture Wars to Common Ground: Religion and the American Family Debate*. He is an ordained minister of the Christian Church (Disciples of Christ).

WEDNESDAY EVENING

WET-NURSING, DAYCARE, AND DEBATES OVER "MOTHER LOVE": WHAT THEY DO AND DON'T TELL US ABOUT MATERNAL INSTINCTS.

Sarah Blaffer Hrdy

University of California at Davis

ABSTRACT

Humans produce very slow-maturing offspring so that through most of their evolutionary history, mothers are needed to factor in social support and probable assistance from allomothers* before committing themselves to lactation and a prolonged period of care. Such situation-dependent maternal commitment has sometimes resulted in high levels of maternal abandonment. Anthropologists and historians have mistaken the failure of mothers to automatically nurture offspring for proof that women lack biologically based maternal responses, leading to the claim that our species differs from other mammals in this respect. Viewed in broad comparative and evolutionary perspective however, contingent commitment turns out to be unusual for a primate, but fairly predictable for mammals producing costly young in cooperative breeding systems. The noteworthy thing about such famous cases as widespread use

of wet nurses in 18th century France then, is not how "unnaturally" mothers behaved, but how ill-suited prevailing conditions were for eliciting commitment from an ape mother with a heritage of cooperative breeding.

BIOSKETCH

Sarah Blaffer Hrdy is an emeritus professor of Anthropology at the University of California at Davis, and has been elected to the National Academy of Sciences and the American Academy of Arts and Sciences. Her latest book is called *Mother Nature: A History of Mothers, Infants, and Natural Selection*. Her previous book, *The Woman Who Never Evolved*, was chosen by *The New York Times* as a "Notable Book of the Year in Science and Social Science." She lives with her family in Northern California where they combine habitat restoration with farming.

*An allomother is any individual other than the mother—male or female—who helps rear offspring.

THURSDAY MORNING

FAMILIES OF ADDICTION

John Fryer

Temple University of Medicine

ABSTRACT

John Fryer will speak from his experience working with the mentally ill and substance abusers in North Philadelphia, a largely African-American poor community. He has long worked with families and other social units and will present a laboratory of families for our consideration.

John will begin with a morality play describing his experience in working in a large urban university which is numb to the people and the problems which surround it. This will provide a prelude. He will then set out the musical themes of four persons who are both addicted and mentally ill, and their families. This will be followed by a mixture of fugues, toccatas and fantasias concerning these families.

The last grand movement of this work will be an exploration of the treatment of the diseases of these persons and their families, both in an ideal world and in North Philadelphia. His references for this are: *Ethnicity and Family Therapy* (2nd. edition) by Monica McGoldrick and *Treating Chemically Dependent Families: A Practical Systems Approach for Professionals* by John T. Edwards (Minneapolis: Johnson Institute, 1990).

The coda will tackle the IRAS program statement: How can we identify and help those parents who, for a variety of socioeconomic and psychosocial reasons, can not provide nurturing environments for their children? It is John's thesis that we can not and will not. There is neither the social will nor adequate resources to do so.

BIOSKETCH

John Fryer has been attending IRAS since 1958. He heard Harlow Shapley at Vanderbilt while in medical school and

came to Star that year as a Rockefeller scholar. Since that time, he has attended over 30 meetings, spoken at several, led small groups, directed the choir, played the reed organ in the chapel as well as various other instruments, and served as program chair three times.

John has recently been named Professor Emeritus of Psychiatry at Temple University of Medicine after a career spanning 34 years. In retirement he plans to continue a small practice in psychiatry, create a small company to work with physicians in transition, and to enjoy traveling, reading and writing.

Of course, who knows what John will really do ??? It all depends on whom he meets and what comes along!!! Life can still be interesting after 62!!

THURSDAY EVENING

THE HUMAN LIFE CYCLE APPROACH TO THE GENERATION OF NEW INSIGHTS ON NURTURING HUMAN NATURE

Solomon Katz

University of Pennsylvania

ABSTRACT

Besides sharing many broad and important mammalian traits and more specific primate traits, the human life cycle has a number of relatively species-specific characteristics that significantly inform our understanding of how we nurture human nature. Briefly stated, the human life cycle is shifted and extended in several important ways that are highly germane to our conference. The purpose of this presentation is to explore the implications of these special characteristics for our emerging understanding of the process and attempt to integrate this scientific understanding to our discussion of how different societies and religious traditions have responded to these fundamentals of the human life cycle.

First, children are born earlier in the gestational development of their brain than any other primate. The evolutionary explanation of this phenomenon suggests that upright posture, which evolved earlier than dramatic increases in human brain size and presumably all of the higher cortical functions like language and speech that characterize our principal evolutionary advantage, limits the size of the birth canal. Specifically, upright posture limits the increases in the width of the pelvis that could have allowed for a larger birth canal. A wider pelvis did not evolve because increasing the width of the pelvis also forces the legs into a more "knock kneed" position that limits the ability to walk. These critical limitations through evolutionary time have resulted in many maternal and infant deaths during birth. They also provided a strong selective advantage for the evolution of a reduction in the duration of brain development and head size during the gestational period. Hence, human babies are born more immature, very helpless, and completely dependent on their mothers and other parental figures for initial support. This period of

dependency lasts longer than any other primate or mammal and is thought to involve the evolution of other characteristics of the newborn infant that elicit parental care-taking behaviors. These include the psychoendocrinology of the sucking reflex and the visual, auditory and olfactory cues between mother and child that support the maternal attachment responses. For example, the large head, big eyes and upper forehead, and small lower third of the face elicit our response to the "cute and attractive" baby's face. This whole notion of cuteness and attractiveness of these features is called neoteny. It appears to account for our love/attraction response to babies and even to other animals such as puppies as well as possibly accounting for the attractiveness of the adult female face that (unlike the adult male face) tends to preserve these qualities from childhood.

The unusual nature of the human life cycle is also apparent throughout the rest of childhood. There is a very long period of early child development until the midchild growth spurt. This growth spurt is marked by the species-specific rematuration of the adrenal gland to begin to secrete larger quantities of androgens, typically at ages six to seven. However, even this process is altered somewhat if in the nurturing process children have too much body fat. They appear to have too great an androgen response and may develop more quickly and even accelerate their onset of puberty, which marks the next major species-specific period in the human life cycle. This part of the life cycle is delayed the longest of any primate. It commences with the adolescent growth spurt and all of the accompanying psychosocial and physical changes that culminate biologically with sexual maturity and the capacity to reproduce the next generation. For most species, the parental nurturance effect appears to stop here. In humans, however, an unusually long period of post-reproductive life occurs at the end of the human life cycle, which is difficult to explain in evolutionary terms. It includes the period of grandparenthood and raises a number of key evolutionary questions about their role in the process nurturing human nature.

BIOSKETCH

Solomon Katz started his career with children in 1960 working in Boston at the New England Home for Little Wanderers. The New England Home had shifted from an orphanage to a group living center for the study, evaluation, and treatment planning of emotionally disturbed and otherwise severely deprived children. In working sunrise to sunset with these children, Sol became inspired to leave the field of biochemistry and molecular biology to pursue further work to integrate his previous knowledge and experiences with those fields dealing with the health and welfare of children. He then went in 1963 to do graduate work in anthropology at the Philadelphia Center for Research in Child Growth and Development at the University of Pennsylvania and Children's Hospital, which was subsequently renamed after its founder, Wilton Marion Krogman, in 1970 when he retired and Sol took over as

director. He has remained as director ever since and has developed a series of longitudinal studies of disadvantaged children in which a number of questions about the physiological, genetic and psychosocial development of children have been emphasized. He has conducted some of the key twin studies in the US and carried out work with a number of other societies studying child growth and development: for example in Native populations in the US and Canada, South Korea, Mexico, Peru and elsewhere throughout the world. Specific studies have included: health care of children with limited access to care; genetic studies of twins and other specific studies of genetically controlled conditions that result in abnormalities of various kinds; the development and precursors to hypertension in inner city children; maternal child attachment in the first weeks of life; the neuropsychological effects of chronic lead exposure; and the development of the craniofacial complex. Nearly all of these studies were focused on the children with greatest need either as a result of health disorders or as a result of psychosocial or socioeconomic conditions. Over the years since becoming director, Sol and the many colleagues and students connected with the Center have published and presented at national and international meetings hundreds of abstracts, papers, reviews and books on these subjects in a wide range of fields.

FRIDAY MORNING

EPILOGUE

PANEL SESSION MODERATED BY SOL KATZ

Questions and Comments from All

IRAS SEMINAR

In the IRAS Seminar, seminar leaders comment on a manuscript or recent book by a member (or members) of IRAS, followed by open discussion by all who would like to participate.

The book being reviewed this year is:

Sleuthing the Divine: The Nexus of Science and Spirit

Kevin Sharpe
The Union Institute

The seminar will be moderated by Bill Falla. Commentators will be Karl Peters, Larry Fagg, and Wim Drees. Copies of the book may be purchased for \$12 at the Star Island bookstore.

DESCRIPTION

We live in a world of corruption and idealism, inhumanity and hope. We believe the answers to problems come from within this world. It is what is real. This book constructs spiritual belief in our secular reality. It tries to understand the Divine as real, part of our lives and inseparable from what science can and does discover.

BIOSKETCHES

Kevin Sharpe was born in 1950 in New Zealand, lived in the United States for sixteen years, and now resides in Oxford, England. He is a professor in the Graduate College of The Union Institute, Cincinnati, a non-traditional distance learning program, where he supervises and advises doctoral students. He is also a Visiting Fellow at the Ian Ramsey Centre, Oxford University. His academic background includes two doctorates, one in mathematics (from La Trobe University, Melbourne, Australia) and one in religious studies (from Boston University). Ecclesiastically, he is an Episcopal (or Anglican) priest.

The chief area of his academic interest lies in the relationship between religion and science. Besides edited volumes, he has published two books (*From Science to an Adequate Mythology*, and *David Bohm's World: New Science and New Religion*), with another book to appear in June 2000 (*Sleuthing the Divine: The Nexus of Science and Spirit*), and three others awaiting publication (*Love and Happiness: Spiritual Thought in the Light of Behavioral Genetics and Neurochemistry* (with Rebecca Bryant), *Natural Morality: Reaping Our Innate Rewards*, and *Koonalda: Prehistoric Mind and an Australian Cave*). Prehistoric archaeology (especially cave art) also interests him a great deal.

Kevin publishes the magazine, *Science & Spirit* and its companion website. He also edits the Fortress Press book series "Theology and the Sciences."

William Falla, one of this year's co-chairs, is a long-time member of IRAS and Star Island participant. Trained

initially as a chemist and geologist, he received his ThD. from Lutheran School of Theology at Chicago in Science and Religion. An ordained clergyman in the United Church of Christ, he currently serves a local congregation and as an adjunct faculty person for various institutions of higher education in the Allentown area.

Lawrence Fagg is a Research Professor of Physics (retired) at the Catholic University of America in Washington, DC. A graduate of the US Military Academy, he has a PhD in Physics from Johns Hopkins University and an MA in religion from George Washington University. A fellow of the American Physical Society and an Academic Fellow and former vice president of IRAS, he is the author of a number of publications in science and religion, including articles in journals and edited books, and three books: "*Two Faces of Time*," "*The Becoming of Time*," and "*Electromagnetism and the Sacred: at the Frontier of Spirit and Matter*". He has had a 40-year abiding interest in the thought of Martin Buber through his association with the Washington School of Psychiatry and graduate study at George Washington University.

Willem B. Drees holds the Nicolette Bruining Chair for Philosophy of Nature and of Technology from a Liberal-Protestant Perspective at the University of Enschede, the Netherlands. At the Vrije Universiteit in Amsterdam he runs various programs on religious, philosophical and social issues related to the sciences for the Bezinningcentrum, a centre for the interdisciplinary study of science, religion and society. He is the author of *Beyond the Big Bang: Quantum Cosmologies and God* (Open Court, 1990), *Religion, Science and Naturalism* (Cambridge UP, 1996; now in paperback), and various other publications in Dutch, German and English. He played an active role in ESSSAT, the European Society for the Study of Science And Theology. This year he is accompanied by one daughter, Annelot; next year, the whole family expects to return to Star Island.

Karl Peters is professor of philosophy and religion, Rollins College, Winter Park, Florida. He also is adjunct professor of philosophy at the University of Hartford, coeditor of *Zygon: Journal of Religion and Science*, and past president of IRAS. He is author of several articles in science and religion and in empirical theology. His research interests focus on evolution and the concept of God, evolutionary epistemology, and naturalistic theology.

IRAS WORKSHOPS

In IRAS Workshops, topics related to the conference or of continuing general interest are explored and discussed in small groups.

LET'S TALK ABOUT IDEAS IN CONTEMPORARY (MOSTLY VISUAL?) ART

Thursday, 4:00-5:00

Ruth Bercaw

In much of the United States there has been prevalent the notion that visual art is to be a demonstration of mostly high skill and craft by the person producing the art work, be it a small watercolor right through to huge sculpture or large buildings. Preferably, the product should please, and certainly it should not raise too many questions or offend. This one-hour workshop is geared toward discussing the proposition that it is the quality of ideas that distinguishes art from product and that (unique?) form, intellectual challenge (perhaps even the kind that Adolph Hitler was so eager to have burned or stamped out), is the thing that in many cultures and times has set art on a par with other great thinkers.

I will begin the workshop by showing slides of some of my own paintings, commenting on the seeming source of my ideas, how the ideas have evolved and manifested themselves in my work, and where my art currently seems to be going. Following will be a moderated discussion by other workshop attendees as to how they have generated ideas in their own disciplines, and speculation about where their ideas may be taking them.

BIOSKETCH

Ruth B. Bercaw, with a BFA from Washington University (St. Louis), and an MFA from Kent State University, is a retired adjunct professor, currently a practicing professional artist with leased studio space in downtown Cleveland. She has taught a variety of college level courses including drawing, life drawing, design, composition, creative thinking, watercolor painting, oil painting, and art appreciation at the Cooper School of Art, the Cleveland Institute of Art, and Cuyahoga Community College. In about 1987 she moved away from two-dimensional canvases, and began constructing three-dimensional canvases as the vehicle for her paintings. Her work is in such collections as Barbara Henshaw, the Frank Russell Group of Companies, NY City, Eaton Corporation, and Parker Hannifin.

CREATING NURTURING ENVIRONMENTS

Monday 2:50-5:00 (double session)

Friday 2:50-5:00 (double session)

Francine Blattner and Sally Bowden-Schaible

Contemporary western culture is noted for its fast, often frenetic pace and its emphasis on success measured by material gain. We also live in an era of technological

"advancement" that allows us to do more with less face-to-face interaction. At the same time, substantial research supports the importance of quality human connection in the development of physical, psychological, and spiritual well-being. How do we reconcile the conflict between the manner in which many of us live our lives and what we actually need in order to nurture health and well-being in ourselves and others, especially our children?

This workshop will be held in two segments --- one two-hour session at the beginning of the week and a follow-up two-hour session at the end of the week. During the first segment of the workshop, participants will be asked to consider their own nurturing experiences from the perspectives of the giving and the receiving of nurture. We will discuss the elements of nurture, what constitutes a nurturing experience, and how we nurture ourselves as well as others. We will urge participants to consider the Star Island community an *in vivo* opportunity to notice and to practice ways of creating nurturing environments.

During the second and final segment of the workshop, we will talk about what we have learned throughout the week from the presentations and workshops and from our observations and practice of nurture within the Star Island community. We will discuss what we take from this week's experience as we go back to our home communities and our day to day lives.

BIOSKETCHES

Dr. Francine Blattner MD has been in private practice in Portland, ME for 19 years. As a specialist in Child and Adolescent Psychiatry, she is a consultant to mental health professionals, schools, and various state and community agencies. She has a particular interest and expertise in the assessment and treatment of children and adolescents with Tourette Syndrome, Obsessive-Compulsive Disorder, Attention Deficit Hyperactivity Disorder, and other comorbid disorders. Along with Sally Bowden-Schaible, Dr. Blattner developed a psychoeducational program ("Tourette Syndrome: Putting the Puzzle Together") for parents of children with TS, and together they provide training on TS and the associated disorders for psychotherapists and other mental health and educational professionals. The theme of "nurture" has been an integral part of Dr. Blattner's work with children and their families, as well as an integral part of her own personal development and growth. She attends Star Island with her 15-year-old daughter, Arielle.

Sally Bowden-Schaible MS, LCPC, CCMHC, CRC, is a psychotherapist in Portland, ME, and has had 13 years of counseling experience. She specializes in the treatment of disorders related to traumatic life experiences (sexual,

physical, and/or emotional abuse), and provides related consultation to therapists, mental health agencies, and educational institutions. She also counsels late adolescents and adults who experience mood and anxiety disorders (including OCD), and ADHD, as well as individuals and couples dealing with life transition, relationship issues, parenting concerns, and reproductive decision-making. It is from an integrative perspective (psychotherapist, friend, wife, parent, and child) that she presents this workshop with Dr. Blattner. She is delighted to be here on Star Island once again with her beloved husband, Bob.

AND AFTER CHILDHOOD . . . ?
MAPPING ADULT DEVELOPMENT
Sunday, 4:00-5:00 pm

Carolyn Cavanaugh

Despite the song "I'll Never Grow Up, I'll Never Grow Up," most of us have. Where we find ourselves now is somewhere along the path of the life-course, experiencing and perhaps trying to understand our own development and what to look for next. This one-hour workshop will review some of the classical theories of Adult Development as well as some current theories, and then provide participants an opportunity to map their own developmental process. We will look at the common developmental tasks of various stages of adult development, and through sharing and discussion benefit from the perspectives of those in various life stages. The only prerequisite for the workshop is having lived long enough to be in some stage of adult development.

BIOSKETCH

Carolyn Cavanaugh is a National Certified Counselor with a Master's degrees in Counseling. Her professional training and practice have centered largely on the field of Development, with a particular emphasis on Adult Development. She retired from her first career as a school counselor and for 13 years has had a private counseling practice in Baton Rouge, Louisiana, where she lives with her husband Michael Cavanaugh. She has been a popular presenter of workshops and is a skilled facilitator. In addition to her professional life she has directed 25 plays, and her hobbies include bird watching, renovation, and genealogy. She is the volunteer coordinator of a School Adoption program that was recently recognized as one of the top 5 "Distinguished Partners in Education" for the State of Louisiana.

INTERNAL FAMILY SYSTEMS
Tuesday, 2:50-3:50

Marj Davis

This workshop will introduce an exciting new model of human nature. The Internal Family Systems model unites systems thinking with the complexity of the mind, and is a sensitive, yet powerful approach to enter and bring balance and healing to people's inner worlds. It has been developed

over the past 15 years for use in psychotherapy and is compatible with many diverse spiritual traditions.

Participants will:

- See a short introductory video by Richard C. Schwartz, originator of the model, and then explore how our own experience is illuminated by this perspective.
- Learn how the model is used to access spiritual wisdom, compassion and energy, resulting in a peace and unity that produces dramatic changes in symptoms and interactions with others.
- Examine how the model illuminates various patterns of relationships (from nurturing to abusive) which are passed from parents to children.

BIOSKETCH

Marj Davis is an ordained United Church of Christ minister, a Fellow in the American Association of Pastoral Counselors, and a Past President of IRAS. She has an MS in neuroembryology from Cornell University and a MDiv from Yale University Divinity School. She has served several UCC churches as interim minister and has worked with individuals and couples at the Pastoral Counseling Center of West Hartford for the past 15 years. She has been training with Richard C. Schwartz in the use of the IFS model since 1998. Marj has raised four children and has five grandchildren, three of whom are here at the conference.

HORROR STORIES FROM MY PRACTICE
Wednesday, Thursday, and Friday, 4:00-5:00

Henry Everett

Case histories will be presented of patients, coming to treatment as adults, who were victims of extreme abuse as children. Fascinating defense mechanisms enabled them to cope. Interesting character traits developed. Treatment methods will be described.

Can those who suffer from Post-Traumatic Stress Disorder (by definition an environmentally produced condition) be helped by medication (generally thought to work mainly for hereditary conditions)? The answer is, Yes. Can victims of inherited disorders be helped by psychotherapy? Yes.

Those attending will be invited to share their experiences and the ways they have coped with them.

BIOSKETCH

Henry C. Everett, M.D. attended Harvard College and Johns Hopkins Medical School. He received his psychiatric training at Johns Hopkins. He has taught at the University of Wisconsin and Harvard Medical School. He has published papers on psychopharmacology, neurology, and group psychotherapy. He is working on a new self-help book in collaboration with a professional illustrator.

I AND THOU IN FAMILY NURTURING

Sunday and Monday, 2:50-3:50

Lawrence Fagg

In this workshop we will explore how the family and its children can be nurtured when the system is viewed as a complex of interlinked one-on-one relationships. Our primary source in the discussion will be Martin Buber's extensive study of the interpersonal as found in his "I and Thou" and many other works. We will discuss how Buber's thought may be of use in fostering child growth and family fulfillment. For example, how can we constructively foster a child's natural-born capacity for I-Thou dialogue, which so often decays through the failure of parents, however well-intentioned, to exercise the necessary sensitivity and perception? How can a deeper I-Thou dialogue between parents help in a richer family fulfillment? Are there reasonable limits on how such dialogue is useful? Of special value in the discussion will be the shared anecdotal experience of the workshop participants.

BIOSKETCH

Lawrence Fagg is a Research Professor of Physics (retired) at the Catholic University of America in Washington, DC. A graduate of the US Military Academy, he has a PhD in Physics from Johns Hopkins University and an MA in religion from George Washington University. A fellow of the American Physical Society and an Academic Fellow and former vice president of IRAS, he is the author of a number of publications in science and religion, including articles in journals and edited books as well as three books: *Two Faces of Time*, *The Becoming of Time*, and *Electromagnetism and the Sacred: at the Frontier of Spirit and Matter*. He has had a 40-year abiding interest in the thought of Martin Buber through his association with the Washington School of Psychiatry and graduate study at George Washington University.

THE MAKING OF AN IRAS CONFERENCE

Sunday, 2:50-3:50 pm

Ursula Goodenough

This workshop has several aims. 1) To provide information on the process by which conference ideas undergo conception and move forward to birthing, growth and maturity as one of our wonderful conferences. 2) To share and discuss with participants ideas for future conferences currently in the gestation phase. 3) To listen to workshop participants' ideas for future conferences. 4) To make clear how YOU can contribute to the success of future conferences. This workshop is open to all registrants, IRAS members and non-members alike.

BIOSKETCH

Ursula Goodenough is Vice-President for Development of IRAS and a member of the Long-Range Conference Planning Committee, and has previously served as

President and as conference co-chair for 3 conferences. She is Professor of Biology at Washington University and is accompanied at Star this summer by her daughter Jessica and son Thomas.

COME SKETCH A STAR!

Sunday, 4:00-5:00

Joan Goodwin

I've enjoyed sketching around the island for several years and invite you to join me. If you're convinced you can't draw, this is for you! The product is unimportant compared with the process, which is focusing, centering, somewhat akin to meditation. I'm a rank amateur myself, so don't expect instruction. Bring plain unlined paper with a firm backing and your choice of pencil, pen, markers, crayons, etc. Also bring children old enough to take part without unduly distracting you and others.

BIOSKETCH

Joan Goodwin has been active in IRAS for several years and serves as Secretary on the IRAS Council. A religious naturalist, she is basically a writing type of person with no art credentials but has recently discovered that sketching from nature is an absorbing and delightful practice.

LEARNING AT THE EDGE: BEYOND HOME EDUCATION

Wednesday, 4:00-5:00

Katharine Houk

A growing number of parents, teachers and young people are organizing collaborative lifelong learning centers to nourish personal growth and participatory democracy. Such centers, which tend to be grown from the grassroots (sometimes breaking state education rules in the process), offer possible innovative directions for education in the new century. This workshop will explore concrete examples of these alternative learning communities, many of which have been influenced by or have grown out of the home education movement in this country. Come find out about the possibilities inherent in "education at the edge" — in homes, in community settings, through the Internet, and in the big wide world.

BIOSKETCH

Katharine Houk has been a Shoaler since she was a teen. She is trained as an artist in fibers (vestments, ritual garments, wearable art) and is currently at Hartford Seminary; she will serve as intern minister at the Women's Interfaith Institute in the Berkshires beginning in September. Her three children (now 18, 21 and 30) were educated at home and in the community. Katharine is an education activist, speaker, and organizer of events for families and children, founder of a thriving community learning center, director of a national educational nonprofit, and author of the book *Creating a Cooperative Learning Center: An Idea-Book for Homeschooling Families*. When

not engaged in education work, art, or ministry, Katharine is likely to be dancing.

MUSICAL GAME PIECE
Wednesday and Friday, 4:00-5:00

Jason Keune

In baseball, the infield fly rule dictates what must happen when an infield fly is hit, but it is not stipulated at which point in the game this should happen. Similar reasoning underlies the concept of musical game pieces. In this workshop we'll create our own musical game piece by developing a system of rules to govern a session of musical improvisation. Then we'll play it, sing it, change it, discuss it. If you brought an instrument to the island, bring it! If not, make one, or come and sing.

BIOSKETCH

Jason Keune plays the organ and directs the choir at Emmanuel Episcopal Church in Stamford, Connecticut.

WHICH SIDES OF THE BARRICADES IN SEATTLE?
Sunday, 4:00-5:00 and Monday 4:00-5:00

Ted Laurenson

The question of how to deal with globalization and its impact on our own lives, including, since most of us are from the United States, how we feel about our own country's policies, has an articulable but tangential relationship to the subject of this conference. But the question clearly raises, as well, a multitude of political, economic, ecological and moral issues that inform and are informed by differing, passionately held views. I am a securities lawyer who would unequivocally have been on the negotiators' (non-populist, if you will) side of the barricades, even though, as a dedicated environmentalist, I sympathize with the views of the protesters. The purpose of this workshop is to provide a forum to explore differing perspectives on the subject and a chance for all of us to complexify our views. Nothing is going to get resolved here; no reading list demands your attention. But this is too important for IRAS to ignore.

BIOSKETCH

Ted Laurenson practices corporate and securities law in New York City. At Amherst College he started out in psychology but became an anti-war political activist, sharpened his interest in philosophy and public policy, and spent his last year doing an independent study project focusing on the intersection of political and ethical philosophy and psychology. Although he ultimately decided to go into the private practice of law, at Yale Law School he focused primarily on public policy issues and legal philosophy. He has always had a deep interest in science and, having fallen away from theism and Catholicism by the time he was 15, became a Unitarian Universalist in his mid-twenties. He found IRAS a natural home when he first started coming in 1990. From 1993 to 1996 he did the conference write-ups for the Newsletter,

and after a couple of false starts on other conference ideas, he co-chaired the 1999 Human Sexuality conference. He has served on the IRAS Council since 1997, has been legal counsel to IRAS since 1996, and became the Newsletter Editor in February 2000. IRAS is one of the centers of his life.

DEVELOPMENTAL STAGE THEORY
Wednesday, 2:50-3:50

Sharon Stein McNamara

This workshop will introduce the developmental stage theories of Jean Piaget (cognitive development), Robert Kegan (development of the self), and Lawrence Kohlberg (moral development). The workshop will compare and contrast the structural components of the theories and the content areas they cover. I will also discuss the possibility of higher stages (beyond formal operations). If time permits, I will present case examples of children who have been affected by poor environments when they were going through various stage transitions in their development.

BIOSKETCH

Sharon Stein McNamara, EdD, works as a clinical psychologist in private practice in St. Paul, Minnesota. She treats children, adults and families, especially those who have suffered trauma, such as sexual or physical abuse. She was educated at Augsburg College, the University of Minnesota, and Harvard University. She received her doctorate in Human Development and Psychology from the Harvard University Graduate School of Education in 1991. She received her clinical training at The Cambridge Hospital and McLean Hospital in Massachusetts, and held a Harvard Medical School faculty appointment from 1988 to 1993. Sharon Stein McNamara currently lives in Minnesota with her husband, Craig, and twin sons, Michael and Matthew.

LIFE GOALS, EVOLUTION, AND DESPAIR IN THE
LAND OF MILK AND HONEY
Friday, 2:50-3:50

Randolph Nesse

Many people live better than the kings of old, but feel low much of the time. This workshop will provide participants with a brief introduction to a way to assess life goals and strategies as a way to understand why we feel the way we do. Participants will be provided with paper and pencil forms, and guidance as to how they can conduct this assessment on themselves. Conversation will be lively, but there will be no pressure to share anything that might be embarrassing.

BIOSKETCH

Randolph M. Nesse, MD is Professor of Psychiatry at the University of Michigan where he directs the Evolution and Human Adaptation Program. His core interest is the application of evolutionary biology to the problems of medicine, especially depression and anxiety. He is

studying why people in different life circumstances pursue different goals, why some people cannot give up unreachable goals, and how natural selection has shaped the capacity for subjective commitment that makes moral passions, deep relationships, and complex social groups possible.

SONGS AND SPIRIT

Tuesday, Wednesday, and Friday, 2:50-3:50

Edmund Robinson

This will be a participatory workshop exploring spirituality in music — why certain songs and tunes grab us deeply and others wash right over us. I start from the proposition that songs can move us deeply and a curiosity about why and how this happens. I don't claim any great expertise about it myself, but hope for a collaborative examination, using music and talking about it. There will be some group singing and participants are encouraged to bring to the group songs, hymns and tunes that have been meaningful to them in their lives.

I will be mostly speaking out of what might broadly be called the folk tradition, but since the spirit is no respecter of categories, would want participants who are conversant with other musical genres to bring these in as well. Live personally performed music is preferred to recorded, but recorded wouldn't be ruled out. For logistics' sake, it would be best to concentrate on those pieces of music less than 10 minutes in length.

BIOSKETCH

Edmund Robinson is a minister, lawyer, banjo picker and dancer who lives in Arlington, Massachusetts and married Jacqueline Schwab on June 10, 2000.

THE MOVING BODY IN CHILDHOOD

Monday, 2:50-5:00 pm (double session)

Tom Rockwell

How do infants, toddlers and children move? What is the sequence of motor development through which we travel from being powerless creatures with a limited range of reflexive movement to adulthood with varying degrees of physical competence and independence? This workshop will explore these questions through movement exercises and games. Participants will re-discover crawling, standing and walking as if they were learning them for the first time. Connections between motor development and mental/psychological development will also be explored. Come dressed for movement. Children of all ages are welcome.

BIOSKETCH

Tom Rockwell designs and builds science exhibits and educational playgrounds for a living. He is the founder of Painted Universe Productions, an art/design firm that specializes in joining the visual arts and science. Recent projects include a science playground with interactive

water exhibits in Texas and a traveling exhibit about Materials Science. When not working, Tom spends his time in Ithaca NY with his wife Katrina and their new son, Mateo. Any left over time is spent dancing either in his house or in a movement studio in Ithaca that he helped create. He has studied and taught a movement form called Contact Improvisation for the last eight years and has long been interested in the psychological and spiritual dimensions of movement and dance.

POETS AND NURTURANCE

Sunday, Monday, Tuesday, and Wednesday, 2:50-3:50

Bob Schaible

This workshop will consist of reading and discussing a variety of poems (and poets) who have been drawn to write on the many differing ways in which humans both nurture and fail to nurture one another. It is my hope that the poems will increase our awareness of the problems and pain felt by those who live without nurturance, the great richness of a life buoyed by love and caring, and the complexities that often attend our efforts to avoid the one and foster the other. The one-hour workshops will run for four days.

Bob Schaible is an associate professor of arts and humanities at the University of Southern Maine. His teaching and scholarship are primarily interdisciplinary in the areas of literature, religion, and science. He has served as a consultant or facilitator in a number of programs funded by the NSF and NEH designed to help both secondary and college-level faculty develop curricula that bridge the gap between the sciences and the humanities. He is attending the conference with his beloved wife, Sally Bowden-Schaible, a psychotherapist.

LINEAR DEVELOPMENT: TEACHING, THINKING, PAINTING, COMPOSING (MUSIC AND VERSE)

Tuesday, 4:00-5:00

Carl Smith

This workshop will examine the similarities (and differences) between patterns of thought and investigation as they are revealed in different disciplines. The means by which we teach and learn the fundamentals of language and of reasoning are also revealed to a surprising degree in the process of art. We will seek to discover some of those means and look at and listen to their results in works of art.

BIOSKETCH

Carl Smith is Senior Lecturer in Music Composition and Theory at The Blair School of Music at Vanderbilt University in Nashville. Previously he lived for more than 25 years in St. Louis, where he taught in the Music Department at Washington University. An organist and harpsichordist by profession, he is also a composer of song cycles, cantatas, motets, and instrumental works. He has an especial affinity for all things having to do with the art of renaissance Italy. This is his fifth IRAS conference.

CHAPEL AND CANDLELIGHT SERVICES AND MUSICAL POSTLUDES

Activities of the day begin right after breakfast each morning with chapel.
Scheduled activities of the day end with a candlelight service followed by musical postludes.

CHAPEL SERVICES

9 - 9:45 am

The Rev. Jon M. Luopa will serve as chaplain for the week. The theme for the morning chapel services will be **SIX STREAMS TO THE RIVER OF NURTURE**.

The titles for the chapel talks will be:

Sunday: If Only We Understood
 Monday: Creatively in Control
 Tuesday: To Live is to Love
 Wednesday: What is Required of Us
 Thursday: Play it Again
 Friday: Where There is Hope, There is Life

Jon Luopa has been the Senior Minister of University Unitarian Church in Seattle, Washington since September 1999. Previous to this settlement he served the Unitarian Society of Hartford, Connecticut for thirteen years. He is a graduate of the Harvard Divinity School in Cambridge, MA, Class of 1981, where he also served as personal secretary to Dr. James Luther Adams. He is an honors graduate of Clark University in Worcester, MA, Class of 1978. He is married to Annie Kinlaw Luopa, a pastoral and grief counselor. They have two daughters, Laila and Julika.

CANDLELIGHT SERVICES

9:45 - 10:15 pm

Saturday: **Clarise Patton** - "Extended Family and Star"
 Sunday: **Larry Fagg** - "I and Thou"
 Monday: **Edmund Robinson** - "Growing Edges"
 Tuesday: **Margaret Nesse** - "Childhood Poems for Grownups"
 Wednesday: **Jane Penfield** - "Theme of Music"
 Thursday: **Kathy McGowan** - "The Night Time Words"
 Friday: **Barry Werner** - "Shabbat Shalom"

MUSICAL POSTLUDES

10:15 - 10:45 pm*

A "musical offering" will be a part of each day's schedule: a kind of reflective postlude to the day's events and efforts. These will take place in the chapel immediately following Candlelight. Each will last not more than 30 minutes, of which at least 20 minutes will be music. These sessions will be led by Carl Smith, who will provide introduction to and commentary on the music, all of which will be chosen to reflect in some way the context in which we find ourselves: in a chapel at a conference on an island in an ocean under a wide and starry sky with birds flying around. The music will tend towards the reflective (as befits the hour), will come largely from this past century, will require no musical expertise to understand and appreciate, and will be unrelated to the music offered on other nights, so conferees may attend as frequently or infrequently as they choose.

Carl Smith is Senior Lecturer in Music Composition and Theory at The Blair School of Music at Vanderbilt University in Nashville. Previously he lived for more than 25 years in St. Louis, where he taught in the Music Department at Washington University. An organist and harpsichordist by profession, he is also a composer of song cycles, cantatas, motets, and instrumental works. He has an especial affinity for all things having to do with the art of renaissance Italy in general and with the verse of Michelangelo in particular. This is his fifth IRAS conference.

* The musical postludes will be on Saturday through Thursday; there will be no postlude on Friday

PEOPLE

Conference Planning Committee

Sharon Stein McNamara	Cochair
William Falla	Cochair
Solomon Katz	Cochair
Marjorie Davis	
Neil Wollman	

Conference Administrators

Conference Coordinator	Nancy Anschuetz
Registrar	Bonnie Falla

Conference Facilitators

Announcements	Ruth Bruns
Book Table	Marjorie Young
Candlelight Coordinator	Betty Lau
Children's Program	
	Sandra Woodworth, Coordinator
	Lin Illingworth, Island Assistant
Choir Director	Jane Penfield
IRAS/ <i>Zygon</i> Reception	Nancy Anschuetz
Program Pamphlet	Tom Gilbert
Social Hour Coordinator	Sara Sturges
<i>Star Beacon</i> Editor	Jilana Ordman
Talent Show	Katharine Houk
Workshop Coordinator	Ursula Goodenough

Most of the facilitators are recruited on the Island. A more complete list of facilitators will be prepared for the banquet program pamphlet after we know who they are.

The successful functioning of the conference is utterly dependent on the facilitators. If you would like to become actively involved in the functioning of the conference and meet and work with new and old friends, the conference chairpersons and coordinator, choir director, and *Star Beacon* editor and production manager would like to hear from you.

IRAS Scholars

David Brown
 Jessica Gordon
 Daniel McFee
 Dominique Maribett

IRAS Officers

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Karl Peters	Immediate Past President
Mary Evelyn Tucker	Vice President, Religion
Terrence Deacon	Vice President, Science
Billy Grassie	
	Vice President, Interdisciplinary Affairs
Robert Schaible	Vice President, Conferences
Ursula Goodenough	
	Vice President, Development
Joan Goodwin	Secretary
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Christopher Corbally	Edwin C. Laurenson
Michael Cavanaugh	Bruce Naylor
Terrence Deacon	Ann Pederson
Willem B. Drees	Mary Evelyn Tucker
Billy Grassie	Barry Werner
John Grim	Barbara Whittaker-Johns
Marion Griswold	

Other Council Members (Ex Officio)

Philip Hefner	<i>Zygon</i> Editor
Solomon Katz	CASIRAS Representative
Nancy Anschuetz	Conference Coordinator

Others with Official Responsibilities

Marjorie Davis	Historian/Parliamentarian
Paula Fangman	Membership Coordinator
Edwin C. Laurenson	Newsletter Editor
Kevin Sharpe	<i>Science and Spirit</i> Editor
Douglas Burton	Webmaster
John Swanson	Discussion Groups Coordinator

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Donald Harrington	Honorary Vice President
Macolm Sutherland	Honorary Vice President

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Awards	Marjorie Davis
Development	Ursula Goodenough
Finance	Thomas Fangman
Internet	Billy Grassie
Long-Range Conf. Planning	Robert Schaible
Membership	Nancy Anschuetz
Newsletter	Karl Peters
Nominating	Carolyn Cavanaugh
Publicity	Marion Griswold
Scholarship	William Falla

READING LIST

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- Macoby, Eleanor E., "Parenting and its Effects on Children: On Reading and Misreading Behavior Genetics", *Annual Review of Psychology* 2000, 51:1-27.
- Starhawk, Diane Baker & Anne Hill, *Circle Round: Raising Children in Goddess Traditions*, Bantam, 1998.
- Trevarthen, C. et al., *Children with Autism: Diagnosis and Intervention to Meet their Needs*, (2nd. ed.), Jessica Kingsley, 1998.

ACKNOWLEDGMENTS

We are grateful to our speakers and workshop leaders, to those who said "yes" when we asked them to be a facilitator, and to our conferees -- all of whom share our enthusiasm for this conference and who generously contribute their time and talents without pay as they carry out the planning and innumerable tasks necessary for a successful conference. We express our appreciation to the Star Island staff for the competent, courteous, and efficient way they take care of our needs and help make our week on the Island so rewarding. IRAS also acknowledges and expresses its gratitude for a grant from the Isles of Shoals Association (UU) to help cover the chaplain's expenses.

47th Annual IRAS Conference, "Nurturing Human Nature." Saturday, July 29, thru Friday, August 4, 2000

PERIOD	ACTIVITY	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -9:00 am	Breakfast							
Morning Activities: Chapel and Plenary Lectures								
9:00-9:45 am	Chapel	Jon Luopa, Conference Chaplain						
10:00-10:55 am	Lectures (El)	Welcome to Star Island	Terrence Deacon	Rachael Katz	Diane Baker	Don Browning	John Fryer	Discussion moderated by Sol Katz
10:55-11:15 am	Break							
11:15-12:15 pm	Discussion							
12:30-1:30 pm	Lunch							
Afternoon Activities¹: Recreation², Seminar, Workshops, Free University³, and Socializing								
1:40-2:40 pm	Annual Meeting IRAS Seminar Free University	ARRIVING, GETTING SETTLED, GREETING FRIENDS, EXPLORING		IRAS Seminar (Nb)	IRAS Seminar (Nb)		IRAS Annual Meeting	
2:50-3:50 pm	Session I Workshops		Fagg (Sp) Goodenough (Nf) Schaible (PP)	Blattner & Bowden -Schaible (Nf) Fagg (Sp) Rockwell (Br) Schaible (PP)	Davis (El) Robinson (Nf) Schaible (PP)	Robinson (Nf) Schaible (PP) McNamara (Sp)		Blattner & Bowden -Schaible (PP) Nesse (Sp) Robinson (Nf)
4:00-5:00 pm	Session II Workshops	Star Island Orientation (MANDATORY⁴)	Cavanaugh (PP) Goodwin (Pk) Laurenson (Sp)	Blattner & Bowden -Schaible (Nf) Laurenson (Sp) Rockwell (Br)	Smith (El)	Everett (PP) Houk (Sp) Keune (Nf)	Bercaw (El) Everett (PP)	Blattner & Bowden - Schaible (PP) Everett (Sp) Keune (Nf)
5:30-6:30 pm	Happy Hour (Newton)	IRAS/Zygon Reception ⁵						
6:30-7:30 pm	Dinner					Lobster Dinner ⁶		Banquet
Evening Activities: Plenary Lectures, Candlelight Services, Snacks, Shows, and Owl Sessions								
7:30-9:30 pm	Lectures and Discussion	Falla, S. Katz, McNamara	Laurie Zoloth	Colwyn Trevarthen	Olivera Petrovich	Sarah Blaffer Hrdy	Solomon Katz Pelican Show ⁷	Talent Show
9:45-10:15 pm	Candlelight⁸ (Chapel)	Clarise Patton	Larry Fagg	Edmund Robinson	Margaret Nesse	Jane Penfield	Kathy McGowan	Barry Werner
10:15 p - ?		Musical Postludes, Snacks, Films, Dancing, and Socializing⁹						Farewell Party (Newton)

¹Room abbreviations are: **Br** = Brookfield; **El** = Elliott; **Lw** = Lawrence; **Nb** = Newton back; **Nf** = Newton front; **Pk** = Parker; **PP** = Pink Parlor; **Sp** = Sandpiper.

²There will be an excursion to Appledore Island on Monday afternoon. Please sign up on Sunday

³"Free University" and other activities organized by conferees will be announced on the Island and scheduled for the 1:40 to 2:40 pm period.

⁴The Star Island Orientation, conducted by the Star Island staff starting at 4 pm, is the one and only scheduled activity that is mandatory for all conferees.

⁵The Happy Hour and IRAS/Zygon reception are combined on Tuesday. All are invited; we urge you to join us.

⁶There will be a lobster dinner on Wednesday. Tickets are \$5.50 per person and must be purchased by Monday noon. **Lobster diners should be seated by 6:15 pm.**

⁷On Thursday evening the plenary session discussion ends at 8:55 pm, the Pelican show starts at 9:05 pm, and the Candlelight Service begins as soon as the Pelican Show is over.

⁸The Candlelight Service will be immediately followed by a half hour Musical Postlude (also in the chapel) on every night except Friday.

⁹The snack bar closes at 11 pm. Socializing and informal discussions can continue until dawn. There will be dancing in Brookfield after the Candlelight service.