

# BOOK CLUB IN A BOX

## INSTRUCTIONS FOR HOST

### BEFORE YOUR DISCUSSION

- Email an invitation to your book group members
- The following bookstore is offering 10% off the purchase of this book:
  - *King's English Bookshop in Salt Lake City*
- **Bright Spark** is available to stream at [pbsutah.org/brightspark](http://pbsutah.org/brightspark)
- Join the 'Book Club in a Box Discussion Group' on Facebook for ideas, helpful links, etc.

### DURING YOUR DISCUSSION

- Make PBS Utah materials in the box available to your group
- Show clips of the film if applicable
- Take photos of your book club members, the food you prepare, and anything else you find meaningful to your discussion

### AFTER YOUR DISCUSSION

- Share photos and ideas with others on the Facebook group
- Invite your book club members to join the Facebook group via email
- Complete host survey and send to participants (Link will be emailed to you after your discussion)



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## GET INVOLVED!

### NATIONAL ORGANIZATIONS:

- **National Endowment for the Arts**  
[arts.gov](http://arts.gov)
- **YoungArts**  
[youngarts.org](http://youngarts.org)
- **National Art Education Association**  
[arteducators.org](http://arteducators.org)

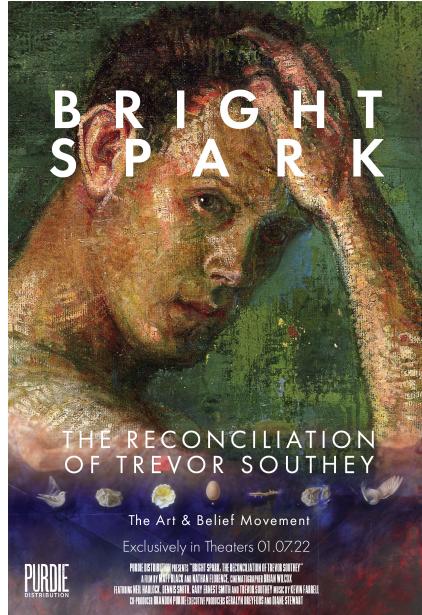
### GET CREATIVE AND TAKE A CLASS!

- **Creative Aging**  
[artsandmuseums.utah.gov/creative-aging/](http://artsandmuseums.utah.gov/creative-aging/)
- **Arts and Aging**  
[ucoa.utah.edu/arts-and-aging](http://ucoa.utah.edu/arts-and-aging)
- **Craft Lake City**  
[craftlakecity.com/workshops](http://craftlakecity.com/workshops)

### LOCAL ORGANIZATIONS:

- **Salt Lake Gallery Stroll**  
[gallerystroll.org](http://gallerystroll.org)
- **Utah Division of Arts and Museums**  
[artsandmuseums.utah.gov](http://artsandmuseums.utah.gov)
- **Utah Museum of Fine Arts**  
[umfa.utah.edu](http://umfa.utah.edu)
- **Utah Museum of Contemporary Art**  
[utahmoca.org](http://utahmoca.org)
- **Springville Art Museum**  
[smofa.org](http://smofa.org)
- **Southern Utah Museum of Art**  
[suu.edu/suma](http://suu.edu/suma)
- **St. George Art Musem**  
[sgcityutah.gov](http://sgcityutah.gov)





### BRIGHT SPARK: THE RECONCILIATION OF TREVOR SOUTHEY

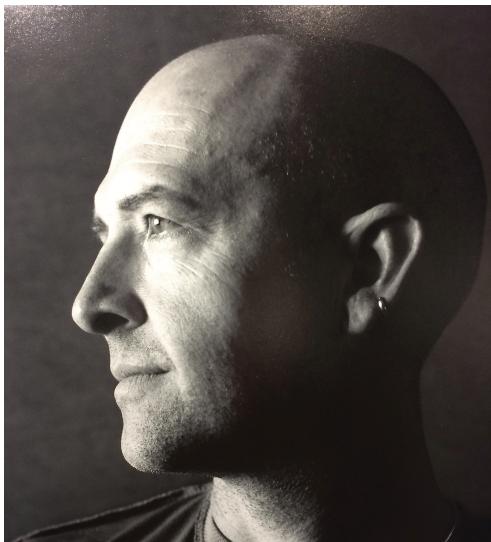
**Bright Spark: The Reconciliation of Trevor Southey** follows Trevor, a young man with huge artistic talent and even bigger ambitions. He finds his purpose in the early 1960s, after converting to the LDS Church as a young art student in South Africa. Trevor dreams of becoming a modern-day Michelangelo for his new found faith. After immigrating to the United States and enrolling at Brigham Young University, he finds a group of fellow art students who form the Art & Belief movement, a collection of artists that continues to influence art in the intermountain region to this day.

Despite being gay, Trevor follows the advice of his religious leaders who urge him to get married and start a family. After graduating, Trevor and his fellow artists relocate to Alpine, Utah, a nearby farming village, to set up a loose, semi-communal art colony. After several years, with some artistic success, the whole thing comes crashing down as Trevor's homosexuality is exposed. Trevor's marriage breaks apart and he is excommunicated from the church. After he moves away to Oakland, California, the remaining artists drift apart to follow their own artistic paths. We catch up with Trevor thirty years later as his adult daughter suffers a major health crisis and the LDS Church steps in to help. Suddenly, Trevor finds himself in the strange position of being fellowshipped and invited to rejoin the church that rejected him. Bright Spark is a rare film that honestly and compassionately explores divisive issues grounded in human experience without pulling punches.



### FILMMAKER BIO | MATT BLACK

Matt Black is an independent filmmaker who has lived and worked in California, Washington, Colorado and Utah. He's a writer, director and editor who specializes in documentaries. He is the founder and president of the Utah Documentary Association. Matt has a master's degree in documentary film from Stanford University. His work often explores ideas about art, religion, and the culture of the modern American West (though he's not particularly interested in cowboys).

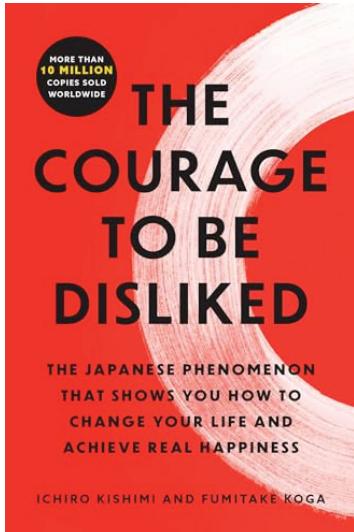


### FILMMAKER BIO | NATHAN FLORENCE

Nathan Florence is a Salt Lake City based artist. Nathan's paintings document his love of the landscape and storytelling. They range from small landscape studies done on site, to large, figurative paintings done in the studio and commissioned portraits. His work is found in public and private collections around the world.

Nathan is actively involved in local social issues and is a member of the board of the Alliance for a Better Utah, a progressive advocacy group. He lives in the 9th and 9th neighborhood with his family.

More information is available at [nflorencefineart.com](http://nflorencefineart.com)



### THE COURAGE TO BE DISLIKED

This Japanese concept teaches us the simple yet profound lessons required to liberate our real selves and find lasting happiness. *The Courage to Be Disliked* shows you how to unlock the power within yourself to become your best and truest self, change your future and find lasting happiness. Using the theories of Alfred Adler, one of the three giants of 19th-century psychology alongside Freud and Jung, the authors explain how we are all free to determine our own future free of the shackles of past experiences, doubts and the expectations of others. It's a philosophy that's profoundly liberating, allowing us to develop the courage to change, and to ignore the limitations that we and those around us can place on ourselves.



### AUTHORS | ICHIRO KISHIMI & FUMITAKE KOGA

Ichiro Kishimi was born in Kyoto, where he currently resides. He writes and lectures on Adlerian psychology and provides counseling for youths in psychiatric clinics as a certified counselor and consultant for the Japanese Society of Adlerian Psychology. He is the translator, into Japanese, of selected writings by Alfred Adler—*The Science of Living and Problems of Neurosis*—and he is the author of *Introduction to Adlerian Psychology*, in addition to numerous other books.

Fumitake Koga is an award-winning professional writer and author. He has released numerous bestselling works of business-related and general non-fiction. He encountered Adlerian psychology in his late twenties and was deeply affected by its conventional wisdom-defying ideas. Thereafter, Koga made numerous visits to Ichiro Kishimi in Kyoto, gleaned from him the essence of Adlerian psychology, and took down the notes for the classical “dialogue format” method of Greek philosophy that is used in this book.



1. As you read the book, share with the group when you are identifying with the philosopher or the youth. How do they sound in your mind? What do they look like? Take note of specific ideas/principles from each character that you align with and which ones you have trouble agreeing with?
2. On p. 90 of the book the philosopher proposes two objectives for behavior:
  - a. To be self-reliant
  - b. To live in harmony with societyThese objectives are aligned with two principles that support these behaviors:
  - a. I have the ability
  - b. People are my comradesHow did the group of artists in **Bright Spark**, who started the North Mountain Cooperative in Alpine, UT, demonstrate qualities that echoed these objectives and behaviors?
3. On p. 120 of the book the philosopher gives us strategies for how to “separate tasks.” Consider Trevor Southey’s relationship, not only with his family and his church, but also the culture of the time. In what ways was Trevor Southey doing other people’s tasks?
4. The philosopher introduces the connection between freedom and recognition on p. 139. Read the chapter “What Real Freedom Is,” starting on p. 142 then turn to p. 144 and reread the paragraph in the middle of the page, starting with “It is certainly stressful...” Think about the desire for recognition and Adler’s concept of freedom. Are there examples from the lives of the artists in the film that support or contradict the ideas in this chapter?
5. The chapter titled “The Goal of Interpersonal Relationships is a Feeling of Community” starts on p. 160. The chapter introduces the idea of “community feeling, or “having one’s own refuge.” What specific scenes from the film exemplified this idea? Where do you feel this in your own life?
6. On p. 161 starting with the paragraph that begins “When Adler refers to community...” the philosopher proposes that “community” includes plants and animals, and even inanimate objects. What are the communities that are you a part of? Do any of these communities include specific artworks or other inanimate objects? If so, describe your relationship to them.
7. The chapter titled “Listen to the Voice of the Larger Community,” starting on p. 171 gives examples of how our community is much bigger than we think. This idea is directly connected to the concept of “everyone is my comrade,” introduced on p. 90. For one day do the following: Every time you see someone, either a stranger or someone you know, repeat in your mind “they are my comrade and a friend.” Share how this experience impacted you with the group.
8. On p. 177 the philosopher introduces a radical idea that you should not praise or rebuke other people. And, by not doing either of these things we eliminate feelings of inferiority and establish horizontal relationships. How do you feel about this principle? Do you agree or disagree? Are there relationships in your life that feel horizontal and others that feel vertical?
9. In the chapter titled “Not Self-Affirmation – Self-Acceptance,” starting on p. 208, the philosopher proposes a solution to why the youth can’t act in a care-free and innocent way when they are with others. Have you ever felt this way? What three things does the philosopher say are needed to get over this? Do you agree, and if so, how might you apply this to your own life?
10. The chapter titled “You Can be Happy Now,” starting on p. 233 introduces the idea that “you are not the one who decides if your contributions are of use,” (p. 235). And, further, that “there is not even any way you can know whether you have really made a contribution.” Concluding that, the contribution can be invisible and what is most important is the subjective feeling that “I am of use to someone.” (contd. on next page)

10. (contd. from previous) What are your thoughts on the connection between these three ideas? Share any experiences from your own life that either support or contradict this concept of “community feeling.”

11. (Bonus) At the bottom of p. 238, in bold, the youth summarizes the major premise of the book. And concludes, “But is that really all that happiness is? Not if it’s the happiness I’m searching for.” How did you feel after reading the summary? What reservations came up in your mind?

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### **JOSHUA GRAHAM**

Joshua Graham is a Salt Lake City based artist and educator. He is best known for his site-specific work and community-based artistic interventions using found objects and other natural ephemera. Artist-in-Residence programs are central to Joshua's practice, taking him into such diverse places as national parks, ancient castles, and contemporary art museums. His experiential approach to artmaking reflects his commitment to an ongoing investigation into the transformative power of art – a collaborative process that illuminates and strengthens our connection with the people and environments we interact with.

Joshua's work has been exhibited both nationally and internationally, including museum solo shows and permanent installations. He received his formal art training from the Arts Students League of New York, Brigham Young University, and the University of Utah, earning a master's degree in fine art and community-based art education. He is currently an Assistant Professor in Art Teaching at the University of Utah.

This recipe was selected from the “Pipe Spring Cookbook: Original Pioneer Recipes” published by the Zion Natural History Association. Pipe Spring, now a national monument, played a crucial role at various times to a diverse range of peoples and cultural groups. The recipe below was selected because of its connection to a historical site related to Trevor Southey and the other artists in **Bright Spark**. Another connection is the contrast between two things we don’t normally associate with one another, “squash” and “cake.” So, let’s summon the “courage” to put vegetables in our cake!



## INGREDIENTS

### **Squash Cake:**

- ½ Cup Butter
- ½ Cup Oil
- 1¾ Cup Sugar
- ½ - 1 Teaspoon Baking Soda
- 1 Teaspoon Salt
- ½ Cup Sour Milk or Buttermilk
- 2 Eggs
- 2 Cups Grated Zucchini
- 2 ½ Cups Flour + 2 Tablespoons
- ¼ or ½ Cup Cocoa
- 1 Teaspoon Vanilla

### **Cream Cheese Frosting:**

- 8 oz cream cheese
- 4 oz salted butter
- 2 cups powdered sugar (or sugar free powdered sugar)
- 1 tsp pure vanilla extract
- optional sprinkle of cinnamon or a few drops maple extract

## DIRECTIONS

### Cake Directions:

1. Cream butter, oil and sugar.
2. Add eggs and beat well.
3. Mix in zucchini, then add flour mixture and buttermilk alternately.
4. Add Vanilla.
5. Pour into a 9 x 13" grasped floured pan.
6. Bake 325 degrees for 40 - 60 minutes.

### Frosting Directions:

1. Let cream cheese and butter come to room temperature.
2. Beat all ingredients with either an electric mixer or stand mixer (or by hand, which won't be as whipped and fluffy but still works). If too thick, very slowly add a little milk of choice; if too thin, add additional powdered sugar.
3. Spread on the cupcakes with either a knife or piped through an icing bag.
4. Cover and refrigerate leftover frosting for up to a week.

The recipe makes about 2 cups of frosting.