

Volume 18, Number 1
Summer 2010

MICDS

MAGAZINE

Super Deutschland!

MICDS students spend
three weeks in Germany



INSIDE

Transforming our School,
Commencement 2010 highlights and more!



Let the Record Show...

MICDS MOCK TRIAL TEAM PLACES FOURTH IN NATIONAL COMPETITION

Congratulations to the MICDS Mock Trial team for placing fourth out of 44 teams at the National High School Mock Trial Championships held in Philadelphia May 6–9, 2010.

The MICDS students faced teams from California, Iowa, New Hampshire and Arizona, and received the highest point total of any team in competition. (Jury balloting determined final team positions.) Tournament directors also presented individual awards and MICDS team member **Caroline Rouse '11** received the most outstanding attorney award in the competition.

MICDS has previously fielded numerous teams that have won state and represented Missouri at Nationals, but the 2010 finish represents the highest placement in school history and ties the record for best finish by a Missouri team at the national competition. The team captured the Missouri state title on March 28 at the Eagleton Federal Courthouse in St. Louis.

Over the last 11 years, MICDS teams have compiled an amazing record of 87 wins and 6 losses in competition in Missouri and have claimed five state championships. Previous MICDS finishes at Nationals were 22nd, 23rd, 33rd, and 11th.

Congratulations to MICDS coaches **Brian Johannes** and **Chris Rhodes** and their outstanding 2010 national team:
Phil Andriole '10, Vivek Biswas '11, Aash Chalasani '11, Lauren Hutton-Work '12, Will Johnston '11, Jordan Mann '11, Teddy Murphy '12, Caroline Rouse '11 and **Christina Rouse '13**.



Pictured at the national competition in Philadelphia are team members (Front row, from left) Aash Chalasani '11, Phil Andriole '10, Caroline Rouse '11, Christina Rouse '13 and Lauren Hutton-Work '12; (Back row, from left) Jordan Mann '11, Vivek Biswas '11, Will Johnston '11 and Teddy Murphy '12

MICDS

MAGAZINE

CONTENTS

SUMMER 2010 VOL. 18, NO. 1

DEPARTMENTS

- 2 A MESSAGE FROM LISA LYLE**
Commentary from our Head of School
- 3 UP FRONT**
Short updates on the latest MICDS news and a calendar of events
- 17 FACULTY FOCUS**
Updates on faculty professional development and curriculum work
- 20 CENTER OF ATTENTION**
Congratulations, Graduates!
Commencement exercises honor the Class of 2010
- 38 SCHOOL SPIRIT**
Summer Soars with Camp Pegasus
MICDS offers a simply spectacular summer camp experience
- 40 VIEWPOINT**
Doodle & Oddballs
2010 Valedictory Address
- 41 PHOTO FINISH**
Take Back the Creek
MICDS launches Honeysuckle Abatement project

FEATURES

- 22 TRANSFORMING OUR SCHOOL**
An overview of emerging priorities of the 2009–2014 Strategic Plan
- 32 A DAY OF CARING**
Faculty and staff spend a day volunteering at United Way agencies
- 36 SUPER DEUTSCHLAND!**
MICDS students spend three weeks in Germany



DAN SUDICARIO

32



EVAINE COLLINS

22



CHRIS BRENNAN '94

36

ON THE COVER

MICDS students and chaperones pose at the Max Planck Gymnasium Dortmund with their German hosts. Berliner Dom (Berlin Cathedral) appears in the background.

PHOTO CREDIT FOR GROUP SHOT: KARUNA KNAUF



STRATEGIC PLAN PRIORITY

Colored pencils that appear as story enders represent ways that MICDS is fulfilling a key priority of its 2009–2014 Strategic Plan.
 Yellow pencil: Great Teaching & Learning
 Red pencil: Leadership & Community Engagement for the 21st Century
 Green pencil: Sustainability



TIM PARKER

20

Changing Lives. Changing the World.

EDITOR
Debbie Higgins

DESIGN
Toucan Design

MICDS HEAD OF SCHOOL
Lisa L. Lyle

DIRECTOR OF COMMUNICATIONS & MARKETING
Dave Nowak

CONTRIBUTING WRITERS
Chris Brennan '94
Jill Donovan
Lisa Lyle
Dorothy Moore
Dave Nowak
Nancy Richardson
Margaret Van Cleve '10
Veronica Wachter
Julie Winkler

CORRESPONDENCE
Office of Communications, MICDS
101 North Warson Road
Saint Louis, MO 63124
E-mail: dhiggins@micds.org
Website: <http://www.micds.org>

ADDRESS CHANGES
Office of Alumni and Development
MICDS, 101 North Warson Road
Saint Louis, MO 63124
Telephone: (314) 995-7371
Fax: (314) 995-7427

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MICDS MISSION
“More than ever our nation needs responsible men and women who can meet the challenges of this world with confidence and embrace all its people with compassion. The next generation must include those who think critically and resolve to stand for what is good and right. Our School cherishes academic rigor, encourages and praises meaningful individual achievement, and fosters virtue. Our independent education prepares young people for higher learning and for lives of purpose and service.”

MY MICDS

MEET FRANCES VAN DYKE BURKHAM '75

*President,
MICDS Parents Association*

Frances Van Dyke Burkham '75 is connected to MICDS in many ways — she is an alumna, parent and past president of the MICDS Alumni Association. The 2010–2011 school year marks her second tenure as president of the Parents Association. Her entire family, including her husband, **Scott '73**, and children, **Marguerite '05**, **Scott Jr. '10** and **Frances '12**, has attended our School.

This is her MICDS.



MICDS equals ...

Excellence

Family Ties

Our first child started in the Lower School just after the merger, when many changes had taken place and many more were rumored. Carol Sachar,

my wonderful math teacher, was so enthusiastic as head of Lower School Admissions, that we were confident in our choice. I marveled many times that three very different children looked forward to school every day. I had teachers who had taught my mother; now my children have. And those teachers are still energized in their work!

Favorite memory as a student

There are too many to pick one, but they revolve around many special friends and teachers. I am grateful to so many teachers who encouraged my talents and had confidence in abilities I didn't know I had.

Favorite memory as a parent

So many! It was wonderful to see my daughter Marguerite at May Day in 2005, wearing the same dress my mother (**Marguerite Day Van Dyke '40**) wore in 1940 and I wore in 1975.

What remains the same

Through the years, MICDS has nurtured respect and trust between students and teachers and maintained its high ethical and academic expectations.

A MESSAGE FROM LISA LYLE

Lisa Lyle



MATTHEW O'SHEA

Around the United States, educators and parents alike worry about the state of science and math education, in part because of the concerns raised by international assessments, such as The International Mathematics and Science Study (TIMSS), which document a significant achievement gap in these areas on the part of American school children. The latest TIMSS data to be released indicates modest improvement in performance scores for American children in 4th and 8th grade between 1995 and 2007 in math and science (for 8th graders only); however, the average U.S. student's performance falls far

short of that in China, Japan, Russia and England, and is more on par with those of students in Lithuania or the Czech Republic. Most alarming is the news that a number of countries have made significantly larger gains during this time period than the U.S.

It is particularly sobering to filter this data through the lens provided by J. F. Rischard in *High Noon: 20 Global Problems with 20 Years to Solve Them*, where he outlines what he sees as the 20 most urgent problems facing the world today. He argues that the demographic explosion combined with the technological and economic revolution of the new world economy has created both unprecedented stresses and unprecedented opportunities. From biodiversity losses to depletion of natural resources, from global infectious diseases to greenhouse gas emissions, from taxation challenges in a global economy to clean water allocation, each of these demand novel and bold multilateral solutions. The world is indeed flatter and more intimately connected than anyone reading this article would have anticipated when we were graduating from high school. In addition, any solutions to such challenges will demand complex mathematical and scientific thinking, which are central to 21st century skills.

Here in St. Louis, novel responses are emerging to pressing global challenges. Whether it's the work being done at the Danforth Plant Science Center to improve the human condition through plant science or the research at the Children's Discovery Institute aimed at eradicating the most devastating childhood diseases, people in our community are stepping up in important ways and they are putting St. Louis on the map as an international leader in plant and life sciences, much in the same way McDonnell Douglas did with aerospace engineering. To ensure a steady stream of future researchers and industry leaders, STEM (Science, Technology, Engineering and Math) curriculum must take on an even greater role.

MICDS students have been challenged to develop deep conceptual understanding and strong fluency in both science and math. As you read through the articles in this magazine, you'll see that a large number of our students have been recognized for spectacular achievement in these disciplines. In fact, more students were selected as STARS participants from MICDS than from any other independent or parochial school in St. Louis. Members of the Class of 2010 were accepted into medical honors programs at Brown, Northwestern, St. Louis University and UMKC; others were admitted to engineering programs at Case Western, Johns Hopkins, George Washington, Purdue, Rensselaer Polytechnic, Rochester and Tufts — that in addition to every Ivy League school!

At MICDS, we readily accept our responsibility to ensure that all students develop strong competencies in the areas of science, math and technology in order to thrive and lead in the world that awaits them — even those who will go on to be

continued on page 16 >

Headliners

FACULTY AWARDS PROGRAM

Celebrating excellence in teaching

The 2010 MICDS Faculty Awards were presented during a special ceremony in Mary Eliot Chapel on April 20. Head of School Lisa Lyle presented the awards, assisted by a number of alumni and donors who have helped make the awards possible. This year, MICDS awarded eight Chairs of Distinguished Teaching, five Faculty Merit awards, and four summer sabbaticals and fellowships.

Congratulations to the following recipients:



Chairs of Distinguished Teaching:
(Front row, from left) Ruth Moulton, Sue Orlando and Julie Johnson;
(Middle row, from left) Bob Shaw, Jody Marberry and Lynn Kalcic;
(Back row, from left) Tex Tourais and Brian Coco

CHAIRS OF DISTINGUISHED TEACHING

Albert G. Blanke Jr. '28 Chair of Distinguished Teaching
JODY MARBERRY

Gilbert-Werremeyer Chair of Distinguished Teaching
RUTH MOULTON AND LYNN KALCIC

Suzanne Siegel Harbison '45 Chair of Distinguished Teaching in Science
BOB SHAW

Eugene A. Hecker Chair of Distinguished Teaching in Humanities
TEX TOURAIS

David S. Turken Chair of Distinguished Teaching
JULIE JOHNSON

Donald H. Webb Chair of Distinguished Teaching
SUSAN ORLANDO AND BRIAN COCO



GRAND GRADUATES

The 152 members of the MICDS Class of 2010 received their diplomas on June 1. See Center of Attention on page 20 for photos and a summary of the 2010 Commencement Exercises.



TIM PARKER

FACULTY MERIT AWARDS

The Mary Institute Class of 1940 Annual Faculty Award
JAYME ZIMMER

Mary Institute Class of 1957 Faculty Development Fund
NATALIE GRIFFIN

The Dorothy Wray Roberts '17 Faculty Merit Award
AMY SCHEER

The Sears Foundation Faculty Merit Award
AMY LAMB AND JEFF HORWITZ

The Sesquicentennial Faculty Award
JENN GILLIS, WILL SHOCKLEY AND JIM LLUFRIO

SUMMER SABBATICALS AND FELLOWSHIPS

Carol B. & Jerome T. Loeb Fund for Excellence in the Teaching of Mathematics
UPPER SCHOOL MATH DEPARTMENT, REPRESENTED BY AMY SCHEER, WILL HANSEN AND ELIZABETH HELFANT

The Wilma & Roswell Messing Jr. '34 Summer Sabbatical
DANA SELF AND BARB SPIELER

The Edward M. Rivinus Summer Sabbatical
RUTH MOULTON AND JENN GILLIS

The Thomas Family Fellowship
LEADERSHIP TASK FORCE, REPRESENTED BY LESLEY MCINTIRE AND NOLAN CLARKE

Merit Awards & Sabbaticals:
(Front row, from left) Will Hansen, Jayme Zimmer and Jenn Gillis; (Middle row, from left) Natalie Griffin, Dana Self, Amy Scheer and Nolan Clarke; (Back row, from left) Jim Llufrío, Barb Spielier, Jeff Horwitz, Ruth Moulton and Amy Lamb



GARY LOBSTEIN

Headliners

MEMORIES & MILESTONES

Honoring retirements and employment anniversaries

Students, faculty and staff gathered in McDonnell Athletic Center on April 22 for the final all-school assembly of the school year to pay tribute to retiring faculty as well as faculty and staff celebrating milestone employment anniversaries of 25, 20, 15 and 10 years of service. Congratulations to everyone!



RETIRING FACULTY

Judi Crouch (Upper School Science)
Lesley Knowles McIntire '66
(Upper School History)
Cherie Stone (Middle School Visual Art)

25 YEAR ANNIVERSARIES

Kathleen Armstrong and Tim Storey



PHOTOS BY GARY LOBSTEIN



20 YEAR ANNIVERSARIES

Patrick Huber and Sandra Lee

15 YEAR ANNIVERSARIES

Alan Berkbigler	Jim Lohr
Ann Marie Chromoga	Kelly Long
Linda Ganss	Stacey Morgan
Rich Ives	

10 YEAR ANNIVERSARIES

Peter Barrs	Cathy Leitch
Robin Begley	Jody Marberry
Greg Greenwell	Lynn Mittler
Natalie Griffin	Nancy Pierson
Reda Guebert	Liz Pinkerton
Elizabeth Helfant	Ines Shultz
Patrick Huewe	Stanley Tillotson
Soledad Jaramillo	Michelle Webster
Eric Lay	Krystal White



20 Year Anniversaries: (Top photo) Patrick Huber and Sandra Lee

Retiring Faculty: (Top left photo, from left) Cherie Stone, Lesley McIntire and Judi Crouch

25 Year Anniversaries: (Above) Kathleen Armstrong and Tim Storey

15 Year Anniversaries: (Above left, front row, from left) Ann Marie Chromoga, Linda Ganss, Kelly Long and Stacey Morgan; (Back row, from left) Alan Berkbigler, Jim Lohr and Rich Ives

10 Year Anniversaries: (At left, front row, from left) Reda Guebert, Soledad Jaramillo, Ines Shultz and Jody Marberry; (Middle row, from left) Stanley Tillotson, Krystal White, Nancy Pierson, Natalie Griffin and Patrick Huewe; (Back row, from left) Peter Barrs, Cathy Leitch, Michelle Webster and Eric Lay; Not pictured: Robin Begley, Greg Greenwell, Elizabeth Helfant, Lynn Mittler and Liz Pinkerton

PROUD PARTNERS

MICDS formalizes agreement with Shanghai Foreign Language School

In June, Assistant Head of School Jeff Suzik traveled to China to formalize plans for a partnership and exchange program with the Shanghai Foreign Language School. Dr. Suzik spent a week observing the school in session and touring the city of Shanghai.



Shanghai Foreign Language School (SFLS) is an affiliate of the Shanghai International Studies University. It is a full-time boarding school specializing in foreign language education. SFLS adopts "An Integrated Course of English" as its main teaching material. Teaching activities are conducted in small classes of 20, with an emphasis on cultivating the students' oral and written abilities to communicate in foreign languages.

Our School's partnership with Shanghai Foreign Language School will include regular student exchanges and travel opportunities. MICDS expects to host a delegation from the School in the fall of 2010, and will host students from Shanghai in the spring of 2011. MICDS students will travel to Shanghai in June 2011. This newly-forged partnership is, according to Dr. Suzik, "part of a bigger vision established in our Strategic Plan that calls for an emphasis on global learning and international experiences. Our exchange program in Shanghai is one of many potential new and exciting adventures we hope to offer to our students in locations around the world."

► STRATEGIC PLAN—GREAT TEACHING & LEARNING

► STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT

ON BOARD

Stuart Campbell begins his tenure as MICDS Board Chair

At its June meeting, the MICDS Board of Trustees elected **Stuart Campbell** as Board Chairperson for the 2010 – 2011 school year. After serving as Vice Chair for the past two years, he succeeds outgoing Board Chair **Spencer Burke '65**.

The Board also elected **Geetha Rao Sant '82** as Vice Chair, **Andrea Mills Van Cleve '76** as Secretary and **Parker B. Condie Jr. '81** as Treasurer.

Campbell recently joined Valitas Health Services as president and chief operating officer. He previously served as president of Blue Cross and Blue Shield of Missouri and Wisconsin. He and his wife Jane are the parents of two sons, **Cole '14** and **Clay '15**, who both came to MICDS in the Lower School.

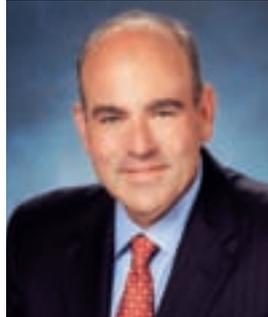
“In my role as Board Chair, I see my primary focus as providing support to Head of School **Lisa Lyle** in her continued emphasis on offering outstanding academics at MICDS, with particular emphasis in the areas of math and science,” said Campbell. “The Board and I will also continue to work with Lisa and her team to tell the MICDS story more effectively to our various constituents to ensure a broader and more consistent understanding of the outstanding opportunities that are available to students and their families at MICDS.

“Of course, it is vital as a board that we continue to be good stewards of the School’s resources and proceed with the implementation and funding of the five-year strategic plan,” he continued. “Full implementation of the strategic plan will be transformational to the school and our students.”

Campbell was first elected to the MICDS Board of Trustees in 2007. During the past three years he has served in various capacities as a member of the Finance, Student Life, and Executive Committees as well as the Committee on Trustees. In 2009 – 10, he chaired the Communications and Marketing Committee and was a member of the Executive Committee.

Active in the local community, he has also served as Vice Chair of the Ronald McDonald House Board of Directors and as a board member for Missouri Employers Mutual, a workers’ compensation insurance company.

The MICDS Board of Trustees also welcomes the following new members: **Parker Condie Jr. '81**, president of Coin Acceptors, Inc.; **Robert Hermann '70**, chairman & CEO, Hermann Companies; **Julie Jansen Lilly '86**, chief operating officer, Lewis Rice & Fingersh; and **Callaway Zuccarello**, president & owner, Callaway & Company. In addition, **Frances Van Dyke Burkham '75** and **Karen Kalinowski** will begin their board terms as leaders of the MICDS Parents Association, and **Mary “Mimi” White Carnal '78** joins the board as Vice Chairperson of the MICDS Alumni Association.



“It is vital as a board that we continue to be good stewards of the School’s resources and proceed with the implementation and funding of the five-year strategic plan.”



LINDA BIVARD

2010 – 2011 MICDS BOARD OF TRUSTEES



- Stuart K. Campbell, Chair**
- Geetha Rao Sant '82, Vice Chair**
- Andrea Mills Van Cleve '76, Secretary**
- Parker B. Condie Jr. '81, Treasurer**

- | | |
|------------------------------|---------------------------------|
| Benjamin Ola Akande | Karen B. Kalinowski |
| Katherine Button Bell | Julia Jansen Lilly '86 |
| Henry P. Biggs '82 | Paul E. Martin '76 |
| Thomas H. Brouster Sr. | Lisa D. McLaughlin |
| Frances Van Dyke Burkham '75 | Steven B. Miller |
| Mary “Mimi” White Carnal '78 | Henry B. Pflager III '80 |
| Gregory A. Fox | Felicia A. Pulliam |
| Wayne C. Francis | Walter C. “Buddy” Reisinger '81 |
| Keith S. Harbison '75 | Patience Phillips Schock '75 |
| Robert R. Hermann '70 | Peter K. Tao '75 |
| Kathryn Danforth Hollo '78 | Callaway L. Zuccarello |
| Sally Curby Johnston '59 | |

Headliners

MEET THE ELIOT SCHOLARS

Seven students honored

This spring, the MICDS Admission Office announced that seven students have been chosen as the inaugural group of Eliot Scholars following a highly competitive application process. The Scholars include current students as well as students who are new to MICDS this fall.

The Admission Office hosted a special welcome reception for the Scholars and their parents at the home of Head of School Lisa Lyle in June. “We look forward to celebrating the joy of learning and inquiry with you,” Ms. Lyle said in welcoming remarks. Faculty members Lisa Huxley and Tex Tourais will serve as advisors to the Eliot Scholars.

During the reception each Scholar took time to share what this honor means to them.

Alexander Bearden (*Rossmann School*) 7th grade

“This honor motivates me to work harder and stay more focused. It means a lot to me.”

Josie Cusworth (*Academy of the Sacred Heart*) 9th grade

“It is a great privilege to be an Eliot Scholar and it is a responsibility I will take seriously.”

Chandler Dalton (*MICDS*) 9th grade

“I’m grateful to everyone who made this program possible. I will try my best to represent my class, the Eliot Scholars Program and MICDS well.”

John Li (*Parkway Southwest*) 7th grade

“Applying to be an Eliot Scholar helped me get to know MICDS. It’s very exciting and a great honor.”

Isabel Mulvihill (*Our Lady of Lourdes*) 9th grade

“This honor will motivate me to do my best. I’ve always thought MICDS was a great school and the opportunity to apply for the Eliot Scholars Program encouraged me to look here.”

Emma Posega Rappleye (*MICDS*) 9th grade

“Being an Eliot Scholar will motivate me to work harder and achieve more. I want to be a good leader in the MICDS community and the Eliot Scholars Program will encourage me to become more involved at school.”

Elly Weller (*MICDS*) 7th grade

“It is a great honor to represent my school in this way. I look forward to the many opportunities the Eliot Scholars Program will make possible.”

The Eliot Scholars Program was launched in January 2010 to coincide with our School’s 150th anniversary and to honor the long-standing tradition of academic excellence for which MICDS is known. A total of 114 nominees participated in an information session, during which they completed testing and interviews. Students in grades six and eight, including current MICDS students as well as prospective new students, were eligible to apply. Eliot Scholars receive partial tuition scholarship awards and will be expected to participate in special program activities throughout the academic year.

► STRATEGIC PLAN—GREAT TEACHING & LEARNING

► STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT

ABC LEAGUE FORMS NEW CO-ED CONFERENCE

League transition to occur in 2012

On May 19, 2010, the heads of schools representing the six members of the ABC League voted unanimously to become a co-ed, private school league that will be organized under a new name. The name of the new athletic conference will be decided at a later date.

The change will become effective with high school sports played during the 2012 – 2013 school year. The two-year period allows the schools to transition their current schedules as well as invite prospective new member schools to apply to join the conference.

The ABC League is not disbanding, as all six current member schools (John Burroughs, Lutheran North, Lutheran South, MICDS, Principia, and St. Louis Priory) have voted to remain as members of the new conference. Instead, it is expanding and transforming into a co-ed, private school league. With 18 years of co-educational experience under our belts at MICDS, it is logical to play in a co-ed athletic conference. The new league will bring together schools that closely share the ABC League’s values and commitment to educational intent, while at the same time retaining its strongest traditions.

“The new league will bring together schools that closely share the ABC League’s values and commitment to educational intent.”





When discussing the creation of this new league, **Scott Small**, Head Women's Varsity Basketball and Golf Coach, stated, "The decision to create a coeducational athletic conference is a critical step toward establishing true equality for our female athletes and gives all student athletes a unifying identity. The new conference will provide many opportunities to promote all of our athletes through more back-to-back contests, shared conference tournaments, and regular season scheduling that avoids many of the conflicting game times that force our fans to choose between boys' and girls' sports."

Enlarging the number of schools in the league will give our athletes better league competition. Former Head Varsity Football Coach **Ron Holtman** sees this as the right time to make such a move for MICDS and other ABC League members: "With all current members supporting the measure, it's a good time to expand the league and make it more competitive, and to do so from a position of strength rather than out of necessity."

Looking ahead, **Don Maurer**, MICDS Director of Athletics, has said, "This decision presents a great opportunity for MICDS and all schools in the ABC League to develop a new conference that will have the ability to provide equal opportunities for both girls and boys in athletics. I believe this will be a great benefit to all of our student athletes."

CAPTURING THE MOMENT

School community fills 150th anniversary time capsule

Taking full advantage of a beautiful, sunny spring afternoon, the MICDS student body gathered on the lawn behind Olson Hall on Tuesday, May 11, for a time capsule ceremony. The event represented the conclusion of the School's year long celebration of its Sesquicentennial.

Head of School **Lisa Lyle** reminded students of the kick-off event held exactly one year ago (on the School's exact 150th birthday) in the same location. **Jan Jacobi**, honorary head of the Sesquicentennial celebration, introduced students from each grade level who placed boxes in the time capsule containing their class contributions.

Mementos ranged from Junior Kindergarten's pet parade book to a prom invitation from the junior class. The sixth grade included a mummified chicken representing their Egyptian studies in their box, and eighth graders contributed a "green police citation" in honor of their study of sustainability. Graduating seniors included a small boat to represent the traditional senior boat races held each year. **Jacobi** contributed a box of items representing St. Louis, the nation and the world. It was placed alongside boxes prepared by all of the school offices within MICDS.

On June 23, the time capsule was buried in front of Olson Hall, facing Warson Road. It has been marked with a plaque commemorating the anniversary year and will be opened in 2034 on the occasion of the School's 175th anniversary.



GARY LOBSTEIN



GARY LOBSTEIN

"The event represented the conclusion of the School's year long celebration of its Sesquicentennial."

FUN IN THE SUN *School Families enjoy Field Day*

Faculty, staff and students gathered in their School Families wearing their respective family colors of red, white or green on April 14 to compete in a “Families Field Day.” Families spent the entire afternoon taking part in such events as a three-legged race, tug of war, “Get 20” and more. The event received rave reviews, as everyone appreciated a chance to bond with their family members and take an afternoon off to enjoy the sunny spring weather. In the end, the Green Team (comprised of twelfth, ninth and sixth graders) earned the most points in competition. Everyone enjoyed a frozen treat from Ted Drewes at the end of the day.

Family Events that will take place during the 2010 – 2011 school year are already in planning stages and will include a picnic, a Homecoming activity and community service projects.



“The event received rave reviews, as everyone appreciated a chance to bond with their family members.”



TREASURED TRADITIONS *Scenes from May Day 2010*

The annual May Fete on May 1 was a fitting celebration for our School’s 150th anniversary. The program featured music from past May Day celebrations spanning from the 1960s to 2008. The Promenade of fourth and eighth grade dancers and ribbon presenters was to Aaron Copland’s “Simple Gifts,” from May Day 1967. The seniors’ May Pole Dance was performed to Fantasia on “Greensleaves,” by Vaughn Williams (May Day 1960). Congratulations to **Raghvi Anand ’10**, who was crowned May Queen by her classmates. Following the ceremony, the MICDS Alumni Association hosted an Afternoon Tea on Head of School Lisa Lyle’s lawn.

May Day is a tradition beloved by alumnae since the first May Queen was crowned on May 24, 1912, in the school gymnasium.

In recent years, it has become a tradition that donations made in honor of senior girls benefit a local charitable organization. The Class of 2010 chose the Make-A-Wish Foundation as the beneficiary of May Day contributions.

“May Day is a tradition beloved by alumnae since the first May Queen was crowned on May 24, 1912.”



KABANCE PHOTO SERVICES



COLLEGE BOUND

Class of 2010 Matriculation List

Following are the colleges and universities the Class of 2010 are attending this fall. Best wishes to all!

- | | | |
|--|---|---------------------------------------|
| University of Missouri-Columbia – 13 | University of Richmond – 2 | Northeastern University – 1 |
| Southern Methodist University – 7 | University of Tulsa – 2 | Oberlin College – 1 |
| Indiana University – 5 | Vanderbilt University – 2 | Ohio Wesleyan University – 1 |
| Miami University Ohio – 5 | Webster University – 2 | Parsons The New School for Design – 1 |
| University of Colorado – 5 | Allegheny College – 1 | Princeton University – 1 |
| University of Missouri-Kansas City – 5 | American University – 1 | Purdue University – 1 |
| Washington University in St. Louis – 5 | Beloit College – 1 | Rhodes College – 1 |
| George Washington University – 4 | Boston College – 1 | Rotary Exchange-Sicily – 1 |
| Harvard University – 3 | Brown University – 1 | Saint Louis University-Madrid – 1 |
| Texas Christian University – 3 | Butler University – 1 | Sarah Lawrence College – 1 |
| Tulane University – 3 | Carnegie Mellon University -1 | St. Olaf College – 1 |
| University of Southern California – 3 | Centre College – 1 | Stanford University – 1 |
| Wake Forest University – 3 | Columbia University – 1 | Temple University – 1 |
| Colgate University – 2 | Denison University – 1 | Tufts University – 1 |
| Cornell University – 2 | DePauw University – 1 | University of Alabama – 1 |
| Dartmouth College – 2 | Gettysburg College -1 | University of Denver – 1 |
| Drexel University – 2 | Hamilton College – 1 | University of Iowa – 1 |
| Elon University – 2 | Hobart & William Smith Colleges – 1 | University of Kansas – 1 |
| Emory University – 2 | Howard University – 1 | University of Miami – 1 |
| Furman University – 2 | Lehigh University – 1 | University of Montana – 1 |
| Johns Hopkins University – 2 | Lindenwood University – 1 | University of Oxford-England – 1 |
| Middlebury College – 2 | Loyola Marymount University – 1 | University of Pennsylvania – 1 |
| University of Mississippi – 2 | Loyola University-Chicago – 1 | University of Virginia – 1 |
| Rollins College – 2 | Mercer University – 1 | University of Washington – 1 |
| Saint Louis University – 2 | Missouri University of Science & Technology – 1 | Vassar College – 1 |
| Trinity College – 2 | New York University – 1 | Villanova University – 1 |
| University of Arizona – 2 | | Washington & Lee University – 1 |
| University of Dayton – 2 | | Wesleyan University – 1 |
| | | Yale University – 1 |



STRATEGIC PLAN - GREAT TEACHING & LEARNING

“Mini Term was designed to give students and faculty the opportunity to explore a single topic related to an academic or personal interest in depth over the course of one week.”



HANDS-ON LEARNING
Upper School concludes year with Mini Term

Upper School students in grades 9 – 11 and faculty spent the final week of the school year painting murals, caring for animals at the Humane Society, backpacking on the Ozark Trail, observing surgery and more during Mini Term 2010. Mini Term made its debut in 2008 and was designed to give students and faculty the opportunity to explore a single topic related to an academic or personal interest in depth over the course of one week. Courses were comprised of mixed groups of ninth, tenth and eleventh grade students and were team-taught by faculty. Course offerings in 2010 included Documentary Film Making, The Science of Medicine — Past and Present, Social Injustice & Human Rights on Film, Tool Time and more. Many courses included a community service element.



-  STRATEGIC PLAN - GREAT TEACHING & LEARNING
-  STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT
-  STRATEGIC PLAN - SUSTAINABILITY

“Our independent education prepares young people for higher learning and for lives of purpose and service.”





WORLD LANGUAGES HONORS

Students continue tradition of high achievement in language exams

Every spring, Upper School French, Spanish, Latin and German students excel on national achievement exams that test vocabulary and grammar skills as well as listening and reading comprehension. German students take the National German Exam, sponsored by the American Association of Teachers of German, which recognizes those who score in the 70th percentile or above. Spanish students take the National Spanish Examination, and French students participate in the National French Contest, sponsored by the American Association of Teachers of French. Levels indicated below refer to grade levels of students (i.e., Level 5 is 11th or 12th grade). Middle School students take the National Latin Exam each year, for which high scoring students are eligible to receive ribbons and medals. Congratulations to our students!

Spanish scholars, pictured above (front row, from left) Arun Garg, Kaess Smit, Caroline Rouse and teacher Robin Begley; (back row, from left) teachers Rene Ashman and Natalie Griffin, Chandler Dalton and Trey Baur

Latin students, pictured at right (front row, from left) Jonathan Matz, Ellis Chalfant, Sunya Ahmed; (second row, from left) Ariana Desai, Madison Wrobley, Christopher Goessling and Joshua Zoeller; (third row, from left) Jonathan Lin, Max Bernstein and Peter Condie; (fourth row, from left) Scotty Franc, Andrew Parker and Stephen Staley



NATIONAL GERMAN EXAM

Level 4

Austin (Jed) Estep '10 (86th percentile)
Alexander Markov '10 (84th percentile)
Sofia De Oliveira '10 (80th percentile)
Emily Krone '10 (70th percentile)

Level 3

Sophia Critchfield-Jain '12 (78th percentile)
William Stupp '12 (77th percentile)

NATIONAL FRENCH CONTEST

Level 3 National Ranking

Gowri Kalugotla '12 (8th place)

Level 3 Regional Ranking

Gowri Kalugotla '12 (5th place)
Jack Biggs '12 (8th place)

Level 2 National Ranking

Helena De Oliveira '13 (4th place)
William Van Cleve '13 (6th place)
Anna Robson '13 (8th place)
Tally Portnoi '13 (9th place)
Yulkendy Valdez '13 (9th place)

"Our School cherishes academic rigor, encourages and praises meaningful individual achievement, and fosters virtue."

Level 2 Regional Ranking

Helena De Oliveira '13 (1st place)
William Van Cleve '13 (2nd place)
Anna Robson '13 (3rd place)
Tally Portnoi '13 (4th place)
Yulkendy Valdez '13 (4th place)
Casey Zuccarello '13 (5th place)
Alexandra Donovan '13 (8th place)

NATIONAL SPANISH EXAM

Level 5

Caroline Rouse '11 (2nd place)

Level 4

Kaess Smit '11 (2nd place)

Level 3

Arun Garg '12 (2nd place)

Level 1

Chandler Dalton '14 (2nd place)
Trey Baur '14 (3rd place)

NATIONAL LATIN EXAM

8th grade

Maxima Cum Laude (silver medal)
Joshua Zoeller

Cum Laude

Sunya Ahmed
Peter Condie
Christopher Goessling
Andrew Parker
Stephen Staley

7th grade

Outstanding Achievement Certificate and Blue Ribbon

Max Bernstein (perfect score)
William Loomis
Jonathan Matz

Achievement Certificate

Ellis Chalfant
Ariana Desai
Scotty Franc
Jonathan Lin
Madison Wrobley

“Fourth graders spent months in rehearsal, learning all aspects of what it takes to bring a production to the stage.”



WORLD CUP WIKIS

Students use technological tools to share information

This spring, fifth grade geography students in Michael Fitzgerald’s classes created wiki pages of real-time travel guides for the countries that qualified to compete in the 2010 World Cup Soccer Tournament in South Africa. The wiki pages featured maps, transportation information, key facts, restaurant and hotel guides, and popular tourist attractions for each country. The primary audience for this project was students in peer schools overseas as well as MICDS second graders, who used the fifth grade wiki pages as a resource for their World Cup projects designed to help students answer the question, “What brings people together?” With guidance from the second grade team of Amy Lamb, Jeff Horwitz and Alan Berkbigler, students used problem solving and research skills to create two-week travel packages to South Africa, including hotels, flights, restaurants, tickets to games and other activities, for a client (Horwitz’s brother-in-law) in Philadelphia.

- ▶ STRATEGIC PLAN—GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT

TALL TALE TOURNAMENT

New 4th grade play makes its debut

In May, fourth graders showcased their acting, singing and dancing talents, performing in *The 99th Tall Tale Tournament*, a musical adapted and directed by Lower School Drama teacher Rich Ives and based on the children’s play by Claire Boiko. Fourth graders spent months in rehearsal, learning all aspects of what it takes to bring a production to the stage. *The 99th Tall Tale Tournament* featured many beloved literary characters, including Annie Oakley, Johnny Appleseed, Davy Crockett, Paul Bunyan, Calamity Jane and William Shakespeare, all competing for the trophy in a tall tale tournament. Lower School students and parents were thoroughly entertained by our fourth grade thespians!

- ▶ STRATEGIC PLAN—GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT



ALL PLAY PHOTOS: GARY LOBSTEIN



(Top left) Andrew Villeneuve

(Top right) Connie Gonzalez-Navarrine and Addie Thomas

(Middle) (From left) John Golden, Jason Sugavanam, Reed Kearins and Parker Johnson

(Bottom) Katherine Schoenecker and Timmy Meier

“The primary audience for this project was students in peer schools overseas as well as MICDS second graders.”



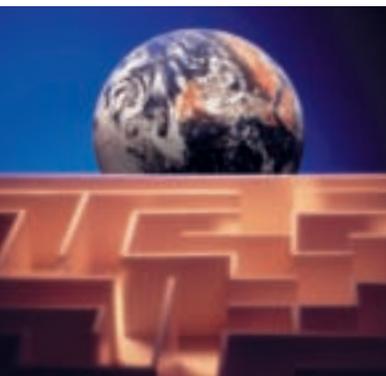
SCIENCE SCHOLARS

Middle School Science Olympiad news

This spring, the Middle School Science Olympiad Team qualified to compete in the State Competition in Columbia, MO. The MICDS team did very well, ranking fourth overall. Two individual events also placed at the State level: The Wright Stuff, featuring team members Chase Angle and Richard Graney, placed fourth; and Write It/Do It, featuring team members Emma Posega Rappleye and Preethi UmaShanker, placed second. Additional team members were: Ashleigh Smith, Becky Kurian, Carly Dellinger, Elly Weller, Gigi Rill, Joe McAllister, Katie

Pavelec, Lauren Jackson, Madi Blanchard, Max Weiser, Patience Chrisler and Shubhi Shekhar. Science Olympiad, now in its 25th year, is a national non-profit organization dedicated to improving the quality of K – 12 science education. Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events in each division. Every year, a portion of the events are rotated to reflect the ever changing nature of genetics, earth science, chemistry, anatomy, physics, geology, astronomy, mechanical engineering and technology. The MICDS team was coached by faculty members Kelly Long, Jen Schuckman, Catalina Hayes, Nolan Clarke, Reesh Powers, Tara Bonebrake, Summer Beasley, Julie Johnson and Tim Storey.

“Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events in each division.”



ical engineering and technology. The MICDS team was coached by faculty members Kelly Long, Jen Schuckman, Catalina Hayes, Nolan Clarke, Reesh Powers, Tara Bonebrake, Summer Beasley, Julie Johnson and Tim Storey.

STRATEGIC PLAN - GREAT TEACHING & LEARNING

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



(From left) Yasmin Musaddiq, Katherine Kyman, Lauren Hutton-Work, Andrew Huber, Jordan Mann, Josh Taylor, Chris Noda and Josalynn Smith

STELLAR SPEAKERS

92nd Prize Speaking Competition

Eight Upper School students competed as finalists in the 92nd Annual Prize Speaking assembly on March 8 in Danforth Chapel. The Prize Speaking competition is a tradition beloved by all during which students perform short comedic or dramatic pieces for Upper School students and faculty. Andrew Huber '11 had his name engraved on the Dartmouth Cup for his entertaining rendition of “A Sermon” by David Mamet. Additional finalists included:

Josalynn Smith '12 – “Speak: Welcome to Merryweather High” by Laurie Halse Anderson

Chris Noda '12 – *Mahatma Gandhi's* advocacy for non-violence, script from the 1982 film *Gandhi*

Lauren Hutton-Work '12 – “Modern Day Lepers” a poem from *Poetry Slam, Inc.*

Jordan Mann '11 – a self-authored piece, “The Image That Stalks Me”

Josh Taylor '11 – an excerpt from “The Merchant of Venice” by William Shakespeare

Yasmin Musaddiq '11 – “P.O.W.” by Alicia Keys

Katherine Kyman '10 – excerpt from *The Perks of Being a Wallflower* by Stephen Chbosky

While the faculty judges deliberated, the audience was entertained by Jed Estep '10 on flute and John Orland '11 on saxophone.

SCHOLAR ATHLETE

Rizzo '10 honored by Post-Dispatch

Michael Rizzo '10 was named MICDS' *St. Louis Post-Dispatch* Scholar Athlete this spring in recognition for his outstanding accomplishments in the classroom and on the playing field. At MICDS, Michael was a member of the Honor Council and the Upper School Student Council, as well as the water polo and swim teams. He lists science as his favorite subject and plans to major in molecular and cellular biology at Harvard, where he will also play water polo.



PERFECT SCORE

Bernstein '15 excels in National Latin Exam

Congratulations to Max Bernstein '15, who has achieved a perfect score on the 2010 Introduction to Latin National Latin Exam. Only 795 students out of over 18,800 who participated in the United States, Australia, Canada, Mexico, England, Italy, New Zealand, Poland, Bulgaria, China, Guam, Japan, Korea, Singapore and Zimbabwe attained this distinction.



STRATEGIC PLAN - GREAT TEACHING & LEARNING

EXPERIENCING THE SCIENTIFIC ENTERPRISE

2010 STARS Program participants

Six Upper School students were selected to participate in the 2010 STARS (Students and Teachers as Research Scientists) program at the University of Missouri - St. Louis this summer. Congratulations to Vivek Biswas '11, Aashish Chalasani '11, Dabin Choe '12, Chloe Ferris '11, Kyle Kong '11 and Sydney Schein '11, who worked with mentors for six weeks in laboratory settings conducting research projects.

The program is sponsored by Pfizer Inc., LMI Aerospace Inc./D3Technologies and Solae LLC, Saint Louis University, Washington University, and UMSL. Research mentors from the Donald Danforth Plant Science Center, St. Louis College of Pharmacy, Saint Louis University, Solae LLC, Washington University and UMSL worked with students.

STATEGIC PLAN - GREAT TEACHING & LEARNING

STATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

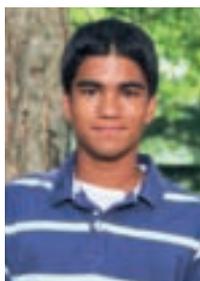


2010 STARS Participants:
(From Left) Chloe Ferris,
Aashish Chalasani, Kyle Kong,
Sydney Schein, Vivek Biswas
and Dabin Choe

PRESIDENTIAL SCHOLAR CANDIDATES

Two MICDS seniors honored

This spring, Sean Ghosh '10, (below left), and Vishnu Kalugotla '10, (below right), were named two of more than 3,000 candidates in the 2010 Presidential Scholars Program. The candidates were selected from nearly 3.2 million students nationwide. Inclusion in the Presidential Scholars Program is one of the highest honors bestowed upon graduating high school seniors. Scholars are selected on the basis of superior academic achievements, leadership qualities, strong character and involvement in community and school activities.



"Inclusion in the Presidential Scholars Program is one of the highest honors bestowed upon graduating high school seniors."

THE WRITE STUFF

Schechter '12 earns writing award

Jackie Schechter '12 earned recognition as one of 53 winners of the Missouri Writing Region's 2010 Scholastic Writing Contest this winter. Her short story, "The Dog Days of Summer," earned Honorable Mention, and her poem, "Wendy," earned a Silver Key Award. Both pieces are published online in Missouri Youth Write 2010. The Scholastic Art and Writing Awards Program is the nation's longest-running recognition contest for teenage artists and writers. This year, over 75,000 writing pieces were submitted for the contest.



MISSOURI AMBASSADORS OF MUSIC

Students participate in European tour

Kaytlin Houghtaling '13 and George Reynolds '13 represented MICDS in June as members of the concert choir of the Missouri Ambassadors of Music European Tour 2010. The group of 182 students from high schools all over Missouri came together in Rolla for a three-day pre-tour camp to form a concert choir, string orchestra, jazz band and concert band. They then traveled to England, France, Switzerland, Lichtenstein, Italy, Austria and Germany, presenting concerts in each country they visited during their two week tour. Of particular interest to the students was seeing Windsor Palace, the Eiffel Tower, the Louvre, Notre Dame Cathedral and the medieval walled city of Rothenburg, as well as meeting people from the various countries they visited. Missouri Governor Jay Nixon wished the group an enjoyable journey and thanked them for their musical talent, scholarship, expertise, self-discipline and character in being nominated by their teachers for the tour. He stated that the trip was "a culturally enriching experience" and that "music is a great way to show Missourians' passion for cultural exchange."

STATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

George Reynolds (at left) and Kaytlin Houghtaling (at right) with a friend from DuBourg High School and the Rothenburg Nightwatchman in Germany



BEAUTIFUL MUSIC

MICDS choirs excel in competition

The MICDS choirs participated in the Worlds of Fun Music in the Parks Competition, held in Kansas City in April. A total of 18 choirs participated from Missouri, Iowa, Nebraska, Kansas and Oklahoma. The choirs were rated by a panel of nationally known adjudicators in areas such as tone quality, intonation, diction, rhythmic precision, musicality, musical effect, consistency, balance and blend.

- MICDS RECEIVED THE SWEEPSTAKES TROPHY FOR "OVERALL BEST CHOIR" FOR THE ENTIRE FESTIVAL.
- THE WOMEN'S CHOIR SCORED 185/200 THE TOP SCORE OF THE DAY FOR WOMEN'S CHOIRS.
- THE MIXED CHOIR SCORED 192/200 THE TOP SCORE OF THE DAY FOR MIXED CHOIRS.

In addition to the festival, the choirs did a full evening performance at Crown Center in downtown Kansas City. They also performed at The Barstow Independent School in Kansas City where the students did a choral clinic with Bruce Dickerson, the choral director at Barstow. On Sunday the students visited The National World War I



LINDA RIVARD

"The choirs were rated by a panel of nationally known adjudicators."

Museum and Liberty Tower in Kansas City. The choirs are directed by Dana Self. Choir members participating were: Anjola Akande, Tayler Bartley, Patrick Beecher, Lexi Bollis, Kayla Brown, Ellie Carman, Dabin Choe, Ellie Condie, John Coulter, Michael Davidson, Phil DiGasbarro, Hadley Edwards, Libby Ferris, Zach Ferris, Lucy Finn, Alex Gandlmayr, Jenisha Giles, Tomi Gilliam, Annie Goldberg, Liz Gonchar, Liz Gordon, Alec Gualdoni, Danielle Hazley, Kaitlyn Houghtaling, Lauren Hutton-Work, Beth Ignatova, Christine Jackson, Holli Khondaker, Chelsea Kim, Ryan Lee, Olivia Major, Caroline Miller, John Moore, Akshara Narra, Aditya Nellore, Chris Noda, Amanda Olivastro, Benjamin Ory, Taylor Osuji, Tori Peacock, Masha Podokshik, George Reynolds, Natalie Sannes, Andrew Schaberg, Jamie Simpher, Billy Van Cleve, Erin Wright and Edward Wroten.

"MICDS received the sweepstakes trophy for 'Overall Best Choir' for the entire festival."





PENNIES FOR PERU

Students raise funds for the missions

For the third consecutive year, MICDS participated in the “Pennies for Peru” project. The fifth grade class joined forces with Lower School students to raise \$1,000 for PAMS (Peruvian American Medical Society). Dr. Anibal Zambrano (a cardiologist from St. Luke’s Hospital) shared slides with students that illustrated how their contributions will help the needy in Peru. In addition, the unclaimed clothes from our School’s lost and found were sent again this year to missions in the Peruvian cities of Cajamarca (located in the Andes) and Chincha (a coastal city). A team of 130 volunteers, including physicians, nurses, MICDS students **Rishub Keelara ’11**, **Daniel Giuffra ’13** and **Dennis Shultz ’13** and alumnus **Abhi Kanakadandila ’09** made the trip to Peru this summer.

STRATEGIC PLAN-LEADERSHIP & COMMUNITY ENGAGEMENT

FOOD FOR THOUGHT

MICDS students to participate in World Food Day project

Fifteen MICDS students have been appointed as members of Danforth Plant Science Center’s World Food Day Commemoration Junior Board. The goal of Junior Board members will be to aid the Danforth Plant Science Center in engaging over 1500 volunteers to create meal packages on October 15 – 16, 2010, which will immediately help fight starvation and disease in sub-Saharan Africa.

MICDS students will be involved with publicity and fundraising efforts prior to the event and will have opportunities to work with and learn from Danforth Plant Science Center professionals and an international team of volunteers. Congratulations to Junior Board members **Amna Ali ’11**, **Ellis Brown ’13**, **Eleanor Carman ’12**, **Becky Ferber ’12**, **Otie George ’12**, **Clayton Gwinnup ’13**, **Maleeha Habib ’13**, **Darby Hobbs ’13**, **Jamie Kaiser ’11**, **Rishub Keelara ’11**, **Jessica Khani ’11**, **Rob Kohn ’11**, **Hayley Landman ’13**, **DeAnna Pope ’12** and **Priya Srivastava ’12**. These students will be recruiting members of the MICDS community to help with World Food Day. Look for news and updates on the MICDS portal.

STRATEGIC PLAN-LEADERSHIP & COMMUNITY ENGAGEMENT

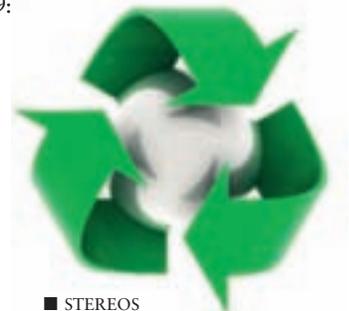
RECYCLE YOUR ELECTRONICS

MICDS to host collection on October 9

MICDS is partnering with Midwest Recycling Center to host an Electronics Recycling and Disposal Drive on Saturday, October 9, 2010, from 9:00 a.m. to 2:00 p.m. in Parking Lot C on the MICDS campus.

Midwest Recycling Center (MRC) accepts a wide variety of electronic devices. Televisions will cost \$15 and computer monitors of all sizes will cost \$10 at drop-off to cover shipping expenses, but all other items may be dropped off free of charge. Following is a list of items that MRC will accept on October 9:

- ALL GAMING SYSTEMS
- CD PLAYERS
- CELL PHONES
- CAMERAS AND CAMCORDERS
- COMPUTER MICE
- COMPUTERS AND MONITORS
- CORDLESS DRILLS
- DVD PLAYERS
- FAX MACHINES
- KEYBOARDS
- LAPTOPS
- PAGERS
- PRINTERS
- RADIOS
- RECHARGEABLE BATTERIES (FOR LAPTOPS, CELL PHONES AND PAGERS)
- SCANNERS
- SMALL HOUSEHOLD APPLIANCES
- STEREOS
- TELEVISIONS
- TYPEWRITERS
- VCRS



STRATEGIC PLAN-LEADERSHIP & COMMUNITY ENGAGEMENT

STRATEGIC PLAN-SUSTAINABILITY

HELP OUR GARDEN GROW

Middle School garden becomes reality

Eighth and fifth grade science students dedicated a great deal of time during the 2009 – 2010 school year toward cultivating the Middle School’s fruit, vegetable and herb garden located between the Freeman Arts Center and Danforth Hall.

The compost that students collected during the school year has been instrumental in fertilizing the planting beds.

Our Middle School gardeners are in need of garden equipment. Their wish list includes shovels, hoes, pruners, weeders, garden rakes, trowels, planters for flowers between the beds, perennial flowers, vegetable plants or fruit plants. If you would like to make a contribution, please contact Middle School Science teacher **Larissa Powers** at lpowers@micds.org.



GARY LOBSTEIN

STRATEGIC PLAN-SUSTAINABILITY

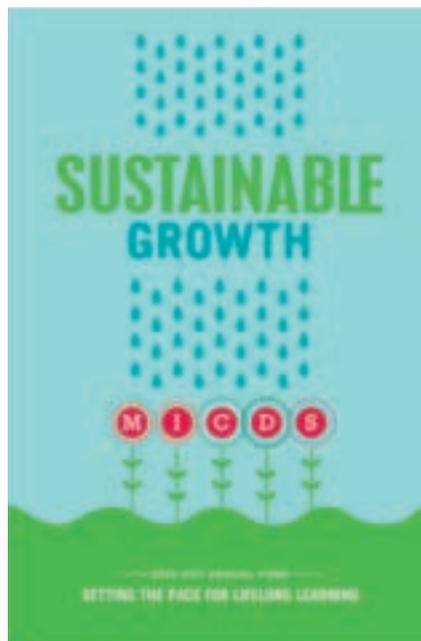
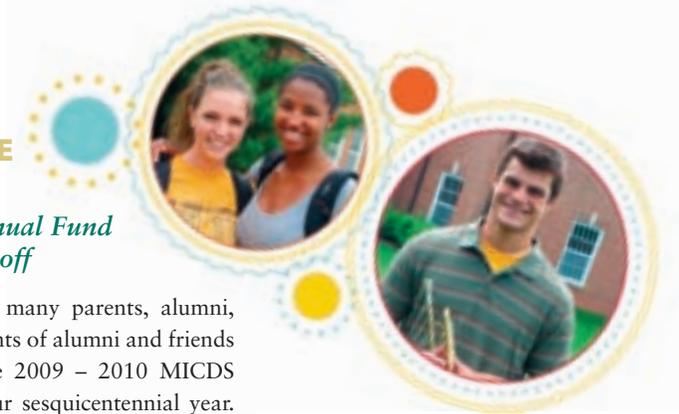
SUSTAINABLE GROWTH

2010–2011 Annual Fund campaign kicks off

Thank you to the many parents, alumni, grandparents, parents of alumni and friends who supported the 2009 – 2010 MICDS Annual Fund in our sesquicentennial year. We are so fortunate to have your generosity, loyalty and commitment. Generations of families have provided for MICDS in myriad ways over the years, and for that, we are truly grateful.

An exciting adventure is on the horizon for this year's Annual Fund campaign. We have implemented a new structure for the Parent Annual Fund Campaign which will involve approximately 10 times the number of volunteers we've had in the past. Why so many? We want to make it more personal, more effective, and to shorten the duration of the campaign so that we may achieve 100% parent participation by Thanksgiving. This will enable us to reach out to our external constituents with greater focus throughout the remainder of the year and inspire them to give generously in support of the good work taking place on our campus. Our Senior Parents have already committed early in support of this effort and will help us kick off our new campaign on a high note!

We extend our deep appreciation to the nearly 100 parent volunteers who are on board to help with this year's effort. Representing approximately 9% of our operating budget, the Annual Fund is a critical source of unrestricted revenue for MICDS. We hope you will continue your support of



MICDS this year. Your generosity is what makes our School second to none. If you would like to help or for more information, contact **Allison Light**, Director of the Annual Fund, at alight@micds.org or 314-995-7381.

- STRATEGIC PLAN-LEADERSHIP & COMMUNITY ENGAGEMENT
- STRATEGIC PLAN-SUSTAINABILITY

>continued from page 2 / A MESSAGE FROM LISA LYLE

fiction writers and art historians! Our science teachers have revised their curriculum in order to provide even more extensive hands-on, inquiry-based learning opportunities. They recognize the critical link between science and mathematics, and have developed additional offerings in technology and engineering, as well as more explicitly integrated math and science courses, especially at the Upper School. Already, our academic program distinguishes itself through its constructivist pedagogy and the seamless integration of technology, including ubiquitous wireless access, a tablet laptop computer program, SmartBoards and a variety of state-of-the art tools, such as Vernier probes and sensors.

Lower and Middle School students enjoy spacious and well-equipped environments appropriate for their learning. However, we have come to realize that the research-based program envisioned by our Upper School teachers is constrained by the current facilities, which date from the 1950's when Country Day first moved to Warson Road. In addition, these current facilities do not demonstrate the School's commitment to the critical link between science and mathematics. In the coming months we will begin work with an architectural firm to develop concept drawings and plans to share with potential donors. Our hope is that we will soon be able to provide state-of-the-art classroom laboratories that provide our students with ample research space and opportunities for collaboration across the STEM disciplines. Ideally the building itself will demonstrate the School's commitment to sustainability with as small a carbon footprint and as modest an environmental impact as possible.

Ours is an ambitious vision: to provide our students with science and math education that is second to none, to serve as a resource for best practice teaching in these areas for teachers in the larger community, and to partner with local institutions — such as the St. Louis Science Center — in ways that serve both our own students and children everywhere.

"Your generosity is what makes our School second to none."



SEPTEMBER 22

RECEPTION HONORING

ALBERT "DOC" KALMAR

Olson Hall Presentation Room
5:30 p.m. – 7:30 p.m.

SEPTEMBER 23

SENIOR PARENT RECEPTION

Head of School Lisa Lyle's home
5:30 p.m. – 7:00 p.m.

OCTOBER 1 & 2

THE BLACK REP PRESENTS

"THE ME NOBODY KNOWS"

Orthwein Theater
8:00 p.m.

OCTOBER 6, 7 & 8

JK-12 PARENT-TEACHER CONFERENCES

Times to be determined

OCTOBER 9

MICDS COMMUNITY WIDE

ELECTRONICS DISPOSAL AND RECYCLING

C Parking Lot
9:00 a.m. – 2:00 p.m.

OCTOBER 16

UPPER SCHOOL OPEN HOUSE

11:00 a.m. – 1:00 p.m.

OCTOBER 23

LOWER SCHOOL OPEN HOUSE

10:00 a.m. – 12:00 noon

OCTOBER 30

MIDDLE SCHOOL OPEN HOUSE

Mary Eliot Chapel
10:00 a.m. – 12:00 noon

DECEMBER 3-4

MICDS BOOK FAIR

Barnes & Noble, Ladue Crossing

DECEMBER 10

WINTER MASTERWORKS CONCERT

VIVALDI'S "GLORIA"

Mary Eliot Chapel
7:00 p.m.

JANUARY 29, 2011

SUMMER OPPORTUNITIES FAIR

MICDS – McDonnell Athletic Center
10:00 a.m. – 3:00 p.m.

HONORS



LINDA RIVARD

Varsity Water Polo Coach and P.E. teacher **Don Casey** recorded his 700th career victory this spring with a 7 – 6 MICDS victory over Ladue High School. Some former players were in attendance to witness this impressive milestone. Coach Casey marked his 34th year as head water polo coach in 2010, and led the Rams to the first of 10 state championships in 1981.

Middle School History Teacher **Mike Fitzgerald** and Second Grade Homeroom Teacher **Jeff Horwitz** are among 10 teachers worldwide that have been named "ePals Ambassadors" by the ePals organization. Applicants from around the world submitted entries showcasing how ePals enhanced teaching and learning in their classrooms. The winning Teacher Ambassadors were selected for their demonstration of ePals core principles of global awareness, collaborative and authentic learning, digital literacy and innovation. Fitzgerald was recognized for his "Natural Disasters/Severe Weather Investigation" project, which was designed to help fifth grade geography students understand how geography shapes their own lives as well as the lives of people around the world through the study of severe weather and natural disasters. Horwitz designed a "Winter Olympics" project that included a virtual torch relay that was emailed to locations around the world, researching Olympic events and facts about participating countries, and Skyping with a class in the Olympic host city of Vancouver.

LINDA RIVARD



Upper School Math Teacher **Amy Scheer** has been appointed JK – 12 Mathematics Department Chair. She holds an M.Ed. in Secondary Education from Washington University and has also completed some advanced graduate work at Washington University and at the University of Missouri-St. Louis in the curriculum and assessment Ph.D. track. Scheer comes to the JK – 12 mathematics chairship eager to help our School better articulate the scope, sequence, and vertical integration of our mathematics curriculum and program within and between divisions. She will work closely with JK – 12 science department chair **Bob Shaw** to ensure that the skills and competencies that are introduced, reinforced, and mastered in math and science courses at various grades and/or developmental levels work in concert and partnership with one another.

An article by Second Grade Homeroom Teacher **Jeff Horwitz** has been published in the September 2010 issue of *Language Arts*, a professional journal for elementary and middle school teachers and teacher educators. The article, titled "A Tweeting Classroom," offers suggestions on how to use Twitter as a teaching tool, as well as commentary on the benefits and risks of Twitter, and safety/usage guidelines for students and parents.



2010 SUMMER TEACHER INSTITUTE

Annual series offers world-class professional development

In June and July, MICDS hosted the 2010 Summer Teacher Institute, a program featuring 30 hands-on workshops led by distinguished educators from MICDS and around the world, including Thailand, China, Australia, Canada and New Zealand.

The Institute was organized by MICDS Coordinators of Instructional Technology **Elizabeth Helfant** and **Pat Woessner**. Nearly 300 teachers from St. Louis and across the country participated in workshops on campus this summer. Attendees included faculty from peer schools to MICDS, including John Burroughs, Visitation Academy, City Academy and Villa Duchesne.

The MICDS Summer Teacher Institute is quickly gaining a reputation as a world-class professional development opportunity. “We offered solid hands-on enrichment covering best practices in teaching and learning,” says Woessner. “One of the many advantages of the Institute was that participants had extended time to interact with and learn from the presenters as well as peers in small group settings as opposed to attending a national conference with hundreds or thousands of other people.”

Overarching themes of workshops included “Focus on Assessment,” and “Great Teaching and Learning,” as well as sessions organized by discipline, including humanities, math, science, art, English, history and world languages. Especially popular workshops included the “Focus on Assessment” series, which featured international speakers and internationally-known experts on such topics as engaging 21st century learners, utilizing technology to address differences in students’ learning styles and adopting project-based learning strategies.

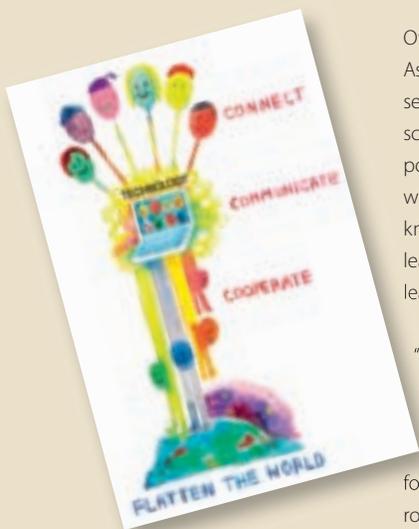
“The Flat Classroom Workshop: 7 Steps to Global Collaboration” was another unique learning opportunity, attracting participants from across the country to work with Flat Classroom Project founders Julie Lindsay and Vicki Davis. The agenda for the two-day workshop included a discussion of the “flat classroom” concept, 21st Century skills and classrooms and looking at what it means to embed global collaborative projects into the curriculum. The workshop concluded with a five-hour hands-on “flat classroom” project for which participants were immersed in a task that put into practice the 7 Steps and included virtual participants as team members and expert advisors.

Many MICDS faculty members also led workshops, including **Lynn Mittler**, **Chris Rappleye**, **Amy Scheer**, **Rene Ashman**, **Brian Coco**, **Pat Woessner** and **Elizabeth Helfant**.

▶ STRATEGIC PLAN – GREAT TEACHING & LEARNING

▶ STRATEGIC PLAN – LEADERSHIP & COMMUNITY ENGAGEMENT

“One of the many advantages of the Institute was that participants had extended time to interact with and learn from the presenters as well as peers in small group settings.”



INNOVATION IN INDIA

History teachers share their expertise at international conference

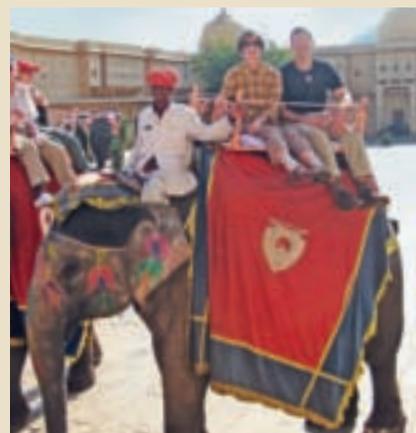
In February, Upper School History Teachers **Lesley McIntire** and **Chris Rhodes** used 2009 Edward M. Rivinus Summer Sabbatical funds for a 10-day trip to India that included giving a presentation at an international conference at the American School of Bombay, Mumbai. The purpose of the conference, titled “International One to One Learning,” was to bring educators from around the world together to share ideas that have proven successful in one-to-one laptop learning environments.

McIntire and Rhodes were invited to the conference to share the innovative ways they have used technology to enhance their U.S. History courses. They were put in contact with faculty members at the American School by Upper School Coordinator of Instructional Technology **Elizabeth Helfant**, who networks with educators around the world via Twitter. Their presentation, “Skills and Scholarship: Enhancing the History Curriculum,” gave examples of U.S. History assignments designed to use technology to develop analytical and writing skills as well as engage students and develop research skills.

To begin, McIntire and Rhodes took a traditional article summary assignment and infused it with technology. “Our objective was to inspire students to demonstrate knowledge in different ways and encourage collaboration,” says Rhodes. The article summary introduces students to sophisticated ideas and writing and encourages an analytical rather than factual approach to learning history. Students in Advanced World History II, AP U.S. History and the Cold War elective course each completed article summary projects utilizing technology.

Tenth graders were introduced to the article summary process by working in groups to create and present visual summaries that communicated the main thesis and supporting points of a written piece. Eleventh and twelfth graders used Comic Life to design comic books that summarized key points in an engaging and entertaining manner. Comic Life is a software program that introduces students to digital graphic writing. They also created photo essays, collecting historical photos from approved websites (i.e., the Smithsonian and National Archives) and adding clear and concise captions to illustrate main points.

During their presentation, McIntire and Rhodes also shared examples of assignments designed to hone research skills and engage students using popular social networking tools such as Twitter and Facebook. For example,





each student was assigned a 19th century social reformer and asked to design a Facebook profile for that individual which included an annotated

bibliography of written and electronic sources. Students were also required to converse with one another while in the character of their assigned reformer.

"Tweeting the Cuban Missile Crisis" was an assignment in the Cold War elective course that required students to assume the role of a key player in the Cuban Missile Crisis and dialogue with other "characters" in real time using Twitter. Rhodes reports that the assignments were a success because students used a familiar medium to enhance research skills and achieve a deeper understanding of an historical event and the many ways individuals can shape history.

An additional focus of the trip to India was to conduct research for a comparative history course and establish a partnership with faculty at the American School of Bombay. The resulting course, "Colonization and Revolution: A Comparative Study of the American and Indian Experience," will be offered as an elective for eleventh and twelfth grade students.

The partnership with the American School is just the beginning. Moving forward, the history department is looking into additional collaborative opportunities with partner schools in Vietnam, Singapore and Germany.

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

BEYOND THE CLASSROOM

Professional development funds make great teaching and learning possible

THE WILMA & ROSWELL MESSING JR. '34 SUMMER SABBATICAL

The Messing Summer Sabbatical Fund gives teachers rare opportunities to learn in ways that may not be possible for them otherwise. The 2010 Messing Sabbatical was awarded in support of music education in all three divisions at MICDS.

Upper School Choir Director **Dana Self** attended two summer conferences that provided opportunities to observe and share with colleagues from all over Missouri. He also attended 13 new music reading sessions and obtained over 250 titles of music suitable for a wide range of age levels. Finally, Self met with software developers and educators to broaden the use of technology, such as SmartMusic, in the music curriculum.

Lower School Music Teacher **Barb Spieler** received specialized training in Dalcroze Eurhythmics, an approach to music education in which the elements of music are learned through kinesthetic awareness. Students actively engage in music-making through movement, with the goal of connecting the brain to the body. Spieler's studies included experiences in rhythmic movement, ear-training and improvisation.

EDWARD M. RIVINUS SUMMER SABBATICAL

The 2010 Rivinus Sabbatical recipients, SK Teacher **Jenn Gillis** and JK Teacher **Ruth Moulton**, researched and developed a new book-making component to enhance the Reading and Writing Workshop curriculum in the early childhood grades. Sabbatical funds allowed these teachers

to create more ways to differentiate instruction in order to reach all readers at all levels, integrate technology in a more thorough and purposeful way, and develop a classroom library of targeted, developmentally appropriate books for early childhood classes. This sabbatical provided the opportunity for these teachers to deepen their understanding of the inextricable link between reading and writing in the early childhood years and create a curriculum that acknowledges the interests of young children.

CAROL B. & JEROME T. LOEB FUND FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

To further explore interdisciplinary opportunities and increase the use of Vernier scientific probes in the math classrooms, the math faculty will participate in two on-campus training sessions with Vernier to develop specific labs relating to our curriculum for grades 7 – 12. In addition, Dan Meyer, a developer of mathematics curriculum for Google, will present a one-day workshop for all math faculty on the use of digital media to strengthen and promote problem solving skills in the math classroom through the use of specific books for summer reading and continued professional development in 2010 – 2011.

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING



(Far left) Jenn Gillis with JoAnn Rivinus-Vorih and Julie Rivinus '86 with Ruth Moulton



"This sabbatical provided the opportunity for these teachers to deepen their understanding of the inextricable link between reading and writing in the early childhood years."



Will Hansen, Carol Bodenheimer Loeb '59 and Amy Scheer

CONGRATULATIONS, GRADUATES!

Commencement exercises honor the Class of 2010

MICDS awarded diplomas to 152 students during annual commencement exercises on June 1 in the McDonnell Athletic Center. Students received their diplomas from **Spencer Burke '65**, chairperson of the School's Board of Trustees, and **Lisa Lyle**, Head of School. Students were presented for graduation by **Louise Morgan**, Head of the Upper School, and **Gary Kamper**, Dean of the Class of 2010.

"It is a great pleasure to honor this, our 150th graduating class," Lisa Lyle noted in opening remarks. She spoke of the "urgent challenges" and "unprecedented opportunity" awaiting the Class of 2010 and described the graduates as "committed humanitarians and environmentalists who demonstrate courage and compassion." She continued, "My expectations of you are nothing short of vaulting."

Tex Tourais, an Upper School English teacher, was chosen to deliver the commencement address by vote of the graduating seniors. His remarks reflected on the power of goodness, the significance of one's actions, and his assurance to graduates, "You are not alone." He said, "If you want to be happy, if you want to be able to believe in your own goodness, you must accept responsibilities that are not your responsibility to accept. You must open yourself to friendship and communion with your fellow man. You must believe that your friendship has value. And the truth is, the moment you begin to seek friendship, you begin to deserve it. In a world that strives to remind us how little we control, this is something we do. This is where our power resides."

During his remarks, Tourais presented each graduate with an especially memorable gift — a pocket-sized "cheat sheet for life." The cheat sheet included sage advice collected from fellow faculty members — covering everything from "kindness matters" to a recipe for a decent vinaigrette. (see insert for a copy of the entire cheat sheet) In closing, he offered, "If, in your wanderings and machinations, you find yourself in a place with no comfort or support — Turn your eyes toward home."

Following the formal induction of the graduates into the MICDS Alumni Association by **Lisa Engelsmann Acker '80**, closing remarks were offered by Middle and Upper School Music Teacher **Charlie Rose**, who was also invited to share remarks by vote of the Class of 2010. "Today we are celebrating a milestone in the journey from childhood toward adulthood. This ceremony is a symbolic separation from old friends and family," Rose noted, telling graduates, "Today's ceremony not only celebrates the *separation*, but also officially commences your *initiation* into the world "out there" and also that supernatural world of wonder that lingers inside each of you just waiting for discovery." He encouraged graduates to make a habit of reacquainting themselves with the dreams of their youth, and to find their correct path in life. "The sharing of your experiences will be your gift to the world," he concluded.





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- 1 Board Chair Spencer Burke '65 presents a diploma to Billy Hopp.
- 2 (From left) Tori Balkin, Tayler Bartley, Amanda Bauche, Grant Baxter and Diane Begemann review the "cheat sheet for life" presented to them by graduation speaker Tex Tourais.
- 3 (From left) Renee Kozikowski, Emily Krone, Carrie Kruszewski and Katherine Kyman
- 4 Class of 2010 valedictorian Margaret Van Cleve (at left) and salutatorian Merrill Thomas
- 5 (From left) Jamie McKinney, Terrell Minner, Jake Mintun and Dustin Mitchell
- 6 (From left) Elena Makansi, Leena Malik, Alex Markov, Chris Maroon, Michael Marra and William Marx
- 7 (From left) Middle School Instrumental Music Teacher Charlie Rose, Board Chair Spencer Burke '65, Head of School Lisa Lyle and Upper School English Teacher Tex Tourais
- 8 McCulloch Librarian Katie Voss congratulates Chris Atkin
- 9 (From left) Olivia Anderson, Alexa Altman, Raghvi Anand, Sofia Aronson and Ellen Archie
- 10 Rubabin Tooba (at left) and Ashaki Hall



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LINDA RIVARD

TRANSFORMING *our School*

BY DEBBIE HIGGINS

*An overview
of emerging
priorities
of the
2009 – 2014
Strategic
Plan*

Since the update that appeared in the Winter 2010 issue of *MICDS Magazine*, our School continues to move toward realizing the three major priorities of its 2009 – 2014 Strategic Plan — Great Teaching and Learning, Leadership and Community Engagement for the 21st Century and Sustainability — in ways that impact all aspects of campus life.

In the winter of 2010, the Board of Trustees, in partnership with Head of School Lisa Lyle, the Administrative Team, faculty and parents, formed a Major Gifts Steering Committee which, over the course of winter and spring months, identified six emerging priorities that play a critical role in fulfilling the objectives of the 2009 – 2014 MICDS Strategic Plan.

“Since the very earliest conversations regarding strategic priorities in 2008, clarity around these three focus areas emerged and no time was wasted in the School’s effort to implement those recommendations that could be realized at little cost or through reallocation of existing resources,” explained Lisa Lyle. For example, there has been great energy around ensuring that the academic experience for students at MICDS is second to none. Over the last few years, we launched the tablet laptop program; we aligned the daily and yearly schedule to allow students and teachers to move more easily between divisions, a decision which will allow some of our more advanced Middle School students to take Upper School courses in the coming years; Upper School teachers developed a new curriculum that allows for greater student choice and disciplinary depth; and we launched the Eliot Summer Academy, an exciting academic summer program for students.

“In our quest to ensure continued excellence in teaching, we have made a number of changes: we adopted the gold standard in teacher evaluation and began gathering student feedback to help teachers better understand how their students were experiencing their courses; we have placed greater emphasis on the role of department chairs and introduced JK – 12 chairs in world languages, science, math and physical education; all full-time teacher openings are posted nationally and we begin searches much earlier in order to have a better shot at the strongest candidates; our Summer Teacher Institute provides our teachers access to some of the most engaging practitioners of best-practice teaching anywhere. Though the Summer Teacher Institute was designed to meet our own teachers’ needs, we have now, in response to requests, opened registration up to educators from across the country.

“We were able to accomplish all of this and more with the reallocation of available resources. However, current resources and space constraints prevent us from fully realizing some of the vaulting vision of the 2009 – 2014 Strategic Plan.”

Over the course of this past year, Steering Committee members divided into six task forces to research and articulate a vision for the emerging priorities outlined on the pages that follow with the understanding that additional financial support would be required for us to fully realize our Strategic Plan. While the priorities that emerged contain obvious differences, they all meet two important criteria: they support enhancements to academic programs and facilities that will transform the student experience; and they will differentiate MICDS in a competitive market in meaningful ways.

State-of-the-Art Science Programming and Facilities

The following commentary includes excerpts from the Science Facilities Case Statement prepared by Marilyn Ackerman (faculty), Maude Kandula (parent), Patience Phillips Schock '75 (trustee/parent) and Bob Shaw (faculty).

SCIENCE AS A CRITICAL 21ST CENTURY SKILL

Uniting the MICDS Science Department across all divisions under the leadership of JK – 12 Department Chair **Bob Shaw** has made possible a “big picture” evaluation of science education at MICDS and the redesign of the science curriculum so that it is now coordinated vertically in grades 7 – 12 and is aligned with National Science Education Standards, which state, “inquiry into authentic questions generated from student experiences is the central strategy for teaching science.”

More than ever before, it is critical for students of all ages to hone their skills in the core competencies of science in order for them to be successful contributors in the 21st century marketplace. A July 14, 2010, *Education Week* blog entry titled “Curriculum Matters” stated that competency in science is considered an essential 21st century skill and heralded the unveiling of a science curriculum map that has been prepared as a collaborative effort between the Partnership for 21st Century Skills and the National Science Teachers Association. A primary goal of the map is to illustrate the importance of applying scientific knowledge to practical situations. It states, “Modern societal and environmental challenges require new and creative scientific and technical approaches, as well as investigations that are more cross-disciplinary.”¹

At MICDS, students begin exploring the world of science in junior kindergarten. Lower School science classes include a great deal of interactive, hands-on learning, which fully engages students as they dig, plant and build. The new science curriculum will continue to offer students of all ages multiple opportunities to be engaged in interactive learning experiences. The MICDS science curriculum is designed to prepare students for life-long science discovery and application through collaborative and individual inquiry investigations, problem-based learning, hands-on problem solving endeavors and reflective ongoing assessment, all skills that are mandated as essential by National Science Education Standards:



In a world filled with the products of scientific inquiry, scientific literacy has become a necessity for everyone. Everyone needs to use scientific information to make choices that arise every day. Everyone needs to be able to engage intelligently in public discourse and debate about important issues that involve science and technology.

Scientific literacy also is of increasing importance in the workplace. More and more jobs demand advanced skills, requiring that people be able to learn, reason, think creatively, make decisions, and solve problems. An understanding of science and the processes of science contributes in an essential way to these skills. Other countries are investing heavily to create scientifically and technically literate work forces. To keep pace in global markets, the United States needs to have an equally capable citizenry.²

As science department faculty worked to align its curriculum with National Science Education Standards, the necessity to coordinate Upper School science and mathematics courses became clear. In many instances, says JK – 12 Science Chair Bob Shaw, “Concepts that are covered in Upper School science courses leverage what is being taught in math.” With the math department’s recent reorganization into a JK – 12 department under the leadership of Chair **Amy Scheer**, even more coordination across grade levels and divisions will be possible.



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Modern societal and environmental challenges require new and creative scientific and technical approaches, as well as investigations that are more cross-disciplinary.
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¹ Sources: *Education Week*, online edition, Sean Cavanagh, www.blog.edweek.org 21st Century Skills Map – Science, published by Partnership for 21st Century Skills, www.21stcenturyskills.org

² Source: www.nap.edu - excerpted from National Science Education Standards, published in 1996 by the Center for Science, Mathematics and Engineering Education

VISION FOR THE FUTURE

The Science Department seeks spaces that will allow for what faculty know to be best practice teaching and learning methods to be accomplished daily in science coursework.

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The traditional model of teaching lectures and textbook laboratory activities is no longer a valid way to engage or inspire learners.
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For example, in the spring of 2010, 147 ninth graders designed experiments involving plant topics to demonstrate what they had learned in biology. Plants are being grown in six rooms and the greenhouse throughout the Upper School. Science faculty discovered that many students had not received adequate prior experience in designing experiments and needed significant assistance to write procedures. A facility is needed that will enable students to increase the number of experiments they design while at MICDS and in turn increase the amount and type of feedback that will improve the design each time. With partnerships now in place between MICDS and the Danforth Plant Science Center, the St. Louis Science Center, Monsanto and the Missouri Botanical Garden, students should have several opportunities to work with plants and design investigations in all areas of science. The science curriculum desperately needs space for long-term investigations as well as large-scale projects involving several sections of the same course simultaneously.

As Shaw explains, “Knowing the information and understanding the information are two separate things. In order for MICDS to remain academically competitive, our science education must focus on helping students

understand the information. In order to understand concepts and how they are interrelated, students must experiment and learn to inquire. Ideally, students need a place where the limit of the question is the only restriction, not the limits of the building.”

The traditional model of teaching lectures and textbook laboratory activities is no longer a valid way to engage or inspire learners. MICDS is fortunate that the renovation of the James S. McDonnell Science Wing in the Middle School that occurred in the 1980s still meets today’s standards. However, the current Upper School facilities were built for rows of desks facing a chalkboard because the teacher did the demonstrating and questioning. Minimal space per classroom was required. In our current science space configuration, some classrooms allow for only one laboratory activity per week. Other rooms are only laboratory spaces and cannot accommodate the lesson part of the class period. Beginning in the fall of 2010, the science curriculum will be limited by the science facilities. Modern teaching and best practices of teaching science require teachers to coach students through the inquiry process; students ask the questions, seek the answers, find the meaning, transfer the knowledge and love the process that is science. An inquiry-based science curriculum requires space for research, lecture and presentation in each classroom.

The National Science Teachers Association recommends combined lab/classrooms designed for flexible usage to implement best science teaching practices that allow for a “classroom” and “laboratory” section per room. Ideally, Upper School science classrooms would accommodate flexible arrangements of desks into circles, small groups, debate tables or individual work stations. The laboratory side of the room should be equipped with modern safety equipment, including safety showers, eye wash stations, proper venting and air exchange, easily accessible gas shut-offs, wide aisles that prevent tripping and spills, and adequate space for computer use in conjunction with lab activities.

An infusion of resources in support of the MICDS Science program would support Strategic Plan initiatives under Great Teaching and Learning as well as Sustainability, and will benefit every Upper School student. In addition, improvements to facilities will provide a safer environment for students and will make even more partnerships possible with local organizations. Aligning Upper School science facilities with its 21st century curriculum will position MICDS as a national leader in science education and as a model of best practice in science teaching.



DEBBIE HIGGINS

Upper School Learning Commons Initiative

The following commentary includes excerpts from the Upper School Learning Commons Case Statement prepared by John Brown (parent), Elizabeth Helfant (faculty/parent), Deborah Rush (parent), Tex Tourais (faculty), Andrea Mills Van Cleve '76 (trustee/parent), Katie Voss (librarian) and Jeff Suzik (assistant head of school).

THE EVER-CHANGING LEARNING LANDSCAPE

The overwhelmingly successful introduction of MICDS' 1:1 laptop program in the fall of 2008 is a testament to the fact that the academic lives of students everywhere have changed incredibly in the past few decades. Armed with their laptops, MICDS students now carry with them an array of powerful tools and applications that assist them in their academic work; simultaneously they have gained nearly unlimited access to a plethora of subscription-based databases and other sources of scholarly information that previously would have been held solely in the repositories of traditional libraries.

These realities lead us to rethink our learning spaces on campus. Do we, in fact, even need a "traditional" library any longer? Rather than allow our library to fade into obscurity, we envision it as the anchor of a significant and vibrant gathering place for learners. The proposed Upper School Learning Commons will fulfill its purpose of meeting today's academic needs, "as well as those in the future; the library must reflect the values, mission and goals of the institution of which it is a part, while also accommodating myriad new information and learning technologies and the ways we access and use them."³

TRANSFORMATIVE TEACHING AND LEARNING

The Strategic Plan boldly asks that we investigate and then initiate innovative programs and projects that "anticipate the needs of future leaders in a rapidly changing American society." In addition, it reminds us that ours is a community comprised of "diverse, vibrant and multi-talented students who are eagerly preparing for lives of purpose and service." As such we must acknowledge the awesome responsibility of delivering outstanding learning opportunities that will "maximize the unique potential" of our students. No future venue has nearly the same capacity to transform the experiences of our students across the board, both as learners and as people, than the Upper School Learning Commons Initiative.

At any given time during the school day, the Upper



School's McCulloch Library is a hub of activity. Students gather there to work in groups, finish assignments, study for exams and socialize. Class meetings and activities, including the eleventh grade leadership workshop, also take place in the library. At MICDS, as well as academic institutions across the country, "There is the expectation that the library is the place to be; it is where the action is."³

The Upper School Learning Commons Initiative calls for the creation of a truly spectacular 21st century learning space that will bring McCulloch Library together with administrative offices and venues for student and faculty interaction outside of traditional classroom settings. It will be designed for quiet independent study and collaborative learning; it will be a space that will foster community building by and between members of the Upper School student body, faculty and administration. The Upper School Learning Commons must offer our student body a space in which profound, transformative teaching and learning occurs on a near constant basis.

"The Learning Commons will be designed for quiet independent study and collaborative learning. It will be a space that will foster community building by and between members of the Upper School student body, faculty and administration."

³ Source: "The Library as Place: Changes in Learning Patterns, Collections, Technology, and Use" by Geoffrey T. Freeman, from *Library as Place: Rethinking Roles, Rethinking Space* – Washington, DC: Council on Library and Information Resources, 2005

LINDA BIVARD



LINDA BIVARD



The ultimate goal of the Upper School Learning Commons Initiative will be to create a space that will serve as a cultural and social hub for the Upper School.

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A definite priority of this initiative would be the reconfiguring and/or expansion of McCulloch Library to include both large, open spaces offering different groupings and types of seating arrangements — some intended for quiet, independent reading and others more appropriate for large group work — as well as an increased number of enclosed spaces ideal for small group projects and activities. The plan also calls for relocating Technology/Help Desk services, Learning Support services, as well as the offices of the Upper School Deans to this central learning space to promote greater accessibility to students.

The open and inviting nature of the Learning Commons will itself facilitate regular interactions

4 Source: Marilyn M. Lombardi and Thomas B. Wall, "Duke University: Perkins Library" in *Learning Spaces*, ed. By Diana G. Oblinger [Washington, DC: EDUCAUSE, 2006] 17.3, www.educause.edu/learningspaces

between various individuals and groups that could lead to much more profound learning combinations. Likewise, the inclusion of a number of multi-purpose meeting and study rooms in the design should draw an increased number of faculty to the space which then, in turn, will attract more students. Research has shown that “faculty play a significant role in drawing students to the library”⁴ when they themselves find compelling reasons to frequent the space and make use of the services it provides. By bringing together adults and students in a single but multi-modal physical space, the Learning Commons will embody our vision of MICDS as a community of interconnected, collaborative learners.

A POINT OF DISTINCTION

At the same time that it will serve as daily inspiration to our students, the very existence of the Learning Commons will put the academic life of our School on prominent display, providing us with a powerful marketing tool for use with potential students and their parents. Our state-of-the-art Learning Commons would ideally include a strategically designed and positioned “front door,” for the Upper School, an obvious point of arrival for visitors and guests. A primary objective of its design will be to put the interpersonal relationships we cultivate so intentionally at MICDS front-and-center, thereby reinforcing our core beliefs as an institution in a very potent way.

The ultimate goal of the Upper School Learning Commons Initiative will be to create a space that will serve as a cultural and social hub for the Upper School, reflecting in both its architecture and its outfitting the fact that ours is a world that is warm, welcoming, and inspirational — an interconnected, collaborative learning community where intellectualism and academic excellence are both cherished and celebrated.

ELAINE COLLINS



Living and Learning Globally – International Programs Initiative

The following commentary includes excerpts from the International Programs Initiative Case Statement prepared by Tara Bonebrake (faculty), Wayne Francis (trustee/parent), Elizabeth Helfant (faculty/parent), Patrick Huewe (faculty), John Oleski (faculty) and Peter Tao '75 (trustee/parent).

A MULTI-FACETED APPROACH TO GLOBAL EDUCATION

In an increasingly complex global society, it has never been more critical for students to have opportunities, whether through foreign travel and study or through international exchanges that can occur right in the classroom, to experience world languages and cultures. Notes Institute of International Education CEO Allan E. Goodman, “The demands of globalization are likely to require that students learn to learn in ways and about things that extend beyond their borders, creating virtually everywhere unprecedented levels of mobility ... Programs that promote the international exchange of people and ideas are the intellectual power lines and thoroughfares of the future.”

The International Program at MICDS offers much more than foreign travel; it encompasses a belief in global citizenship that is fundamental to our School’s mission to transform its students into “men and women who can meet the challenges of this world with confidence and embrace all its people with compassion.” It provides students with opportunities to acquire the skills and understandings necessary to thrive in an interconnected global community. Students work across cultural differences to engage the world through unique curricular and co-curricular experiences.

Advances in technology make possible meaningful international exchanges in the classroom with the touch of a button. Students in second grade, for example, have used Skype to have face-to-face conversations with their ePals in France. In fifth grade, geography students studied the impact of severe weather by interviewing students in the Philippines who survived a typhoon. Truly, the possibilities for making connections with students of all ages, in all corners of the world, are endless.

Embedded in the MICDS World Languages program is a multi-faceted approach to global education that includes:



- Coursework in international settings in multiple disciplines
- Sister school exchanges to provide language immersion and build interpersonal relationships with people of diverse backgrounds
- Collaboration with global partners through modern technology
- Service learning opportunities locally and abroad
- Multicultural events on campus that stress the importance of the heritage of members of the MICDS community and the world around us
- Cooperation with local and regional organizations interested in engaging students in global learning

MICDS strives to equip students with the tools necessary to be engaged global citizens in the 21st century. MICDS graduates must have the poise and leadership skills to embrace an interdependent world where their influence is measured by their ability to stand for what is good and right.

AN ABUNDANCE OF EDUCATIONAL OPPORTUNITIES

It is essential that global education be woven into the broader curriculum to allow students to explore and collaborate with people around the world in multiple contexts. These educational opportunities ensure a legacy of leadership, community engagement and academic excellence. In recent years, MICDS has established exchange programs with sister schools in

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The International Program at MICDS offers much more than foreign travel; it encompasses a belief in global citizenship that is fundamental to our School’s mission.
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Funding Tuition Initiative

The following commentary includes excerpts from the Funding Tuition Initiatives Case Statement prepared by Henry Biggs '82 (trustee/parent) and Peggy Laramie (director of admission).

MICDS recognizes that research supports the many ways a diverse population contributes to a richer learning environment for all students and to the spirit and climate of the total school community. Financial assistance, in various forms, helps to make this enriched learning community a possibility. The Funding for Tuition Initiative is transformative to the total experience for all students, those who receive the financial assistance as well as all students who comprise our School community. An infusion of resources in four specific Funding Tuition areas would have a significant impact on the success of our total student body. They include:

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*Americans who study
 abroad in quality programs
 for academic credit;
 engage in service and
 experiential learning,
 internships, and
 research; and study
 foreign areas and
 languages are far better
 prepared for the demands
 of the 21st century.*
 ”

Mexico, Germany and France, for which students from the host country visit MICDS for several weeks and stay with MICDS families. In return, MICDS students make visits to these countries during the summer months, where they attend school and stay with host families for a “total immersion” foreign study experience. A formal exchange agreement with the Shanghai Foreign Language School was finalized in June 2010, with plans to launch the program in 2010 – 2011. Plans are also in the works with a sister school in Argentina.

In addition to global learning initiatives that are already occurring in all three divisions, MICDS will continue to seek partnerships with international schools and organizations to enhance the educational experience for students and build meaningful interpersonal relationships. The Eliot Summer Academy holds the potential to offer coursework in traditional disciplines such as science, social studies, fine arts, English and math from an international perspective. In addition to language immersion experiences, study abroad opportunities can be designed to include service learning and economic studies.

To realize this expansive vision, resources will be needed to support these objectives, by providing grants and scholarships for students, teaching stipends and funding for professional development abroad for faculty and funding for expansion of courses with emphasis on international studies (i.e., The Sudan Project).

The ultimate goal is to make these opportunities accessible to all students, because MICDS understands that “Today’s global challenges demand international competence. Americans who study abroad in quality programs for academic credit; engage in service and experiential learning, internships, and research; and study foreign areas and languages are far better prepared for the demands of the 21st century.”⁵

⁵ Source: NAFSA: National Association of International Educators (www.nafsa.org)



ELIOT SCHOLARS PROGRAM

The Eliot Scholars Program is a merit-based scholarship program which attracts those students who excel academically and hold great promise as leaders. The program was launched in January 2010 in honor of our School's Sesquicentennial Anniversary and named for William Greenleaf Eliot, founder of Mary Institute and Washington University. Eliot Scholars are selected following a highly competitive application process that includes a written exam and an interview. They receive an annual stipend to be used toward tuition. These funds help attract those students who are poised to make both academic and other special contributions to the school community. The inaugural group of Eliot Scholars is introduced on page six of this issue.

TUITION REMISSION PROGRAM

Tuition remission is an employee benefit that is indispensable when attracting and retaining the best and brightest from a national pool to teach and work at our School. Locally, tuition remission is a benefit some top public and private schools offer. To remain competitive in our market, designing and building a sustainable model for tuition remission is a top transformational goal. In recent years, alumni have taken a leadership position in support of this initiative by designating their Reunion Class Gifts in support of building an endowed tuition remission fund for the children of faculty and staff.

ASSISTANCE BEYOND TUITION

There are numerous times when extra expenses curtail and limit the experience for students. These experiences may be academic, athletic, artistic, or service related. Funds specifically earmarked to assist families with these extra expenses help make possible the total MICDS experience for all students. Examples include the Art History trip to Chicago, the annual Choir trip and participation in trips with athletic teams during spring break.

NEED-BASED TUITION AID

Endowment funds which support demonstrated financial aid for those families whose financial circumstances preclude them from being able to pay the total tuition costs ensure we can continue to remain competitive for the best and brightest students who bring to MICDS many talents, skills and ideas and make it a better school for everyone.

LINDA RIVARD



21st Century Library Media Center and Lower School Entrance

The following commentary includes excerpts from the 21st Century Library Media Center and Lower School Entrance Initiative case statement prepared by Stuart Campbell (trustee/parent), Marty Hereford (parent), Kris Kosup '84 (parent), Janet McMillion (head of lower school), Ruth Moulton (faculty), Elizabeth Elliott Niedringhaus '86 (parent), and Jianmin Zhao (parent).

The footprint of the Ronald S. Beasley Lower School has gone largely unchanged during the last half century while the rest of MICDS has grown and evolved to support the needs of Middle and Upper School communities. The 21st century brings significant change and new opportunities to transform the lives and experiences of the youngest members of the MICDS community. Renovations that address the changing needs of our Lower School population in two significant ways include a new, state-of-the-art expanded Library Media Center and the addition of a new entrance with a reconfigured carpool lane and parking area.

The decision to focus on the creation of a 21st Century Library Media Center and a renovated Lower School Entrance as immediate priorities is motivated by several factors, including changing programmatic needs as our School aligns its curriculum to support 21st century learners utilizing the latest technological resources. In addition, an increasing need for safety and security mandates a reconfigured carpool area and a designated main entrance to the Lower School.

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The 21st century brings significant change and new opportunities to transform the lives and experiences of the youngest members of the MICDS community.
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21ST CENTURY LIBRARY MEDIA CENTER

The gem of the renovation, the Library Media Center, will visibly share the promise to every member of our community and every visitor that the Lower School is a gateway to information, learning and resources. It will be the “nerve center of the school, a place where kids gather to get *and* create information, a place where they can get excited about learning, where they can escape from the pressure of the day.”⁶

The current space allocated for the Lower School’s Butler Spencer Library is far too small in size to accommodate the dynamic Lower School learning community. Stacks are too high, and the space is not large enough to include cozy reading spaces ideal for students to enjoy independent reading time.

The Library Media Center will be a flexible space with a high tech design. Within the larger center, smaller spaces with soft touch furniture will be created that will invite young children to curl up with a good book or listen to a story. Larger areas will support the work of a class at tables, including the ability to do whole group instruction in computer use with accessibility to a SmartBoard, and several smaller groups with differentiated work. Ultimately, the size of the center should comfortably support three sections of students across grade levels. Separated by glass from the main area, small media rooms

⁶ Source: “21st Century Learning Environments,” page 11, a white paper published at www.p21.org

will support the production and consumption of media, including video and sound recording.

The Library Media Center will also provide much needed space beyond the programmatic requirements. Built for flexibility, the space will support the needs of a robust extended day program as well as faculty and parent group study and meeting space.

A NEW LOWER SCHOOL ENTRANCE

The Lower School needs a clear and distinct entrance with its own parking area on the campus of MICDS that clearly stands out as an accessible, safe and welcoming environment for young children. The entrance will visibly communicate that this is a community that values and cherishes learning and where every member is nurtured and supported in alignment with our School’s mission and strategic plan.

Ideally, the new Lower School entrance will honor our past by carrying forward many of the charming Jeffersonian elements of the “Beasley House.” Upon entry, everyone will be welcomed by the Lower School Administrative Assistant who will work in close proximity to the Head of Lower School, the admission team, the Learning Specialist/Counselor, Nurse and Extended Day Coordinator. Visitors will be easily directed toward the hallway of classrooms or will have immediate access to the Library Media Center.

Pool and McDonnell Gymnasium Initiative

The following commentary is excerpted from the Pool-McDonnell Gymnasium Initiative case statement prepared by Turner Baur '87 (parent), Don Casey (faculty), Parker Condie '81 (trustee/parent), Kristen Kaiser (faculty), Eric Lay (faculty), Don Maurer (director of athletics), Mark Militello '80 (parent), Corey Nesslage (faculty), Terry Pflager '80 (trustee/parent), John Stupp '68 (parent) and Rachael Taylor (faculty).

MICDS must maintain its competitive edge in attracting the highest caliber students by providing a broad-based, competitive athletics program with facilities which complement the academic program. With that in mind, the School must take measures to provide modern athletic facilities that serve equally both our female and male student athletes.

Beaumont Natatorium was built in 1967 and is no longer capable of providing the quality environment needed for students to advance in athletic competition and for younger students to learn the skills necessary to

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enjoy recreational swimming. The diving area does not comply with code guidelines and cannot be used. Competitive divers must train off-campus and cannot compete in their own pool. The length and depth of the pool does not provide for the best in training and competition opportunities. The HVAC system is only adequate, at best. Storage space for pool equipment is lacking.

The McDonnell Gymnasium was constructed in 1956 to serve an all-male student body of 300. The gym floor is non-forgiving and the lighting is inadequate. The basement of the facility, likewise designed for only boys, does not provide for separate team rooms and is not gender-friendly. Because adequate facilities are lacking, officials and athletes are forced to share shower facilities. Film and meeting room space is limited. The weight room is difficult for female athletes to access and is cramped, preventing more than one team from using it simultaneously. Space for the medical training room is limited and should be in closer proximity to the weight room. Storage space for equipment and uniforms is inadequate. Athletic Department offices are spread throughout the facility, making daily work less efficient. The public restrooms are small and inconvenient for the many activities that take place. Due to lack of designated space, concessions are sold from a makeshift setup of tables.

In order to achieve our goal of “Changing Lives. Changing the World,” MICDS must deliver a differentiated experience that sets the MICDS students apart from their peers nationwide. To do so, we must have state of the art facilities. These facilities will complement an expanded Physical Education program that will be tightly integrated with the academic curriculum.

When combined, this will not only provide opportunities for aspiring athletes, but also the aspiring writer, journalist, producer and broadcaster. This platform of bricks and mortar, program integration and commitment to excellence, will transform the Upper School campus and how athletics are viewed both inside and outside the MICDS community.

The Beaumont Natatorium would greatly benefit from several enhancements, including expansion of the pool to 50 meters to provide optimum training and opportunities for outreach to community swim groups. The addition of a diving well and a shallow area for instruction would improve training opportunities for our athletes and enhance the physical education program. Increased storage deck space, new locker rooms for men and women and an expanded spectator area would complete the transformation of the Natatorium into a first class facility.

McDonnell Gymnasium is also in need of improvements, including better lighting, additional bleachers on the east wall and better film room facilities. A new gym floor and a new entry way with space dedicated to concessions and improved restroom facilities will greatly enhance the experience of hundreds of fans who visit the gym each year. Finally, renovation work that would consolidate the athletic offices and overhaul the basement area to include separate space for teams, officials and coaches completes the vision for McDonnell Gymnasium.

MOVING FORWARD

In the coming months, the MICDS Board of Trustees and the Major Gifts Steering Committee will continue to examine these priorities in partnership with key administrators to determine plans for bringing them to fruition. The ultimate goal is to articulate a plan to execute each emerging priority in a manner that makes sense for our School and leads us toward the fulfillment of our ultimate objectives: to help MICDS remain a national leader in independent education and to provide the opportunities necessary to prepare our students to meet the challenges that lie ahead.

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In order to achieve our goal of ‘Changing Lives. Changing the World,’ MICDS must deliver a differentiated experience that sets the MICDS students apart from their peers nationwide.
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LINDA RIVARD

On June 3, more than 200 MICDS faculty and staff participated in the “Day of Caring,” an inaugural community service event during which they volunteered at various United Way agencies in the St. Louis area. The Day of Caring was nearly eight months in the making — Director of School and Community Service **Dorothy Moore** began planning this event with United Way representatives last fall.

FACULTY

AND STAFF

SPEND A DAY

VOLUNTEERING

AT UNITED WAY

AGENCIES

Eleven local agencies were selected by MICDS that focused on women and children: Almost Home, Big Brothers/Big Sisters, Center for Women in Transition, Crisis Nursery North, Crisis Nursery South, Crisis Nursery St. Charles, Family Resource Center, Gateway Homeless Services, St. Louis Area Foodbank, University City Children’s Center and Women’s Safe House.

As a group, MICDS employees cleaned, painted, organized and cooked, providing more than 800 hours of labor to the selected agencies — the equivalent of one full time worker for a little more than 20 weeks. Volunteers at the University City Children’s Center saved the agency about \$30,000, while those at the St. Louis Area Food Bank packed nearly 23,000 meals for hungry people in the metropolitan area.

Head of School **Lisa Lyle**, who became a member of the United Way Board of Directors in 2009, explained the decision to add the Day of Caring to the school calendar. “At MICDS, we have supported financially United Way of Greater St. Louis for many years. This year, however, we wanted to invest in a more meaningful way by giving of our time. I loved seeing folks from all over campus working side-by-side in service to the community. And while we were able to accomplish a lot over the course of the day, we left with much more: a sense of connection to both the larger community and to each other. After our Day of Caring, a number of employees vowed to return to their agencies in the near future. When we asked the employees if they’d like to make this an annual tradition, every hand shot up in support. As a member of the Board of United Way, I have come to understand the tremendous impact volunteers can make and am deeply proud to be a part of the MICDS community.”

The MICDS Day of Caring was a great opportunity for faculty and staff to connect with one another, make new friends and find places to volunteer with family and friends in the future.

Through the generosity of its many supporters, United Way of Greater St. Louis helps 1 in 3 people in our community get the help they need. United Way funds nearly 200 health and human services agencies in Missouri and Illinois, establishes partnerships to address widespread needs, mobilizes volunteers and more.

The following reflections and photographs offered by those who experienced the Day of Caring illustrate the impact of a day no one will soon forget.



A Day of Caring



DOROTHY MOORE

Director of School and Community Service

After much planning and anticipation, our first annual Day of Caring became a reality on June 3, 2010. Some 207 adults from the MICDS community visited 11 agencies, donating more than 800 hours of labor in one four hour period. Our focus was on agencies that worked specifically with women, children, and families because that makes sense for us, as a school. We did gardening, cleaning, planting, weeding, moving, organizing . . . In short, if the agency needed it done, we did it.

It was amazing to see the energy and enthusiasm of everyone involved. We touched agencies in a way that made them see us as far more than just that school in Ladue. They got to know us, institutionally and personally, as people who care for and about our community. They got a glimpse of the real MICDS.

The amazing part was not simply all that we accomplished; it was how we did it. Everyone pitched in. We got to work with people who were not in our department or our division. We went from being nodding acquaintances to real co-workers in the truest sense of the word. We cooperated and succeeded at every task put in front of us.

For me, the most rewarding part came at the end of the day when we got together and talked about what we did that day. People were gathering in groups and talking about “their” agency and what they did. Many people were discussing going back to an organization with friends and family to continue the partnership that was started with this day. It was amazing to see that, even after a day of hard work, people were still excited about what we had done. I think that, in our effort to strengthen the greater community, we strengthened ours as well. We got to see — first hand — our commitment to “Changing Lives, Changing the World”.

“
*It was a great experience
leaving us wanting to
do more and be more.*
”



JILL DONOVAN

Upper School English Department Chair

CRISIS NURSERY ST. CHARLES

“
*We received
much more
than we gave.*
”

“Is it hard to go to college?” That was the question that six-year-old Andrew put to me as we were kicking the soccer ball back and forth in the tiny side yard of the Crisis Nursery St. Charles in June. “It can be hard, but it’s worth it,” I told him, aware even as the words came out of my mouth that his early experiences would make the journey more challenging. “My brother’s going into the Army,” Andrew continued, “but then he might go to college too. Do you get paid to go?”



“
*A new MICDS
tradition
began today.*
”



Andrew, his sister Monica, four-year-old Maria, seven-year-old Ariana — these were some of the children my six colleagues and I spent time with during our four hours at the Crisis Nursery, a 24-hour per day, year-round drop-off facility whose mission is to help prevent child abuse and neglect. We didn’t learn the children’s specific stories, but Mary Pat, the volunteer coordinator, explained that families bring their children to the Nursery when they are in crisis — when the electricity has been turned off, when daycare arrangements fail, when one or more parent is sick or hospitalized, when they are desperate for help. The staff cares for them, feeds them, reads and talks to them, outfits them in new clothing, and sends them home with gifts. “We try,” Mary Pat explained, “to help them forget about their troubles while they are here.” On the day that we were there, a local pediatrician who volunteers her time at the Nursery arrived to give each child a physical exam.

After soccer with Andrew, I sat on the concrete for 30 minutes next to Nino, a beautiful two-year-old with large brown eyes. We loaded and unloaded a dump truck and blew bubbles into the hot morning air. Intent on his play, Nino broke concentration only once, when full-time staff member Mike left the premises to run an errand. “Where Mister Mike go?” he asked. “I’ll be right back,” Mike called out to him.

We spent four hours at the Nursery; Mike has spent four years there. We met eight children; Mary Pat has worked with several hundred. We helped organize basement shelves groaning with donated clothing, food, diapers, and toys, and while we were encouraged by the clear evidence of compassion that these donations symbolize, the lesson that has stayed with me is that we need to give ourselves. The MICDS Day of Caring reminded me of that.



JULIE WINKELER

Administrative Assistant to the Admission Office
ST. LOUIS AREA FOODBANK

I think the Day of Caring was a great way to bring our faculty and staff together to help our hometown. I worked at the St. Louis Area Foodbank with 39 other MICDS employees — a nice mixture of both faculty and staff. It was a great day, we worked together as a team and accomplished a lot, and we left feeling good about what we did. I hope this will become an annual event; I would do this again in a heartbeat. It was a rewarding day in every aspect.

VERONICA WACHTER

First Grade Homeroom Teacher
CRISIS NURSERY NORTH

Our day was filled with much laughter, hard work, great conversation and some sadness. Throughout our visit we cleaned the house, we did laundry and vacuumed, we changed the sheets on the beds, and organized the children's closets. These are jobs

that may seem frivolous, but with anywhere from 5 – 15 children to take care of, these tasks can be quite cumbersome. After our morning work, we had the wonderful opportunity to get to know the staff and play with the kids. We had the best of both worlds. We read books, played catch outside, helped with lunch and we even put them down to nap . . . we were quite envious of our little friends at this point, but there was still much work that needed to be done. The inside work was finished!

We spent the afternoon planting flowers, pulling weeds, and working on minor repairs around the house. We were never at a loss for things to do, and we were wanting to do so much more before we left. We shared our thoughts and stories as we headed home and here's what some had to say:

Our day was filled with much love: "The kids' laughter was infectious! This is clearly a place where children feel safe and loved."

Our day was filled with hard work: "The hardest part was leaving."

Our day was filled with great conversation: "We learned a lot from our new friends about Crisis Nursery. And we learned a lot about ourselves, and discovered first hand the importance of being a contributing member in our society."

Our day was filled with a bit of sadness: "The children were happy and kind, they are loved and very well taken care of, but knowing what some of the children endure from day to day is just another reminder of how important it is to pay it forward!"

"I definitely want to come back again."

"Being a part of something so small left a huge impact on everyone."

"Crisis Nursery North gave more to us than they could ever imagine."

"What more can we do?"

“
This was a great opportunity to give back to the community and model the same expectations we set forth for the students at MICDS.
”



SUPER

BY
DR. NANCY RICHARDSON
AND CHRIS BRENNAN '94

One
week
after

commencement, 13 MICDS students said *auf Wiedersehen* to the city of St. Louis, and *Hallo* to Dortmund, Germany, as they began a three-week exchange at our new partner school, the Max Planck Gymnasium Dortmund. Accompanied by First Grade Associate **Chris Brennan '94** and MICDS German Teacher **Dr. Nancy Richardson**, these students lived with German host families and attended classes at the Max Planck Gymnasium, where they also gave many presentations about MICDS, their own personal hobbies, and local attractions, celebrities, and sports teams in St. Louis.

Several of the students on the exchange had never left the United States before, yet all were eager to share their own culture, as well as to immerse themselves in daily German life. Highlights of the trip included an excursion to Cologne, where the students climbed to the top of a 762-year-old cathedral, multiple public viewings of World Cup matches, a visit to Movie Park, (the German equivalent of Six Flags), and a canoe trip that ended with an outdoor barbeque. The students also learned about Dortmund's heritage as a mining community and took a guided tour in the German mining museum that replicated ore and metal extraction techniques from different time periods.

The exchange concluded with a trip to the capital city, Berlin, where the students had two guided tours that stopped at all the major attractions, including the Bundestag (German Parliament building), the Berlin Wall, the Allied Museum, and Checkpoint Charlie. Students also had a chance to have a traditional German meal before heading out to shop at Kaufhaus des Westens, the second largest mall in Europe. After spending much time in the smaller city of Dortmund, most of the students were amazed



at Berlin's size and historical significance and were surprised to discover that their hotel was located in former East Berlin, right next to a modern shopping center and some Soviet-style apartment buildings. The trip to Germany was an eye-opening experience for all that will be long remembered.

This trip marked the second half of a reciprocal exchange that began in October 2009 when 15 German students and chaperones visited MICDS. The Department of World Languages and Cultures is pleased with the success of the first MICDS-Dortmund exchange and looks forward to welcoming another 15 German students to our School this October.

Families who are interested in hosting and/or participating in the German exchange should contact Dr. Richardson directly at 314-995-7450, extension 7528, or nrichardson@micds.org.

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

(Top) Katie Gans, Dr. Richardson and Elizabeth Lund in front of a former castle, now part of the university in Münster.

(At right) The MICDS crew on top of the German Mining Museum in Bochum.

(At far right) The MICDS group visits Cologne Cathedral.

*MICDS students
spend three weeks
in Germany*

RELIVING THE ADVENTURE

During their travels, faculty chaperones Nancy Richardson and Chris Brennan took time to post several thoroughly entertaining blog entries to help families and friends stay connected to the travelers. Following are excerpts from their blogs as well as comments from student participants.



DEUTSCHLAND!



Signal Iduna Park... Westfalenpark...Cologne...

Yesterday we spent two double-class periods at school (180 minutes of instruction, in German, is a lot for students “off” for the summer) before meeting our German students for a tour of Signal Iduna Park — the home of Borussia Dortmund football (soccer, of course). Our tour director did a great job letting us in on some background on both the players and the physical stadium, and I think even the non-sports enthusiasts were intrigued. Did you know that there’s a bathtub that all the players can fit into at the end of each game to relax? You do now!

– C. BRENNAN

You Say “Munster” and I Say “Münster”

It’s amazing that we’ve been here for almost two weeks; the simple things we struggled with so mightily in the first few days (catching the right bus to school, navigating the U-Bahn system, buying ‘Choco Waffel am Stieg’ at a kiosk — come almost second nature now. It’s amazing, too, the comfort level students have reached in their speaking and comprehension skills — even those with no prior German are spouting out words here and there (and appropriately, at that).

– C. BRENNAN

Verliebt in Berlin

Two days ago we said *auf wiedersehen* to Dortmund and boarded our “mini bus” to head off to Berlin. There wasn’t a dry eye in sight and more than one student asked if we could just turn back and cancel the last portion of our trip! I think we can safely say that we all had a *wunderbare Zeit* in Dortmund and have formed some lifelong friendships. The best part is, this is only a temporary good-bye, as the Germans will return to St. Louis in October with a whole new group of kids.

– N. RICHARDSON



We’ve Arrived!

After more than 24 hours of travel, we’ve all arrived in the “Land of Chocolate.” The kids were totally excited to see each other again — a couple of them almost forgot to pick up their luggage before they rushed out of baggage claim. Good thing we were there to make sure no one ended up wearing the same clothes for three weeks!

– N. RICHARDSON

First Day and Just What is a Schrebergarten???

In the afternoon we all got together for a party at Selen’s family’s Schrebergarten. None of us has any clue how to translate this — basically, the family owns a small garden with a small house not far from the school (and very close to the stadium). There we had a lot of food – BBQ, salads, cake. They really went out of their way to make us feel welcome! Let’s see what surprises will come our way tomorrow when we visit the stadium and the TV tower!

– N. RICHARDSON

Deutschland – 4 : Australien – 0

It’s very exciting to be in a European city during the World Cup — we couldn’t have timed our trip better! There are dancing Ghanaians in the street and the sight of Deutschland’s black and white team colors are everywhere. Tomorrow we begin presenting a bit about St. Louis and our interests to our German classmates (be it “the MICDS cycling team,” “The City Museum” or “Nelly”). Several students have been asked to present to more than one class, which speaks to the interest and respect the Max Planck Gymnasium continuously shows for our Exchange.

– C. BRENNAN

PARTICIPANTS

Mimi Abbott '12

Mason Burr '12

Sophia Critchfield-Jain '12

Kathleen Gans '13

Blake Hardesty '11

Claire Herzog '11

Julie Kemp '12

Holli Khondaker '10

Elizabeth Lund '11

John Mullin '10

Peter Schlafly '12

Brice Shultz '11

Will Stupp '12

IN THE INAUGURAL MICDS-DORTMUND EXCHANGE

“Going to Germany was a great experience! It is a beautiful country and all of the people were very hospitable.” – *Kathleen Gans '13*

“Breaking away from the school group and having my own experience in the country led me to learn about Germany on a personal and individual level.” – *Sophia Critchfield-Jain '12*

“My favorite memory was going to the public viewing of the World Cup. There is nothing like this in the U.S. and the passion that the Germans showed toward their soccer team created an everlasting memory for me.” – *Blake Hardesty '11*

SCHOOL SPIRIT

BY DEBBIE HIGGINS

SUMMER SOARS WITH CAMP PEGASUS

MICDS offers a simply spectacular summer camp experience

What if you could build and launch a rocket, try your hand at archery, enjoy a hot lunch, practice your soccer skills on state-of-the-art turf, and design your own video game, all in one day? Kids from all corners of St. Louis, across the country, and even from around the world, come to MICDS every summer to do these things and more. They come for Pegasus — a truly unique summer camp experience that just completed its 23rd season at MICDS.

In 2010, approximately 650 campers came to MICDS from 148 different St. Louis area schools, eight states and four countries. MICDS Fine Arts Teacher and Elementary Grades Curriculum Coordinator **Rich Ives**, (pictured opposite page, during morning gym) now in his 11th year as Pegasus Director, reports that campers from different states and countries often schedule visits to St. Louis area relatives to coincide with Pegasus sessions. In previous years, kids have come all the way to MICDS from England, Australia, The United Arab Emirates, Japan, Mexico and Russia to take advantage of the opportunities offered at Pegasus.

Pegasus also serves as a wonderful introduction to MICDS for many families in the St. Louis community. Over the years, many MICDS students eventually enrolled at the School following their initial exposure to the campus through Pegasus.

Ives is ably assisted in his work by MICDS Eighth Grade Dean and Drama Teacher **Tim Storey**, who has worked at Pegasus since its very first season in 1987. Pegasus hires professional teachers and coaches as instructors and offers college and high school students, including many MICDS students, the opportunity to work as counselors and CITs (counselors-in-training). CITs must have completed ninth grade and spend one full summer in training before they take on the role of counselor. Jobs at Pegasus are filled quickly and have very little turnover from year to year. Counselors must demonstrate a love for working with children and bring a variety of expertise to the table in the activities and sports Pegasus offers to its campers.

Perhaps one of the most significant, but little known benefits Pegasus offers is the opportunity for counselors and CITs to experience the rewards of teaching and learning with younger children. They become role models, teachers and friends to children they work with every day.



“The counselors really enjoy filling their own little niches at camp,” says Curtis Adams, (pictured above, back row at left) a 2010 John Burroughs School graduate who attended Pegasus for four years before being hired as a CIT in 2006. “My passion is building rockets, which I did for years as a camper. I love working with kids in that class. It’s a great feeling, and a great responsibility, knowing the campers look up to me. What I most enjoy, however, is the very first day of camp, when kids from last summer return and I get to see them one year older but still ready to have fun at the camp that we both love so much.”

Kevin Werner ’12 (pictured above, back row at right) just completed his second year as a Pegasus counselor. He, too, is a Pegasus alum who wanted to work at the camp to “help other kids have the great experience I had here. I love it when a camper I don’t see very often remembers me and calls me by name. It’s really rewarding to see the campers having a good time and knowing that I am at least partially responsible for it.”

Divided into three, two-week sessions that carry a theme for the youngest campers, Pegasus takes place from mid June to late July. Children from age five to 14 may enroll for as many as six weeks of camp. “The Pegasus program grows with the kids,” says Ives. “It is designed to challenge and engage kids as they develop from early childhood through the early teen years.”

Each morning begins in the Middle School Gymnasium, where all campers and counselors gather

“Kids from all corners of St. Louis, across the country, and even from around the world... come for Pegasus — a truly unique summer camp experience that just completed its 23rd season at MICDS.”



to begin the day with music and group activities designed to build camaraderie and spirit, and simply to have fun. “Our goal is to make sure each camper feels known and welcome,” explains Ives.

The youngest campers, called Ponies, are five years old and preparing to enter kindergarten. They enjoy a full day of activities, including a daily swimming lesson, and time to explore theme-based centers that offer art, science and discovery, and dramatic play, in nurturing, self-contained environments. Ponies graduate to Trotters, campers entering grades one through three, who spend their days with the same counselor and campers their age traveling as a group from one activity to the next, including art, science, games, drama, swimming and special activities designed around a designated theme for each session. Themes for 2010 were Dinosaurs, Mystery Camp and Journey to Japan.

Campers entering grades four through six are Coursers, who have the ability to design their own camp schedule according to their interests, choosing two activities and two sports to fill their day. The options are truly varied and include silversmithing, video game creation,

woodworking, rocket building, LegoDacta, cooking, dance and more. Coursers sports are organized like individual sports camps and are supervised by athletic coaches. Options include archery, basketball, cheerleading, flag football, baseball/softball, fencing and swimming.

Finally, for campers entering grades seven through nine, there are two specialized programs — Rising Stars, a dramatic arts program for kids interested in acting, writing, directing and technical stage work, and Tech Trek, for those who enjoy challenges related to science and technology, including video game creation, 3D modeling, computer animation, architecture, robotics and more.

The goal of all Pegasus activities and sports is to keep campers’ bodies and minds active. “Families who choose Pegasus are impressed that their children don’t turn off their brains and stop thinking and growing just because it is summer,” says Ives. “Our campers are engineers, scientists, cooks, survivalists, craftsmen, actors and athletes, who stretch themselves, solve challenging problems, and exercise their creativity every day.”

“Families who choose Pegasus are impressed that their children don’t turn off their brains and stop thinking and growing just because it is summer.”

DOODLES & ODDBALLS

2010 Valedictory Address

On May 10, I took my final high school exam. And I was pretty jazzed. I strutted down May Hall, ready to burst into song à la *High School Musical*, marched out the doors, and peeled out of A Lot at a whopping 11 miles per hour. I made it about 24 hours in this on-top-of-the-world mindset before I panicked. I panicked because I missed the structure and precision of a day divided into 42-minute classes. I missed eating Sun Butter in the lunchroom. I missed the guarantee of seeing at least 151 smiling and really good-looking faces every day. And to be completely honest, I love school, and I missed it. Luckily, my panic subsided, leaving me with a warm nostalgia and love for MICDS. This allowed me to reflect on what I value most about my experience here, and the multitude of things I have learned.

I'd like to start with the importance of laughter, because it relates to why I am even standing up here in the first place. Being your valedictorian is the biggest honor I could imagine, and it means a lot to me. But, I will let you in on an unfortunate little secret. As many of you who know me well can attest, I lack competence in many simple real-world skills. It is difficult for me to interact with basic household objects like can-openers; I cannot find my way around Ladue; and whenever I try to tape things, I always get the tape all bunched up and stuck to my fingers. I firmly believe that we absolutely have to laugh at the silly things we do. Too often, we let our feelings of inferiority block out the humor and hilarity in our lives. We must retain our optimism in the face of setback, whether that setback occurs at school, on the field, or in navigating the carwash. Let your first reflex be a smile, your default setting be a laugh, and you will find your struggles to be more manageable and the challenges you face, surmountable. This is an extraordinarily bright and talented crew of seniors, but we also possess a remarkable capacity for joy. My favorite part of high school has been having that safety net of laughter in our teachers and in the class of 2010, in knowing that no matter what, someone will help me see my inadequacies as a joke, rather than a source of concern about my future as a functioning human being.

On the final English paper of senior year, Mr. Terrell wrote, "Margaret, you're such a doodle." Assuming he meant that as a compliment, I want to talk now about the importance of imagination. We are so

lucky to have teachers and classmates who allow us to be doodles and oddballs. This is so important. Be creative and open and unlimited in estimating your own potential. I've been thinking a lot about what I want to be when I grow up. In second grade, I told my friends that I wanted to be a lawnmower who lived in a purple bookshelf. In third grade, I wanted to live a dual life, as a combination nun and rock star. My Halloween costumes alternated each year of elementary school between my Barbie Princess Bride outfit and my Marshall Faulk costume. I think I am a better person today for having once been a 70-pound, 12-year-old girl with a dream of playing in the NFL. The ability to have big aspirations and an unfettered take on the realm of possibility is something we all should take care not to leave behind when we go away next year. Maintain those oddities and those wild ideas you harbor, for you are the sacred vessel in which a unique and independent dream travels. Incidentally, I am 18 years old, and I want to be a summer camp director, cross country coach, English teacher, and ice cream shop owner when I grow up.

With your ability to laugh and your wild imagination, I urge you all to find a passion, to find something you love to do, and do it with abandon. My passion has always been reading. I used to hide from my teachers with my book in first grade when we had to learn about the calendar, something I thought was dumb. I once skipped an entire section of the ERB, pretending I was done so that I could read. I'm not saying that you should pursue your passion to the exclusion of all else; for example, I now think that knowing the months of the year is pretty important. Rather, pursue your passion to the extent that you are leading a balanced and happy life. Find something you love to do in every facet of your existence. But know that whatever you do, wherever your passion leads you — to Spain, to Virginia, to Hogwarts — that we will always share a connected passion for MICDS. As a member of the class of 2010, you are by definition linked by a joyful, creative, passionate and loving bond to everyone else in this room.

I'd like to leave you with a quote from a song that is very special to me, because you are all very special to me.

"We cannot know what you go through or see through your eyes

*We will surround you, our pride undisguised
In any direction, whatever you do*

You're taking our love there with you."

— from "Every Long Journey" by John Mischke

Margaret will attend Yale University this fall.

"We must retain our optimism in the face of setback, whether that setback occurs at school, on the field, or in navigating the carwash. Let your first reflex be a smile, your default setting be a laugh, and you will find your struggles to be more manageable and the challenges you face, surmountable."





TAKE BACK THE CREEK

MICDS launches Honeysuckle Abatement project

On April 10, a volunteer army of Middle School students, faculty, staff and parents participated in the 1st Annual Honeysuckle Abatement project on campus. Volunteers spent more than half of the day removing non-native honeysuckles from the creek bank near the head of school's residence. Invasive honeysuckles have no natural controls, so they leaf out, spread fast, and form dense thickets that crowd out Missouri's native forest plants and displace virtually all native animals. With support from the Edward K. Love Conservation Foundation, Shaw Nature Reserve, and the Litzsinger Road Ecology Center, MICDS was able to "Take Back the Creek" as a science and community service project.

MICDS students learn about native species and the delicate balance of ecosystems in their science classes. They are able to identify honeysuckle, know how to cut it back and remove it, then plant trees and sedges in its place. On Earth Day (April 21), students in grades 4-8 planted hundreds of native sedges where the honeysuckle had been removed.

This project is being built into the MICDS science curriculum for the next several years, allowing students to harvest seeds from native plants, propagate them, transplant them in place of the honeysuckle and continue the cycle until the creek has been naturalized and the ecosystem comes back into balance.



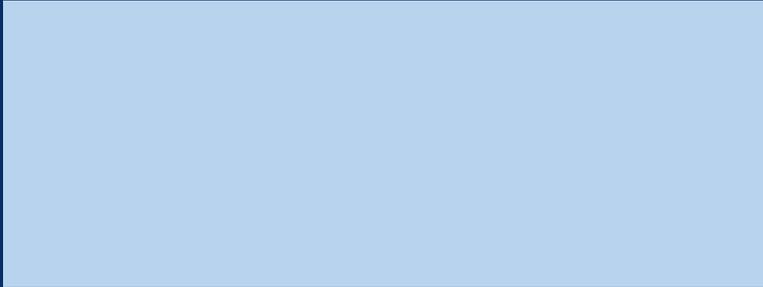
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TIM PARKER



CLASS ACT

Best wishes, 2010 graduates!

*"As I look through one lens I see 152 young men and women going in different and exciting directions.
Through a wider lens I see one class, a class with unique friendships and a history you will always share with each other.
You will forever be a member of the MICDS Class of 2010."*

Lisa Engelsmann Acker '80, President of the MICDS Alumni Association