

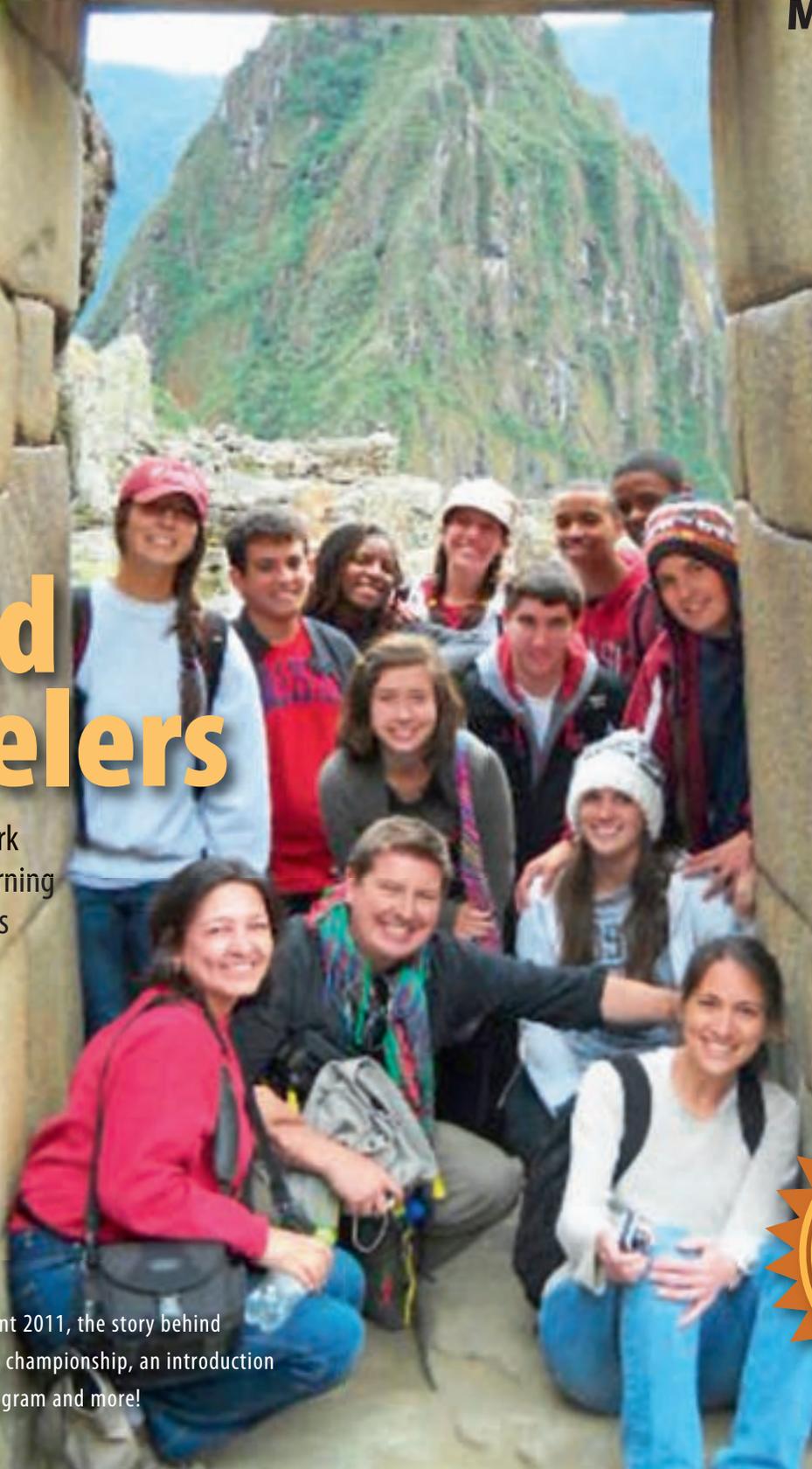
Volume 19, Number 1
Summer • Fall 2011

MICDS

MAGAZINE

World Travelers

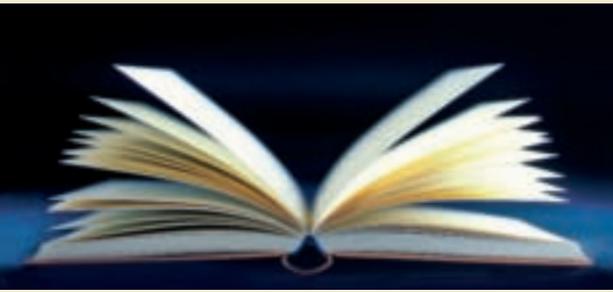
Students embark on summer learning and service trips



INSIDE

Coverage of Commencement 2011, the story behind the Girl's Track Team state championship, an introduction to the new JK–5 math program and more!





Time Well Spent

SECOND GRADERS ACHIEVE REMARKABLE READING GOAL

MICDS Second Grade students in the classrooms of **Jeff Horwitz** and **Amy Lamb** were treated to a surprise celebration on Wednesday, May 25, to acknowledge their accomplishment of 250,000 minutes of reading over the past school year. State Senator John Lamping (Missouri 24th District) was on hand to present certificates and a special Missouri Senate proclamation to the students.

Imagine a quarter million minutes. That's 4,166 hours, or 173 and a half days, or nearly 25 weeks. The MICDS Second Graders set a goal at the beginning of the school year and surpassed it. The total number of minutes included their combined classroom and leisure time reading for the year.

Head of School **Lisa Lyle** congratulated the students and reflected on books she has enjoyed throughout her lifetime. Most importantly, she pointed out to the students that with a good book in hand, "you're no longer lonely when you are alone." Lower School Head **Janet McMillion** also celebrated with the students and congratulated them for "learning to love reading even more" after reaching this important milestone.

Assistant Head of School **Jeff Suzik**, other faculty and several parents were also present to congratulate the students. The ceremony concluded with a special song performed by the Beasley School Third and Fourth Grade students to congratulate their classmates.

The Second Grade classes continued their surprise celebration of this significant reading milestone throughout the remainder of the school day.



The MICDS Ram mascot joined in the festivities.

State Senator John Lamping reads a special proclamation to students.

Second graders react to their surprise celebration. (Front row, from left) Logan Kane and Ryan Jasper; (second row, from left) William Coovert and Crawford Bundy



The second grade Class of 2021 with (back row, from left) Alan Berkbigler (teacher), Head of School Lisa Lyle, Jeff Horwitz (teacher), State Senator John Lamping, Lower School Head Janet McMillion and Amy Lamb (teacher)

MICDS

MAGAZINE

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ON THE COVER

Participants in the Summer 2011 service learning trip to Peru visited Machu Picchu during the celebration of the 100th anniversary of its discovery.



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



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Changing Lives. Changing the World.

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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 JIM LOHR

Physical Education Teacher, Grades JK – 4; Head Coach, Varsity Boys and Girls Track; Head Coach, Varsity Girls Cross Country

Jim Lohr came to MICDS in 1995 and quickly became a beloved teacher in the Lower School. Under his leadership, the Varsity Girls' Track Team won its first ever State Championship in May.

This is his MICDS.

Why he loves teaching young children

Young children have amazing energy and really like to be challenged. They are not afraid to make mistakes and they always have the fortitude to keep trying without reservation or inhibitions. These kids are our future varsity athletes, so Sue (Orlando) and I really try and give them the movement skills they will need to be successful in



whatever sport or activity they choose to pursue as they progress through MICDS.

Life Lessons

The biggest life lesson I can teach my students is that they can all achieve success. When I discover that a student has a passion for something, I try to encourage them and keep up with them by asking how they are doing in their activities outside of school. I want kids to have passion for something in their life, and I want them to know that I care about their interests and their progress.

Coaching Tips

I have coached track here for 16 years. I believe the most important thing one can do as a coach is to be a good communicator with the kids and make sure they feel like an important part of the team. We try not to take ourselves too seriously and listen to what our athletes need to perform at their fullest potential. They know that when they are at practice we demand the best from them, and we give them our best in return.

For the story behind the track team's state championship, please see School Spirit on page 38.

A MESSAGE FROM LISA LYLE

Lisa Lyle



MATTHEW O'SHEA

Browsing the pages of this issue of our magazine you'll likely be awed by — and maybe a bit envious of — the way our students and teachers engage with the world around them. In fact, you may begin to wonder what it means to be an MICDS student today! Quite different from the typical school experience most of us remember, today's students thrive in a learning environment that takes them way beyond the bounds of our beautiful 100 acres and the calendar of the 'normal school year'.

As they access resources and connect with scholars around the world, students — whether in 2nd grade or 5th or 11th — are virtually transported across time and space. Our tablet laptop program and ubiquitous internet access allow them to collaborate with professionals and peers for research and the sharing of information. Our students today develop a sense of agency in a global world at an earlier age and with greater facility as a result of our international school community (38 different languages and dialects are spoken in the homes of our students) and intentional efforts to reach out and bring the world into our learning environment. Over the course of this past year, some 30 of our Upper School students participated in sister-school exchange programs that took them to Shanghai and Germany for study, travel and home-stays — and we have a program in France scheduled for three weeks in March that my husband and I will chaperone. In fact, not only have the walls of the classroom crumbled, the school year itself is changing.

For example, a number of our students participate each summer in our Eliot Summer Academy, an academic program that allows them to review and preview school-year coursework, but also to extend their academic experience in ways unique to summer: for example, about a dozen students studied marine ecology, a course combining summer classes here on campus, and time in the pool



getting scuba-certified with 10 days in the Cayman Islands at a research facility. Another group traveled to Peru with three members of our faculty for a service project as volunteers in a pediatric clinic. Through the STARS program, eight

continued on page 17 >

Headliners

FAREWELL, FRIENDS

MICDS honors eight retiring faculty members

This spring, MICDS bid a fond farewell to eight retiring faculty members whose tenure at MI, CDS or MICDS, when combined, represents a remarkable 259 years. These beloved teachers were honored on three special occasions. Students cheered for their teachers and listened to heartfelt tributes during an all-school assembly on April 21. Current families, alumni, parents of alumni and former faculty were invited to receptions in honor of the retirees that took place on May 13. Lastly, colleagues paid tribute to their departing friends at the final faculty and staff gathering of the 2010–2011 school year on June 3.

LOWER SCHOOL

Rita Hillsman

Homeroom Teacher

(31 YEARS, 1980–2011)

“Rita Hillsman has given the families and teachers of Beasley 31 years of wonderful teaching. As a teacher in kindergarten and then in first grade, she has been instrumental to those wonderful awakening understandings in reading, writing, math, and the world. She has moved children from tying shoelaces and keeping track of lost teeth to confident learners who can share their thinking and help friends solve problems. In her quiet, kind, consistent way, she creates a special classroom space just right for trying things out, falling down and getting up to try again.” – Lower School Head Janet McMillion



Judy Nord

Homeroom Teacher

(43 YEARS, 1968–2011)

“Judy Nord has given the families and teachers of Beasley 43 years of wonderful teaching. She has taught many subjects and in almost every grade level. For the past many years, she has centered her world in third grade. If you go into her classroom, you see a home, a home where things have special meaning, like all the clocks and maps, or the overstuffed chair where she reads the stories that she loves and that transport the children to far off lands and new ways of thinking. Her love of history has infused the curriculum, as children imagine and re-create the struggles and successes of people in our American past. Mostly, though, she loves her students. She loves them as they are, and is their champion while they try to figure out the hard process of “who am I” and “who do I want to be.”

– Lower School Head Janet McMillion



UPPER SCHOOL

Tom Dlugosch

English Teacher

(37 YEARS, 1974–2011)

“... Mr. Dlugosch has shown his ability as a leader by teaching and giving a helping hand to students learning English ... he exemplifies not only an extraordinary ability to figure out formatting mistakes that you have completed wrong in your essay, but a penchant for finding creative ways to teach things ... Mr. Dlugosch has unveiled clearly how much he cherishes and enjoys teaching the world of English to his students.”

– Henry Pflager '13



Don Esbenshade

Science Teacher

(25 YEARS, 1986–2011)

“He has mentored every physics teacher currently in the Upper School. Don will be missed not only by his fellow science teachers but by the entire faculty. We know that he will contribute to the community, and I know he has students out there who will remember his mantra — kilograms, meters and seconds — as long as you know that you can make it through physics.”

– Diane Henderson, Upper School Science Teacher

“He was a really amazing teacher, especially in physics. He helped us through some tough times when we didn't understand something. He took the time to make sure we all understood — and everyone in our class loved him. Mr. Esbenshade, thank you for letting us be ourselves without judgment. We'll miss you.”

– Upper School students



Will Hansen

Math Teacher

(33 YEARS, 1978–2011)

“We all understood that what made us actually like math was your love for us and for the subject. Every time we were excited that we found the point in inflection, you were excited with us. We saw that love in everything — every class you taught, every game you coached, and every after-school meeting. Any student who's been in your class knows that you're not an easy teacher ... but that doesn't even matter, because you didn't just teach us math, you taught us to love learning. Even though you won't necessarily be in these hallways, you'll always be a defining aspect in each of your students' memory of high school.” – Razi Safi '10



“Students cheered for their teachers and listened to heartfelt tributes during an all-school assembly.”

Headliners



Louise Morgan
Head of the Upper School, Interim Head of School, Director of College Counseling, English Teacher
 (24 YEARS, 1987 – 2011)

“Ms. Morgan taught me one of the most essential lessons of all: the lesson of the art of leadership — decisiveness, compassion, untiring devotion to the people you’re leading, innate sense of fairness, the ability to both clearly define the rules and then bend them where necessary ... Ms. Morgan has used her authority to influence, challenge, and encourage every student she’s met and this institution to reach their full potential. She has shown me that a great leader is one who makes their point clear, but is undoubtedly willing to listen and learn. A great leader is about justice, and yet willing to accommodate times when strict adherence to the rule wouldn’t be fair. A great leader knows when to be earnest, but realizes the great power of humor and a happy team.” – *Lucy Ross '11*



Dan Piquet
English Teacher
 (25 YEARS, 1986 – 2011)

“In our free wheeling advisory discussions, Mr. Piquet frequently had the role of moderator foisted upon him, which was one in which he excelled. In fact I would say that this ability is one of the assets that served him so well in both advisory and the classroom: a great capacity

for listening to a wide range of viewpoints and for gently advancing the discussion along into the next phase of constructive dialogue. He was teaching us to think critically, well before we realized it. He always demanded work commensurate with a student’s abilities. He never settled, and taught us never to settle, for a sub-par performance.” – *Adrian Baker '00*



Bill Werremeyer '65
Math Teacher
 (41 YEARS, 1970 – 2011)

“Did you know that Bill has spent close to 50 years of his life affiliated with the School? Perhaps even more impressively, including his father, the Werremeyers have been at Country Day and MICDS for 81 consecutive school years, since 1929! Many of you know Bill as a witty math

teacher who pines for the days of tucked-in shirts, coats and ties. He also spent 33 years as a varsity football coach, with six state championship teams, and 10 years in the Rams’ varsity dugout. On the football field is where I made the transformation from a boy to a man. Dedicated coaches like Bill are the reason why I am here today, and why I coach Middle School football.” – *Eric Brunt '02, Admissions Coordinator*



25th Anniversaries:
 (At right, from left)
 Anne Brown, Dan Piquet,
 Bill Heumann and Don Esbenshade

20th Anniversary:
 (Below right) Mark Sweeney

MILESTONE ANNIVERSARIES

Faculty and staff honored for years of service

Faculty and staff who celebrated milestone employment anniversaries of 25, 20, 15 and 10 years of service were honored during the final all-school assembly of the year on April 21. Congratulations to everyone.



ANNIVERSARY PHOTOS BY GARY LORSTEIN

25-YEAR ANNIVERSARIES

Anne Brown, Don Esbenshade, Bill Heumann and Dan Piquet

20-YEAR ANNIVERSARY

Mark Sweeney

15-YEAR ANNIVERSARIES

Bonita Berry, Linda Galkowski, Diane Henderson, Pete Jans and Nicole Skaggs

10-YEAR ANNIVERSARIES

Gabe Ashman, Alan Begrowicz, Kelly Dopman '76, Doug Greener, Senad Hadzisalihovic, Fatima Hamidovic, Semir Hamidovic, Zejna Jasikovic, Vernon Jones, Jason Lloyd and Don Maurer

“The School salutes these faculty and staff members for their numerous years of dedicated service.”



15th Anniversaries:
 (At right, from left) Bonita Berry, Pete Jans, Nicole Skaggs, Diane Henderson and Linda Galkowski

10th Anniversaries:
 (Below right, from left) Don Maurer, Kelly Dopman, Alan Begrowicz and Doug Greener;
 not pictured: Gabe Ashman, Senad Hadzisalihovic, Fatima Hamidovic, Semir Hamidovic, Zejna Jasikovic, Vernon Jones and Jason Lloyd



FACULTY AWARDS PROGRAM

Celebrating excellence in teaching

The 2011 MICDS Faculty Awards were presented during a special ceremony in Mary Eliot Chapel on April 19. Head of School Lisa Lyle noted in opening remarks to faculty, “Your passion motivates and inspires our students in monumental ways.” A number of donors who have helped make the awards possible were in attendance to assist in the presentation of the awards. 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

Ronald S. Beasley Chair of Distinguished Teaching and Learning
ALLY GOLEBIOWSKI

Sander H. Coovert Chair of Distinguished Teaching
AMY SCHEER

Eleanor Church Johnson '27 Chair of Distinguished Teaching in English
LYNN MITTLER

John Allan Love Chair of Distinguished Teaching in History
CATHY LEITCH

Walter J. McCreery Country Day School Class of 1959 Chair of Distinguished Teaching in Memory of George P. Braun '59
SUMMER BEASLEY
DIANE HENDERSON

J. Evan Philips Chair of Distinguished Teaching in History
MARK DUVAL

Marjorie Weisenburger '32 Chair of Distinguished Teaching in Fine Arts
DANA SELF

FACULTY MERIT AWARDS

Mary Institute Class of 1940 Annual Faculty Award
LILY CHILDS

Mary Institute Class of 1957 Faculty Development Fund
CANDICE BAUMANN AND
CHARLOTTE DOUGHERTY

Michael S. Gerrard Award
CAROLINE LEONARD

Dorothy Wray Roberts '17 Faculty Merit Award
PAT WOESSNER

Sears Foundation Faculty Merit Award
KELLY NEARY AND
CHRIS RAPPLEYE



Merit Awards & Sabbaticals:
(Top photo, front row, from left) Candice Baumann and Summer Beasley; (middle row, from left) Ines Shultz, Lily Childs, Charlotte Dougherty and Kelly Neary; (back row, from left) Mark Duvall, Dan Sadicario and Chris Rappleye; Not pictured: Caroline Leonard and Pat Woessner



Chairs of Distinguished Teaching:
(Front row, from left) Summer Beasley, Ally Golebiowski and Amy Scheer; (back row, from left) Mark Duvall, Diane Henderson and Cathy Leitch; not pictured: Lynn Mittler and Dana Self

“Your passion motivates and inspires our students in monumental ways.”

SUMMER SABBATICALS AND FELLOWSHIPS

Carol B. & Jerome T. Loeb Fund for Excellence in the Teaching of Mathematics
LOWER SCHOOL CLASSROOM TEACHERS,
GRADES JK – 4

Wilma & Roswell Messing Jr. '34 Summer Sabbatical
SUMMER BEASLEY

Edward M. Rivinus Summer Sabbatical
MARK DUVAL AND
DAN SADICARIO

Thomas Family Fellowship
INES SHULTZ

► STRATEGIC PLAN - GREAT TEACHING & LEARNING

Headliners



The MICDS Mock Trial Team and coaches at the National Championships in Phoenix. (From left) Mark Autry, Rebecca Nickelson, Teddy Murphy, Will Johnston, Corthay Schock, Ali Dalton, Christina Rouse, Caroline Rouse, Aash Chalasani, Vivek Biswa and Chris Rhodes.

SUPREME SUCCESS

Mock Trial team finishes second at national championships

The MICDS Mock Trial Team traveled to Phoenix, AZ, May 5 – 8 to represent Missouri in the 2011 National High School Mock Trial Championships. The MICDS team made history with the highest finish ever for the state of Missouri, capturing second place in a highly competitive field of 48 teams.

In the early rounds on Friday and Saturday, MICDS defeated teams representing Virginia, Arizona, Iowa and Washington to advance to the final championship trial on Saturday night. Team members competing for MICDS at nationals included seniors **Vivek Biswas, Aash Chalasani, Will Johnston and Caroline Rouse**; juniors **Ali Dalton, Teddy Murphy and Corthay Schock**; and sophomore **Christina Rouse**. Caroline Rouse also received an outstanding attorney award.

The MICDS team is coached by faculty members Chris Rhodes, Mark Autry, Karen Wildman, and attorney coach Rebecca Nickelson, a partner with the firm Hepler Broom LLC.

“It’s hard to express just how impressed I am with our students’ intelligence, effort and character,” said Rhodes. “They made themselves and the School proud. In addition, many other unheralded members of the Mock Trial team dedicated hours of time to help their fellow students succeed. Coaching these students has been a truly memorable experience.”

MICDS captured the Missouri state championship and the right to advance to Nationals in March, winning the School’s sixth state championship in the last 11 years.

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

(Seated, from left) Leila Payer and Madison Blanchard; (standing, from left) Shane Combs, Achintya Rai, Rohit Chouhan and Andrew Krause

A NEW CLASS

Eliot Scholars program grows by six

“The students made themselves and the School proud. In addition, many other unheralded members of the Mock Trial team dedicated hours of time to help their fellow students succeed.”

This spring, the MICDS Admission Office announced that six students have been chosen as the School’s 2011 Eliot Scholars following a competitive application process, bringing the total number of students participating in the Eliot Scholars program to 13. The 2011 Eliot Scholars are current MICDS students as well as students who are new to our School this fall. The Admission Office hosted a special welcome reception for the Scholars at the home of Head of School Lisa Lyle in June.

Congratulations to the 2011 Eliot Scholars:

SEVENTH GRADE

Rohit Chouhan (MICDS)
Andrew Krause (MICDS)
Leila Payer (Duchesne Elementary)

NINTH GRADE

Madison Blanchard (MICDS)
Shane Combs (Sperreng Middle School)
Achintya Rai (MICDS)

The Eliot Scholars program was launched in January 2010 to coincide with our School’s 150th anniversary and to honor the longstanding tradition of academic excellence for which MICDS is known. Students in grades six and eight, including current MICDS students and prospective students, are eligible to apply. Eliot Scholars receive partial tuition scholarship awards and participate in special activities throughout the academic year.

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



THE PLAY'S THE THING

Highlights from the 2010 – 2011 year in drama

This year, thespians from fourth grade through the Upper School delighted audiences with their dramatic talent.

In May, the fourth grade premiered a new musical, *A Night At The Art Museum*, written and directed by Rich Ives. The play follows a group of children on an all-night field trip to the art museum. While encountering great works of art (recreated for the stage by the fourth graders in Amy Oliver's art class) the characters stumble upon an attempted heist of Edvard Munch's "The Scream." Using their detective skills, and some help from the spirits of the great artists on display (Van Gogh, Matisse, O'Keefe, Cassatt, Wood, and Munch) the children not only crack the case of the missing painting, but also learn to journey deep into the paintings to uncover the mysteries within.



"In words and in song, students come to realize how each person has unique problems, and at the same time, similar feelings."

Highlights of the show included a beautiful singing solo by Vincent Van Gogh (Henry Carpenter '19 and Nick Mellanby '19), and a full-cast

hip-hop number celebrating the likes of M.C. Escher, Jackson Pollack, and Piet Mondrian.

Middle School students presented *Homeroom: The Musical*, by Andrea Green and Selma Tolins Kaufman, this spring. *Homeroom* weaves together individual stories told by teenagers into a musical that addresses the themes of understanding, acceptance, independence and responsibility. An educator's guide to *Homeroom* states



"At the end of the school year, the student critics vote for awards that are presented at a formal Cappies Gala."

that it was created "to give students an opportunity to share their feelings about life, school, and other things that are important. In words and in song, students come to realize how each person has unique problems, and at the same time, similar feelings." (www.samuelfrench.com) Middle School students earned rave reviews for their performances.

Upper School students took to the stage for four memorable shows this year, including *Medea*, *The Tempest*, *Hairspray* and *Arsenic & Old Lace*. The 2010 – 2011 school year marked MICDS's first as a member of the Cappies, "Critics and Awards Program." The Cappies is a program through which high school theater and journalism students are trained as critics, attend shows at other schools, write reviews, and publish those reviews in local newspapers. At the end of the school year, the student critics vote for awards that are presented at a formal Cappies Gala. MICDS received 13 Cappie nominations and was one of only two area high schools nominated in both the "Best Play" and "Best Musical" categories.

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

CONGRATULATIONS TO THE MICDS CAPPIES NOMINEES:

(*indicates winners in their category)

Make-up: Lily Cella*, Nealey Wallis*, *Medea*

Props & Effects: Janie Kaiser, *Hairspray*

Ensemble in a Musical: The Nicest Kids, *Hairspray*

Featured Actress in a Musical: Lily Reed*, *Hairspray*

Male Vocalist: Patrick Beecher, *Hairspray*

Supporting Actress in a Play: Erin Holiday, *Medea*

Supporting Actress in a Musical: Natalie Sannes, *Hairspray*

Lead Actress in a Play: Hattie Smith*, *Medea*

Lead Actress in a Musical: Blair O'Brien, *Hairspray*

Lead Actor in a Musical: Andrew Huber, *Hairspray*

Song: Mama, I'm a Big Girl Now, *Hairspray*

Play: *Medea*

Musical: *Hairspray*

(Top photo, from left) Jacob Lefton, Thomas Clarkson, Nick Mellanby and Caroline Weber in *A Night at the Art Museum*



(Above left, from left) Madison Blanchard, Ariana DeSai, Emily Hurley, Sara Gillis, and Lauren Jackson in *Homeroom: The Musical*

(Above) Cast members from *Medea* perform a scene at the Cappies Gala.

(At left) A memorable scene from the Troubadour's production of *Hairspray*

“In recent years, this data has become extremely valuable in the accurate and timely forecasting of localized and extreme severe weather events. The data is also made available to the broadcast community.”

EYE IN THE SKY

Weather station installed on campus

This summer, with the assistance of Fox 2 Meteorologist Chris Higgins, the MICDS Science Department installed a wireless weather station on the roof of Shoenberg Hall. The weather station is equipped with software called WeatherLinkIP, which will give our School the ability to participate in The Citizen Weather Observer Program (CWOP), a national public-private partnership that collects weather data contributed by private citizens and civic organizations and then makes the data available for weather services and homeland security. The collected data is used to initialize the daily computer models that meteorologists rely on as they formulate their daily weather predictions. Organizations using this data include Kennedy Space Center and the National Transportation Safety Board. In recent years, this data has become extremely valuable in the accurate and timely forecasting of localized and extreme severe weather events including tornadoes, damaging winds and extreme winter storms. The data is also made available to the broadcast community and can be seen frequently during TV weather segments. (source www.wxqa.com)

MICDS students will be able to monitor a variety of weather data using a console that will be placed in the hallway leading from Upper Shoenberg to the Beasley Cafeteria. The weather station consists of a console unit and an innovative integrated sensor suite that includes a rain collector with self-emptying bucket, temperature and humidity sensors and an anemometer. The station will provide a variety of weather data, including inside/outside temperature and humidity, rainfall amount, wind speed, wind direction and wind chill factor and barometric pressure. Students will also be able to collect data on factors such as barometric pressure trend, heat index, dew point, time of sunrise and sunset, moon phase, forecasting icons and more.

“The National Research Council recently released guidelines for STEM learning,” says MICDS JK – 12 Science Department Chair **Bob Shaw**. “These guidelines include the integration of technology into the science curriculum beyond laptop computers. This weather sensing technology will assist with data collection and interpreting skills as well as graphing, using data to predict and model, observation of change over time and citizen science opportunities connected with Lower and Middle School Science.”

Special thanks to **Bill Heumann** and **Bill Campbell** of the MICDS Maintenance Department for assisting with the assembly and placement of the sensor mount and electrical wiring for the console.



JK-12 Science Department Chair Bob Shaw (at left) and Fox 2 Meteorologist Chris Higgins with the weather station that is installed on the roof of Shoenberg Hall.

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

PLUGGED IN

Announcing the 1:1 Fifth Grade Netbook Program

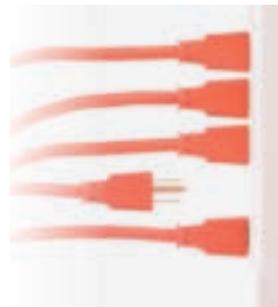
This fall, fifth graders are enjoying the benefits of access to their own personal laptops throughout the school day. Last winter, Middle School CIT **Pat Woessner** began working with Middle School faculty to make an “8:00 – 3:10” 1:1 netbook program reality. Making the Lenovo netbooks available to fifth graders for the entire school day “means that technology is available whenever it is needed,” says Woessner. “Use of technology in fifth grade is now spontaneous. Students can now access an article or simulation online, for example, or use their netbooks for a 10 minute exercise whenever the material covered in class warrants.”

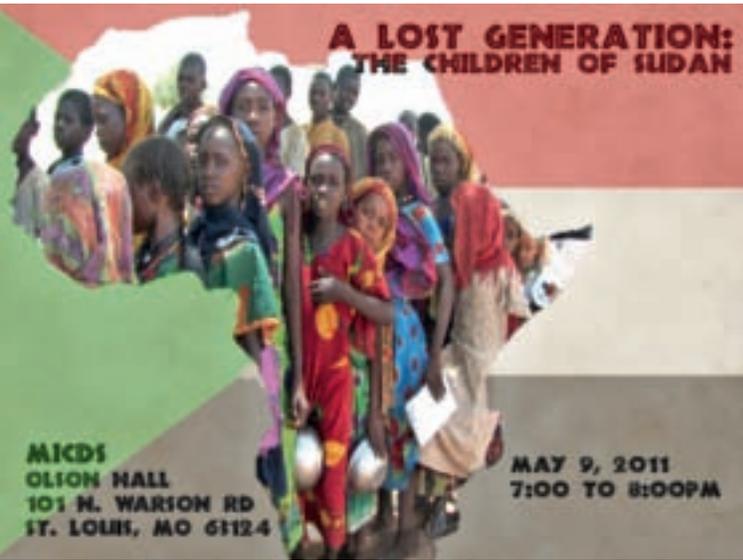
The program is tailored to suit the needs of fifth graders. They are required to pick up their netbooks in a designated classroom every morning and return them at the end of each school day. “We feel this structure requires students to take on an appropriate amount of responsibility as well as ownership of a tool that can support their learning, without the added stress of taking the netbooks back and forth between school and home,” explains Woessner.

This unique fifth grade program will give MICDS students an invaluable head start in the digital world. “Research indicates that the most effective approach to teaching responsible computer use is to begin at an early age and reinforce good habits as frequently as possible,” says Woessner. “A ubiquitous computing environment affords more opportunities to model proper behavior. By emphasizing the academic and ethical aspects of technology, our students will be uniquely prepared for seventh grade and our 1:1 Tablet PC program.”

MICDS extends its heartfelt gratitude to **Bob and Jane Spoehrer Tschudy '56**, for making this new program possible.

- ▶ STRATEGIC PLAN – GREAT TEACHING & LEARNING





THE SUDAN PROJECT

Students premiere original documentary film

Following the school’s theme of “Changing Lives, Changing the World,” a unique course called The Sudan Project is in its second year at MICDS. The objective of this three-trimester course is to educate students about the genocide currently occurring in Darfur and to ultimately make a documentary film from footage collected by filmmaker and correspondent Karin Muller.

The students spent the first two trimesters studying the history of Sudan and its neighboring nations. By viewing documentaries and reading books about the subject, they were able to gain an understanding of what was occurring in the region. In preparation to make the final documentary, they began to study Final Cut Pro, a professional film-editing program. After receiving footage from the correspondent, the students began the process of sifting through the film and constructing their final documentary by developing a storyboard using the editing skills learned from the previous two trimesters, as well as the information learned about the region.

The end product, a film titled *Lost Generation: The Children of Sudan*, premiered on campus on May 9. **Thomas Militello '12** offered this reflection on the class: “Learning the foundations of Northeastern African culture has culminated in our creation of a valuable and informative documentary. By reading literature and conducting research oriented projects we have developed a genuine understanding of the struggles of the Sudanese; more specifically the Darfurians’ experience. I speak for all of the members of our class when I say this is an extremely vital issue in today’s society which must be addressed both globally and domestically.”

“By reading literature and conducting research oriented projects we have developed a genuine understanding of the struggles of the Sudanese.”

COLLEGE BOUND

Class of 2011 Matriculation List

The following are the colleges and universities the Class of 2011 are attending this fall. Best wishes!

- Arizona State University - 2
- Auburn University
- Bard College
- Belmont University
- Boston University - 3
- Brown University - 2
- Bucknell University
- Carnegie Mellon University
- Chapman University
- Colgate University - 2
- College of Charleston
- Connecticut College
- Cornell University
- Denison University
- DePaul University - 2
- DePauw University - 2
- Drake University - 2
- Elon University - 2
- Florida State University
- Georgetown University
- Grinnell College
- Hampton University
- Harvard University
- Illinois Wesleyan University
- Indiana University at Bloomington - 2
- Johns Hopkins University - 2
- Kansas State University
- Knox College
- Loyola Marymount University
- Loyola University Maryland
- Loyola University New Orleans
- Miami University, Oxford - 3
- New York University
- Northwestern University - 2
- Purdue University

- Regents College
- Rhodes College - 3
- Rollins College
- Saint Louis University
- Santa Clara University
- Southern Methodist Univ. - 5
- Texas Christian University - 6
- The George Washington Univ.
- The University of Arizona - 2
- The University of North Carolina at Chapel Hill
- The University of Tampa
- Trinity University - 2
- Truman State University
- Tulane University
- United States Naval Academy
- University of California at Santa Barbara
- Univ. of Colorado at Boulder - 5
- University of Denver
- University of Illinois at Urbana Champaign - 2
- University of Kansas - 2
- University of Miami - 2
- University of Missouri - Columbia - 10
- Univ. of Missouri - Kansas City
- University of North Carolina at Wilmington - 2
- University of Pennsylvania - 2
- University of Redlands
- University of Richmond - 3
- University of Rochester - 2
- University of South Carolina
- Univ. of Southern California - 2
- University of Tulsa - 2
- University of Vermont
- Vanderbilt University - 3
- Wake Forest University - 3
- Washington and Lee University
- Washington Univ. in St. Louis - 5
- Williams College
- Xavier University of Louisiana
- Yale University - 2



TIM PARKER



DYNAMITE!

Upper School Chamber Choir performs at Lincoln Center

In April, the 27 members of the Upper School's Chamber Choir (pictured above) enjoyed the experience of a lifetime. They were invited by Distinguished Concerts International in New York City (DCINY) to participate in a performance of Mozart's Coronation Mass, KV 317 "Krönungsmesse" and Martin's The Awakening on April 18, 2011, in Lincoln Center's Avery Fisher Hall. Members of the Chamber Choir joined with other outstanding choristers to form the Distinguished Concerts Singers International, a choir of distinction, accompanied by Distinguished Concerts Orchestra International.

"MICDS students participated in a five-day residency, during which they had rehearsals and clinics."

MICDS students participated in a five-day residency, during which they had rehearsals and clinics. In their free time, the MICDS group, accompanied by faculty members Dana Self, Jason Roberts, K.B. Mehl and Upper School Head Louise Morgan, toured the city and attended a Broadway show, "Catch Me if You Can." An especially memorable highlight of the trip was an impromptu live performance of Taio Cruz's song "Dynamite" on NBC's TODAY show on April 19.

STRATEGIC PLAN - GREAT TEACHING & LEARNING

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

SCIENCE STARS

Eight students participate in summer research program

MICDS was pleased to earn the distinction of having more students than any other school selected to participate in the 2011 STARS (Students and Teachers as Research Scientists) summer program hosted by the University of Missouri-St. Louis. Congratulations to participants Gowri Kalugotla '12, Hayley Landman '13, Tally Portnoi '13, Suyash Raj '12, Harry Seo '12, Tyler Stratton '12, Luke Xing '12 and Casey Zuccarello '13.

These eight students were among 79 students from 36 St. Louis area high schools chosen to participate in the six-week STARS program. STARS pairs biologists, chemists, engineers, medical researchers, psychologists and public health experts from The Donald Danforth Plant Science Center, Saint Louis University, Solae, Washington University and the University of Missouri - St. Louis with student apprentices in laboratory settings to conduct research projects.

This year's program, "Experiencing the Scientific Enterprise," took place from June 6 through July 15 at UMSL. In addition to conducting research and presenting papers, students took part in career workshops, attended lectures by leading scientists from the St. Louis community, and participated in social activities.

STRATEGIC PLAN - GREAT TEACHING & LEARNING

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



ALL-METRO HONORS

MICDS earns most Player of the Year titles

Congratulations to the MICDS athletes who were named to the *St. Louis Post-Dispatch* All-Metro Teams for the spring season, published in the June 19 edition. Nine MICDS athletes representing six different sports received honors. **Charlie Curtis '11** was named Player of the Year for Boys Tennis, and **Tucker Sanders-Lyle '11** was named Player of the Year for Boys Lacrosse. MICDS was the only metro area school to receive more than one Player of the Year title.

MICDS athletes received All-Metro honors in six different sports:

BASEBALL

Joe Strege '11 - Third Team

BOYS LACROSSE

Tucker Sanders-Lyle '11 -

Player of the Year, First Team
Chris Hiemenz '12 - First Team

GIRLS LACROSSE

Hannah Thiemann '11 - First Team
Allison Weisenfels '11 - Second Team

BOYS TENNIS

Charlie Curtis '11 -

Player of the Year, First Team
Teddy Jones '11 - Second Team

GIRLS TRACK & FIELD

Lauren Waterbury '11 - First Team

WATER POLO

Ted Condie '11 - First Team

(Front row, from left) Gowri Kalugotla '12, Hayley Landman '13 and Tally Portnoi '13; (back row, from left) Luke Xing '12, Tyler Stratton '12, Suyash Raj '12, Casey Zuccarello '13 and Harry Seo '12

STELLAR SPEECHES

Annual Prize Speaking competition results

The annual Prize Speaking competition at MICDS traces its origins to 1926. In the 85 years since then, numerous Upper and Middle School students have showcased their talents for their peers. This year, Prize Speaking took place in April as part of the 1st Annual LitFest event. In the Upper School, three students competed as finalists: **DeAnna Pope '12** (the poem, "If I Should Have a Daughter," by Sarah Kay); **Caroline Rouse '11** (excerpt from *Frannie & Zooey*, by J.D. Salinger) and **Jordan Mann '11** (original poem). By vote of the faculty judges, Caroline Rouse was chosen as the winner and will have her name inscribed on the Dartmouth Cup.

In Middle School, every student prepares a dramatic or comedic reading to present in English class. The top two boys and girls from each grade are chosen to give



(From left) Jordan Mann '11, Caroline Rouse '11 and DeAnna Pope '12

"In building a portfolio, students gain experience researching and evaluating stocks, and making decisions based on what they've learned."

their speech in front of the entire Middle School. Congratulations to the 2011 Middle School Prize Speaking Finalists:

EIGHTH GRADE

Tess Mandoli, excerpt from *The Emperor was Divine*, by Julie Otsuka
Tilman Bartelsmeyer, excerpt from *The Bonfire of the Vanities*, by Tom Wolfe

SEVENTH GRADE

Ben Edwards, Abraham Lincoln's address to Independence Hall
Casey Jones, excerpt from *To Kill a Mockingbird*, by Harper Lee

SIXTH GRADE

Needhi Bhaskar, excerpt from *Out of My Mind*, by Sharon Draper
Rohit Chouhan, excerpt from *The Hunger Games*, by Suzanne Collins

FIFTH GRADE

Paige Blanchard, excerpt from Lemony Snicket's *A Series of Unfortunate Events*
Drew Weisberg, excerpt from *Through the Looking Glass*, by Lewis Carroll

► STRATEGIC PLAN - GREAT TEACHING & LEARNING



"The annual Prize Speaking competition at MICDS traces its origins to 1926. This year, Prize Speaking took place in April as part of the 1st Annual LitFest event."

(Front row, from left) Paige Blanchard '18, Needhi Bhaskar '17, Rohit Chouhan '17 and Drew Weisberg '18; (middle row, from left) Casey Jones '16 and Ben Edwards '16; (back row, from left) Tess Mandoli '15 and Tilman Bartelsmeyer '15

STOCK MARKET SUCCESS

Sixth grade math students earn recognition

A team comprised of sixth graders **Clara Madureira '17**, **Evie Mauzé '17** and **Allison Stanec '17** placed second in the region, and 25th out of 742 teams in the state, for their performance in The Stock Market Game™ this spring. They participated in the game as part of their math class, beginning with a virtual cash account of \$100,000 and striving to create the best-performing portfolio using a live trading simulation. In building a portfolio, students gain experience researching and evaluating stocks, and making decisions based on what they've learned. They work in teams to trade common stocks and mutual funds from the NYSE, Nasdaq and AMEX exchanges; earn interest on cash balances; pay interest if buying on margin and pay a commission on all trades. In order to understand how the economy works, and to calculate returns students need to apply skills they learned in math class. The students were honored at a banquet this spring.



(From left) Evie Mauzé '17, Allison Stanec '17 and Clara Madureira '17

► STRATEGIC PLAN - GREAT TEACHING & LEARNING



(Front row, from left) French students Camille Bianco '14, Kaytlin Houghtaling '13, Gowri Kalugotla '12, Hayley Landman '13 and Adrienne Brauch '14; (back row, from left) Billy Van Cleve '13, Casey Zuccarello '13 and Andrew McDowell '14

WORLD LANGUAGES HONORS

Students excel on national exams

Congratulations to the numerous world language students from MICDS who attained national recognition for excellent performances on the 2011 National Examinations.

NATIONAL FRENCH EXAM

Students who take the National French Contest are ranked in the St. Louis Chapter as well as nationally.

Level 5

Jack Biggs '12 (9th national, 3rd regional)

Level 4

Gowri Kalugotla '12 (7th national, 4th regional)

Level 3

Anna Robson '13 (5th national, 1st regional)
Camille Bianco '14 (9th national, 4th regional)
Tally Portnoi '13 (9th national, 4th regional)
Billy Van Cleve '13 (10th national, 5th regional)
Hayley Landman '13 (6th regional)
Kaytlin Houghtaling '13 (9th regional)
Casey Zuccarello '13 (10th regional)

Level 2

Laura Biggs '14 (7th regional)
Adrienne Brauch '14 (7th national, 3rd regional)
Andrew McDowell '14 (8th national, 4th regional)
Louis Miller '14 (10th national, 5th regional)

Level 1

Charlie Biggs '16 (6th national, 2nd regional)
Jody Jones '16 (8th regional)
Achintya Rai '16 (8th regional)



"The World Languages Department is committed to building greater comprehension and proficiency for students by creating an immersion atmosphere in the classroom."

(From left) Dr. Nancy Richardson and German students Zoe Oakley '14, Shelby Sedwick '14 and Richard Graney '14

NATIONAL GERMAN EXAM

Seven MICDS German students placed in the 70th percentile or above, and three students placed in the 90th percentile on the National German Exam this spring. The National German Exam is a 100 point exam, with certificates awarded for students placing in the 70th (bronze), the 80th (silver) and the 90th (gold) percentiles.

Congratulations to the following students who placed in the 90th percentile:

Zoe Oakley '14 (94th percentile)
Shelby Sedwick '14 (93rd percentile)
Richard Graney '14 (91st percentile)

NATIONAL LATIN EXAM WINNERS 2011

The National Latin Exam is offered under the joint sponsorship of the American Classical League and the National Junior

Classical League. More than 149,000 Latin students from all 50 states participated this year, as did students from 13 foreign countries.

Gold Medal, Summa Cum Laude
Jonathan Lin '15 and Milly Judd '15

Silver Medal, Maxima Cum Laude
Ariana Desai '15, William Loomis '15, Max Bernstein '15 and Samantha Noda '15

Magna Cum Laude
Madison Wrobley '15 and Jonathan Matz '15

Cum Laude
Theresa Thompson '15, Ellis Chalfant '15 and John Sprong '15

Outstanding Achievement Certificate
John Setlich '16 (PERFECT SCORE), Forrest Mullenix '16 and Bridget Condie '16

Achievement Certificate
Desmond Reed '16 and Ashleigh Smith '16



(Front row, from left) Latin students John Setlich '16, Desmond Reed '16, Ashleigh Smith '16, Ellis Chalfant '15 and Milly Judd '15; (back row, from left) Jonathan Matz '15, Jonathan Lin '15, Max Bernstein '15, William Loomis '15, Samantha Noda '15 and Madison Wrobley '15



(Front row, from left) Elise Elliott '14, Emily Shy '13, Girija Hariprasad '13, Laurel Button '16 and Cassandra Collins '14; (back row, from left) Zoe Oakley '14, Aashish Chalasani '11, Jordan Mann '11, Roey Vardi '15 and Andrew Schaberg '13

NATIONAL SPANISH EXAM

The following Spanish students placed in the top three positions in their category in the region. These MICDS students captured 12 out of a possible 21 awards. Books have been donated to MICDS libraries in their names and cash awards have been given to the twelfth grade award winners by the AATSP (American Association of Teachers of Spanish and Portuguese).

Level 5, Regular

- Jordan Mann '11 (2nd place)
- Aashish Chalasani '11 (3rd place)

Level 3, Regular

- Girija Hariprasad '13 (1st place)
- Emily Shy '13 (2nd place)
- Andrew Schaberg '13 (3rd place)

Level 2, Regular

- Elise Elliott '14 (1st place)
- Zoe Oakley '14 (2nd place)
- Cassandra Collins '14 (3rd place)
- Preethi UmaShanker '14 (3rd place)

Level 1, Outside Experience

- Tilman Bartelsmeyer '16 (1st place)
- Laurel Button '16 (2nd place)

Level 1, Regular

- Roey Vardi '16 (3rd place)

► STRATEGIC PLAN - GREAT TEACHING & LEARNING

"Student Leaders are recognized for their commitment to community service."

COMMAND PERFORMANCE

Zuccarello '15 qualifies for the state Geography Bee

Congratulations to Mary Zuccarello '15, who qualified for her third trip to the state finals of the National Geographic Geography Bee this spring. Mary advanced to the second round in the 2011 competition.

► STRATEGIC PLAN - GREAT TEACHING & LEARNING



SCOUT'S HONOR

Ferguson '14 elected to board of directors

Jazmyn Ferguson '14 has been installed as a Member-at-Large on the Board of Directors for Girl Scouts of Eastern Missouri. Jazmyn was the only Girl Scout Senior installed for a two-year term that will span from 2011 – 2013. The Board of Directors supports programs for 60,000 Girl Scouts throughout eastern Missouri.

► STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



BEAUTIFUL MUSIC

Goessling '14 recognized for his talent as a violist

The St. Louis Chapter for the National Society of Arts and Letters named Christopher Goessling '14 "First Runner-Up" in the St. Louis Chamber Orchestra Concerto Competition. At the ABC League Music Festival this spring, Christopher was awarded his fifth consecutive "Most Outstanding Soloist" plaque, and a "Superior" rating for his viola solos. Outside of MICDS, he is finishing his second season performing three concerts a year at Powell Hall with the St. Louis Symphony Youth Orchestra. He also plays viola in small string ensembles with the Webster University Prep Group.

► STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



BANK OF AMERICA STUDENT LEADER

Dalton '12 works as nonprofit intern in London

As a 2011 Bank of America Student Leader, Ali Dalton '12 was one of 230 students nationwide who participated in an internship at Nurses for Newborns in London this summer. Bank of America Student Leaders are recognized for their commitment to community service, and the program provides opportunities for them to develop and apply leadership skills, while raising their awareness of the particular issues their host organizations address. The culmination of the program was the Bank of America Student Leadership Summit in Washington, DC, in July.

► STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



RITE OF SPRING

May Day 2011 in review

The MICDS community gathered at Lilly's Field on April 30 to celebrate May Day. The Senior Promenade was preceded by the Junior Daisy Chain and dances performed by fourth grade girls and eighth grade girls. Musical selections included Aaron Copland's "Simple Gifts" from Appalachian Spring, Johann Sebastian Bach's "Concerto for Two Violins," and Vaughn Williams' Fantasia on "Greensleeves." By vote of the senior class, **Taylor Osuji** was crowned the 2011 May Queen. Following the ceremony, the MICDS Alumni Association hosted an Afternoon Tea on Head of School **Lisa Lyle's** lawn.

It has become a tradition that donations made in honor of senior girls benefit a local charitable organization. The Class of 2011 chose St. Louis Children's Hospital as the beneficiary of May Day contributions.



"It has become a tradition that donations made in honor of senior girls benefit a local charitable organization."

The 2011 May Queen,
Taylor Osuji

Faculty and staff team up for the 2nd Annual United Way Day of Caring. (Front row) Dana Self; (middle row, from left) Liz Pinkerton, Jason Roberts, Jody Marberry and Sarah Kiske; (back row, from left) Aaron Elliott, Graziella Postolache, Alice Galt, Nicole Trueman, Louise Morgan, Charlotte Dougherty, Judy Nord and Ashley Stanz



LENDING A HAND

Upper School students volunteer for Habitat for Humanity

For the ninth consecutive year, MICDS students (pictured above) gave up a week of their spring break to volunteer for Habitat for Humanity in Baytown, TX. The community of Baytown welcomes the MICDS group with open arms every spring — churches in the community take turns providing meals. This year, 42 students and seven chaperones tackled a variety of work, including building skeletal walls for one house, building trusses for the roof, and putting plywood down on the roof. According to Upper School Math Teacher **Josh Smith**, who has organized this trip since its inception, "It was another successful trip during which our students showed levels of compassion and maturity well beyond their years."

► STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT

"It was another successful trip during which our students showed levels of compassion and maturity well beyond their years."

DAY OF CARING

Faculty and staff volunteer for United Way agencies

On June 2, faculty and staff participated in our School's 2nd Annual United Way Day of Caring by working in teams at 11 United Way agencies across St. Louis. The MICDS volunteers assisted agencies with landscaping, painting, cleaning, maintenance, sorting donations, organizing, playing with children and more — essentially, the MICDS teams completed tasks on each agency's "wish list." In just two years, the Day of Caring has become an important and meaningful experience for faculty and staff. It is an opportunity to give back to the community in significant ways that reflect our School's commitment to service, and it is also an opportunity to strengthen connections with colleagues.

This year, MICDS teams volunteered for the following agencies: Almost Home, Columbia Elementary School (through Big Brothers/Big Sisters), Cornerstone Center for Early Learning, Edgewood Children's Center, Family Resource Center, Guardian Angel Settlement, St. Louis Area Foodbank, St. Louis Crisis Nursery, St. Vincent's Home for Children, University City Children's Center and The Women's Safe House. Head of School **Lisa Lyle** became a member of the United Way Board of Directors in 2009. 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.

► STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT

BOOK DRIVE*Lefton '16 spearheads collection for local charter school*

For her Bat Mitzvah project, Sydney Lefton '16 decided to help build an inventory of books for the library at North Side Community School, a St. Louis City charter public school founded by alumni John Grote '67 and Ross Woolsey '67. After hosting a two-day open house to receive donations and enlisting the help of her MICDS classmates, Sydney collected an amazing 1600 books for the library. She enjoyed delivering the books and spent time at North Side, reading and playing with students and helping them with their schoolwork.

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



Sydney Lefton '16 poses with the amazing pile of books she collected for North Side Community School.

"We rely on distributions from our endowment and your generosity to the Annual Fund to keep MICDS operating at its established level of excellence."

**THANKS FOR GIVING***2010 – 2011 Annual Fund Wrap-up*

Thank you! Your gifts to the 2010 – 2011 Annual Fund supported the education of our students, the retention of our outstanding faculty, cutting edge resources for our classrooms, the maintenance of our buildings and grounds, and a variety of programs across campus. Last year's school-wide budget exceeded \$29 million and tuition covered only \$24 million. We rely on distributions from our endowment and your generosity to the Annual Fund to keep MICDS operating at its established level of excellence. As an unrestricted fund, the Annual Fund allows MICDS leaders to allocate resources to the areas of greatest need, as well as to a variety of critical operations projects.

Like most organizations, we believe that excellence begins with our people, and 73% of last year's budget covered the salaries and benefit packages of our faculty and staff — the very adults who educate, coach, mentor, counsel, inspire, motivate, and befriend our students at MICDS. Thank you for supporting MICDS' extraordinary faculty and staff, the implementation of their great ideas, a technologically infused campus, and our often taken-for-granted operational needs. Your generosity ensures that excellence is maintained throughout all areas of the MICDS community.

LEADING THE WAY

Thanks to the admirable dedication of prior senior parents, it has become a tradition for the senior parents to lead the charge for the Annual Fund in a significant way. The parents of the Class of 2012 kicked off the eighth year of this tradition in July with their campaign, "Commit Today. Make a Difference Tomorrow. Leave a Legacy Forever." Their hope is to make this the most successful senior parent campaign to date, and to inspire the rest of the parent body to join them in making a gift or pledge to the 2011–2012 Annual Fund. Please join the Class of 2012 parents and add your support as the 2011–2012 Annual Fund Campaign gets underway!

STRATEGIC PLAN - SUSTAINABILITY



BE BOLD*Leave a legacy through your will*

We hope you'll consider including a gift to Mary Institute and Saint Louis Country Day School in your will or living trust. Called a charitable bequest, this type of gift offers these main benefits:

- **Simplicity.** Just a few sentences in your will or trust are all that is needed. To make a bequest to MICDS from your estate, you must sign a new will or trust instrument, make an addition to your present will or create an amendment to your present trust instrument.
- **Flexibility.** Because you are not actually making a gift until after your lifetime, you can change your mind at any time.
- **Versatility.** You can structure the bequest to leave a specific item or amount of money, or leave a percentage of your estate to us.
- **Tax Relief.** Your estate is entitled to an estate tax charitable deduction for the gift's full value.

We Can Help: Please contact **Amy Rhodes**, Director of Major and Planned Gifts, at 314-995-7382 or arhodes@micds.org with questions about naming Mary Institute and Saint Louis Country Day School in your will or living trust. We're happy to help without obligation. We also encourage you to visit our robust and interactive website, micds.org/giving/estateplanning to find the Estate Planning option that best meets your needs.

MAGIC NUMBERS*2010 – 2011 Annual Fund Totals***134 VOLUNTEERS**

logged countless hours on behalf of the MICDS Annual Fund

**2,378 CALLS**

were made by our volunteers in addition to mailings and emails

**\$1,787,742 ANNUAL FUND DOLLARS**

were raised for MICDS to operate at its established level of excellence

**1200 STUDENTS AND 247 FACULTY AND STAFF**

benefitted greatly from your generosity

No matter what your relationship is to MICDS, you know the benefits, personally and academically, of an MICDS education. Your gifts to the Annual Fund make this possible. Thank you in advance for your participation again this year.

If you would like to volunteer or for more information, contact **Allison Light**, Director of the Annual Fund, at alight@micds.org or 314-995-7381.

JOIN TODAY!*Membership to MICDS athletic facilities now available*

MICDS is now offering a new membership program for three of its athletic facilities to MICDS alumni and parents of current MICDS students.

MEMBERSHIP TO A SINGLE FACILITY**FITNESS CENTER IN THE MAC**

Includes access to cardio equipment, weightlifting equipment, indoor track, and multi-purpose courts.

One-year individual membership: \$300

One-year family membership: \$395

Contact Eric Lay, elay@micds.org or 314-995-7450.**BEAUMONT NATATORIUM**

Includes access to the eight lane, 25-yard pool, locker rooms and showers. Use of the pool within the structure of the Adult Swim Program, which meets weekdays from 5:30 – 8:00 a.m. Pool membership is offered in two sessions, one running from September to December and one from January through May.

One-session individual membership: \$130

One-session family membership: \$145

Contact Caryl Simon, CarylSimon@charter.net or 314-995-7450, x 7255.**HERMANN SQUASH CENTER**

Includes access to five brand new regulation courts. Once membership has been established, users will be able to reserve court time by using a members' account on <http://sportsynergy.net/clubpro/clubs/micds-squash/>.

One-year individual membership: \$300

One-year family membership: \$395

Contact Corey Nesslage, cnesslage@micds.org or 314-995-7347.**MEMBERSHIP TO MULTIPLE FACILITIES**

Membership packages are offered at four levels:

LEVEL A - HERMANN SQUASH CENTER & FITNESS CENTER

One-year individual membership: \$540

One-year family membership: \$710

LEVEL B - HERMANN SQUASH CENTER & BEAUMONT NATATORIUM

One-year individual squash & one-session individual pool membership: \$385

One-year family squash & one-session family pool membership: \$485

LEVEL C - FITNESS CENTER & BEAUMONT NATATORIUM

One-year individual fitness & one-session individual pool membership: \$385

One-year family fitness & one-session family pool membership: \$485

LEVEL D - HERMANN SQUASH CENTER, FITNESS CENTER, & BEAUMONT NATATORIUM

One-year individual squash, fitness & one-session pool membership: \$655

One-year family squash, fitness & one-session family pool membership: \$840

All membership inquiries for multiple facilities should be directed to Corey Nesslage at cnesslage@micds.org or 314-995-7347.

> continued from page 2 / A MESSAGE FROM LISA LYLE

MICDS students worked side-by-side with bench scientists in the St. Louis area investigating such topics as molecular cloning and using genetic algorithms to determine solar cell parameters.

Our teachers continue to extend themselves to learn more and bring the world back to their classrooms: Middle School history teacher **Mark Duvall** spent the month of July studying in and traveling to four different Chinese cities as part of The China Institute's extremely selective "China in the 21st Century" program; Dance and Physical Education instructor **Summer Beasley** traveled to Panama in June to choreograph and learn new Latin-inspired dance movements with Fundacion GRAMO DANSE, a renowned dance troupe in Panama City; 7th grade Dean of Students **Andy Kay** journeyed, for the second straight summer, to South Africa to volunteer at a school located in one of Johannesburg's many townships; and, as part of his ongoing graduate study through Middlebury College, Upper School English teacher **Tex Tourais** took an intensive "Page to Stage" Shakespeare course at Oxford University in Oxford, England.

Beyond their summer study and travel, our faculty come to us from around the world and share that experience with the students with whom they interact. New faculty joining us here at MICDS this fall come from five different states and three different countries. All told, our 2011 – 2012 JK – 12 faculty members hail from 12 different countries and span five of the six habitable continents (all but Australia!).

As we settle into the new school year with some 1230 students back on campus, it is wonderful to have the adventurers home.

IN LOVING MEMORY

Dorothy Moore

This summer, the MICDS community was shocked and saddened to learn of the death of beloved friend and colleague **Dorothy Moore**, who passed away July 12, 2011, after recently being diagnosed with cancer. A 27-year employee of Country Day School and MICDS, she was also a tireless volunteer for St. Louis-area charitable organizations, facilitating involvement in local United Way agencies by students, faculty, and staff.

Ms. Moore received her undergraduate communications degree from St. Louis University and also held master's degrees in media and counseling, preparing her for the wide-ranging activities in which she took part at our School. Upon joining the CDS staff in 1984, she rapidly gained the respect and affection of students, prompting one to write admiringly in the News, "Ms. Moore ... gets my vote for faculty member who is most involved in the school." Twenty-six years later, in 2010, the *St. Louis Post-Dispatch* website similarly saluted her in a special feature headlined, "MICDS staffer's first lesson: Helping others." The account described Ms. Moore's work with area shelters and nursing homes, including sharing her special turkey tetrazzini recipe while teaching homeless mothers about cost-effective family nutrition.

Before coming to Country Day, Ms. Moore had worked in radio, both on the air and in production, leading to her first position as our School's Director of Audio-Visual Services. Later, she served for many years as a librarian in the Upper School, and most recently she was Director of Community Service, gently but firmly encouraging students to take an active role in organizations often far-removed from the campus in both environment and function. She coordinated the annual MICDS Turkey Train, a school-wide collection of frozen turkeys and canned goods to benefit the St. Louis Area Foodbank.

A person with varied career experiences that included a stint as a college radio station sports director, Ms. Moore took an immediate interest in Country Day's fledgling water polo program and helped build support for the team, for which she eventually became assistant coach. She also devoted time to other student organizations, using her media expertise to help launch a video newspaper at CDS in the 1980s. In the course of her many activities, official and unofficial, she became a trusted adviser and friend to many students.

Retired faculty member **John Steward** recalled Ms. Moore as "a wonderful, jolly personality who enjoyed being blustery to get attention and laughter from kids as well as from her colleagues. She was passionately devoted to teaching and helping students, and fortunately for many youngsters, Dorothy was there for them — she liked kids, and kids liked her." He added that teachers, who became dependent on her efficient audio-visual assistance, looked forward to her humorous, often-barbed remarks.

The *Post-Dispatch* feature neatly summarized Dorothy Moore's importance to the MICDS community: "She gives of her time, her resources and her skills. She teaches by example, and she is proud of her students and families, whose volunteer efforts touch lives throughout the area."



IN LOVING MEMORY

William R. Orthwein Jr. '34

For nearly a century, the Orthwein family name has been closely identified with the growth and success of Mary Institute, St. Louis Country Day School, and then, MICDS. This spring, the MICDS community was saddened to learn of the death of **William R. Orthwein Jr.**, a 1934 CDS graduate and longtime benefactor our School, who passed away June 1, 2011, at the age of 94.

Mr. Orthwein's survivors include his wife, **Laura Rand Orthwein '37**; and three daughters, **Laura Rand Orthwein '58** (pen name, Laura X), **Nina Orthwein Durham '61**, and **Nettie Orthwein Dodge '63**. He was the grandfather of seven and the great-grandfather of 16. Mr. Orthwein was preceded in death by two brothers who also attended Country Day — **Robert B. Orthwein '25** and **David K. Orthwein '30**.

Mr. Orthwein's many ties to MICDS and its predecessors included service as chairman of the Country Day Board of Trustees from 1966 to 1969. In the 1950s, he was instrumental in the relocation of Country Day from its original site in northwest St. Louis County to Warson Road. In 1969, the new Country Day theater was named the Mr. & Mrs. William R. Orthwein Theater, in memory of his parents.

Born seven months before Country Day opened its doors in 1917, Mr. Orthwein attended Rossman School and then spent six years at CDS, where he played football, basketball, and baseball in addition to serving as yearbook assistant business manager. Graduating from Yale University in 1938, he was employed for four years at General American Life before beginning a distinguished career in the aerospace industry in 1942 as a member of the MAC team at McDonnell Aircraft (McDonnell Douglas/Boeing). Mr. Orthwein founded and served as CEO of McDonnell Automation Company and later was president and chairman of McDonnell Douglas Automation Company, retiring in 1982. He was a member of McDonnell Douglas Corporation's Executive Committee and served on the corporation's Board of Directors for 36 years.

Mr. Orthwein was devoted to our School and outspoken in his admiration for its faculty, having studied under such legendary early members as Walter J. McCreery, Eugene "Squire" Hecker, Gordon M. Browne, and Headmaster Robert H.B. Thompson. Accordingly, Mr. Orthwein and his wife were among the lead donors to The Campaign for MICDS which ended in 2000, with their \$2 million gift providing the foundation for making MICDS a national independent school leader in the key area of faculty professional development. Most recently, he provided funds for a complete renovation of Orthwein Theater, now in its fifth decade as a campus focal point. In recognition of his many contributions to the School, Mr. Orthwein was a

recipient of the St. Louis Country Day School Honor Medal.

In the broader community, the Orthweins have been active in philanthropy for many years, establishing The William R. and Laura Rand Orthwein Foundation in 2004 to carry on their numerous civic interests in the areas of education, the arts, health, and welfare.



KRISTEN PETERSON

CURTAIN CALL

Orthwein Theatre renovation now complete

An extensive renovation to Orthwein Theatre is now complete, thanks to a generous gift from the William R. Orthwein Jr. and Laura Rand Orthwein Foundation. In addition to new seats, carpeting and freshly painted walls, the theatre now boasts a state-of-the-art sound system. Additional technical improvements include a new lighting control system, wireless microphones, a permanent video projector and connectors at the stage for easier access to lights, sound and the projector. Enhancements to the infrastructure of Orthwein Theatre include new spot platforms, doors, house lighting and a brand new stage floor. The end result of this wonderful transformation is a well-equipped, safe and attractive space that will significantly enhance our School's vibrant performing arts program.



Upper School Drama Teacher **Patrick Huber** looks forward to the impact of this renovation. "Tech students will spend less time learning how to patch together old equipment and more time learning how to operate the same state-of-the-art sound and lighting systems that they will encounter in college and beyond. Performance students will have safer, friendlier facilities to work in, and won't have to listen to the squeak of 40-year-old chairs every time an audience member shifts their weight. Finally, our student audiences will now be able to experience performances in a well-lighted space that affirms the School's commitment to the performing arts."

OCTOBER 3 – 10**CHINESE EXCHANGE PROGRAM**

Students and faculty from the Shanghai Foreign Language School visit campus.

OCTOBER 13**HARBISON LECTURE**

Featuring Roger Beachy
Director of the National Institute for Food and Agriculture and Founding President, Donald Danforth Plant Science Center

OCTOBER 13 – 14**ANNUAL MEETING OF THE MICDS INTERNATIONAL BOARD OF VISITORS**

Olson Hall

OCTOBER 29**MICDS OPEN HOUSE**

Lower School, Junior Kindergarten – Grade 4
10:00 a.m. – 12:00 noon
Middle and Upper Schools, Grade 5 – Grade 12
11:30 a.m. – 2:00 p.m.

NOVEMBER 2**ALUMNI AUTHOR BOOK SIGNING**

Showcasing alumni authors who have published books (only) in the past three years
Olson Hall Presentation Room
4:30 p.m. – 6:30 p.m.

NOVEMBER 3 – 17**FRENCH EXCHANGE PROGRAM**

Students and faculty from Institution Sainte Marie Caen visit campus

NOVEMBER 21**TURKEY TRAIN**

ALL SCHOOL ASSEMBLY
McDonnell Athletic Center

DECEMBER 2 – 4**BLACK REP PERFORMANCE OF "PALMER HOUSE"**

Orthwein Theatre
Check www.micds.org for showtimes.

DECEMBER 2 – 3**MICDS BOOK FAIR**

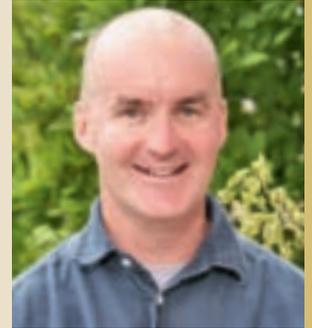
Barnes & Noble, Ladue Crossing

DECEMBER 8**WINTER MASTERWORKS CONCERT**

Mary Eliot Chapel
7:00 p.m.

HONORS

Middle School History Teacher **Mike Fitzgerald** was among 72 educators selected by Microsoft to attend the 2011 Microsoft U.S. Innovative Education Forum (IEF), held in Redmond, WA, in July. The U.S. Innovative Education Forum celebrates outstanding school leaders for using technology in their classroom curriculum to enhance positive learning outcomes while increasing student engagement and success. As a second-round finalist, Fitzgerald had the opportunity to network and share his teaching best practices with peers, engage in learning excursions to Seattle landmarks, participate in hands-on learning sessions with



Microsoft's latest technologies, and present his project to a panel of judges.



Seventh Grade Dean, English Teacher and Boys' Varsity Lacrosse Coach **Andy Kay** was voted "Man of The Year" by the Missouri Chapter of US Lacrosse for his contributions to the sport of lacrosse in Missouri and to the community. He was selected for the award by vote of his coaching colleagues, and was honored at the annual MSLA (Missouri State Lacrosse Association) banquet on June 14, 2011.

BEYOND THE CLASSROOM***Professional development funds provide global learning opportunities for faculty***

This summer, six faculty members representing all three divisions were awarded professional development funds that enabled them to travel across the country and around the globe for enrichment and training.

THE WILMA & ROSWELL MESSING JR. '34 SUMMER SABBATICAL

Middle School P.E. and Dance Teacher **Summer Beasley** (pictured kneeling, in pink) used Messing Summer Sabbatical funds this summer to study Latin American dance, both modern and folkloric, in Panama and to share her own choreography with a Panamanian dance company, Fundacion GRAMO DANSE.

From the first day of her visit, Beasley was totally immersed in the Panamanian culture. "Every day was filled with opportunities to learn and teach," she says of her experience. One of her most memorable experiences was working with students from Chorillo, the most impoverished area of Panama. The children of Chorillo walk to a local gym three days a week to learn dance. During her visit, Beasley worked with the dancers on technique and creative movement skills.



Beyond the Classroom continued >



Summer Beasley teaches the children of Chorillo.

"Their desire to learn dance and English was inspiring," she says of her students. "While teaching both the professional dancers of GRAMO DANSE and the children of Chorillo, it became clear that dance is a language. Although half of the dancers learning my choreography did not speak English, they were able to watch a movement and then with some direction perform the movement themselves. My first day of teaching the children of Chorillo was the most challenging because the children did not speak

English and there was not a translator available to help. I was able to tell them I spoke only a little Spanish. They understood, and after a few minutes a connection was made. They were moving across the floor with smiles along with a few giggles."

THE EDWARD M. RIVINUS SUMMER SABBATICAL

The Edward M. Rivinus Summer Sabbatical made it possible for Middle School History Teacher **Mark Duvall** to participate in "Teach China," a prestigious and highly selective program for elementary and secondary school educators. He participated in a one-month travel-study tour that took him to the Chinese cities of Guangzhou, Shanghai, Taipei (in Taiwan), Shenzhen, Suzhou and finally Beijing, where he attended the World History Association's annual international conference. Sponsored by The China Institute, the "Teach China" program identifies teachers whom they believe will directly impart their experiences in China to their students when they return home.

Duvall reports that the 2011 "Teach China" tour included 15 teachers of all grade levels and disciplines from across the United States. Duvall's objective during the tour was to develop curriculum that involves China within the 21st Century. His lesson was titled, "Made in China: Global Production and Influence in the Pearl River Delta." During their travels, teachers gathered materials to support their lesson plan. The China Institute of New York plans to publish a book containing these lesson plans for distribution to teachers and schools across the country that

focus on some aspect of China in the 21st Century.

"While forging new relationships with teachers across America, my experiences challenged me to think about how I teach Chinese history in the classroom," said Duvall of his

"The 'Teach China' program identifies teachers whom they believe will directly impart their experiences in China to their students when they return home."

Mark Duvall (below, third from left in the back row) with his China Institute colleagues



experience. "I feel better prepared to engage in conversation with my students about how historical themes continue to shape China in the 21st century."

The second recipient of the Rivinus Sabbatical was Upper School English Teacher **Dan Sadicario**, who attended a four-day "Backpack Journalism" workshop in Washington, DC, led by Emmy-Award-winning PBS journalist Bill Gentile. Backpack journalists are professionals who act as reporters, camera operators, editors and producers of their stories utilizing a variety of technological tools in their work.



Topics covered during this four-day intensive workshop included the art of storytelling: generating ideas; shaping of the actual story lines; shooting of powerful images that drive stories; capturing and using audio clips; scriptwriting; narration; and editing final projects. Sadicario will incorporate what he learns from the workshop into both his Upper School English courses as well as his work with the Upper School news show, "Ram Report," which gives MICDS students opportunities to work as backpack journalists. In addition, Sadicario hopes to organize a workshop for fellow faculty members across disciplines on how to incorporate backpack journalism techniques and video-documentary storytelling into the curriculum.

During the workshop, Sadicario created a five-minute documentary titled "Concrete Tomato," which tells the story of a former newspaper reporter who now grows food in his front yard two miles from the White House and has made dissecting the school lunch program a personal crusade. He said of the experience, "Above all else, Bill Gentile and his workshop got

"Sadicario hopes to organize a workshop for fellow faculty members across disciplines on how to incorporate backpack journalism techniques into the curriculum."

me to see that video storytelling can be as nuanced and complicated as writing an essay or short story; as an English teacher, this was a big moment because, like most people, I wrote movies and television off as easier, shallower methods of entertainment."

THOMAS FAMILY FELLOWSHIP

Lower and Middle School Spanish Teacher **Ines Shultz** used Thomas Family Fellowship funds to tour her native Peru in search of Peruvian non-profit service organizations that would be suitable places for MICDS students to visit on future service learning trips. Following her participation in the Upper School's "Solidaridad Juvenil: Mano a Mano," service learning trip to Cusco, Peru, in June,



Ines Shultz (at left, in dark jacket) with students at San Jorge Bilingual School.

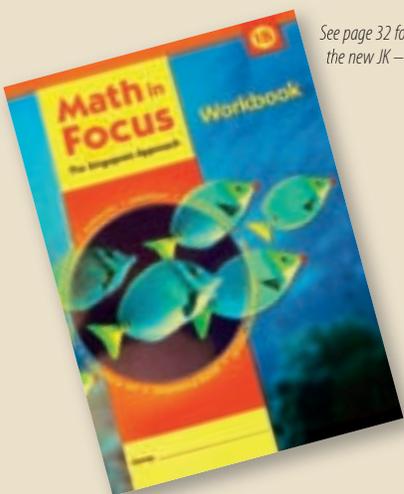
Shultz spent an additional two weeks in her native country visiting clinics, schools, orphanages and foundations in the cities of Chincha, Pisco, Cajamarca and Lima. One stop on her journey was San Jorge Bilingual School in Miraflores, Lima, whose students correspond with MICDS Lower School students via blogs. Shultz also worked as a translator for a PAMS (Peruvian American Medical Society) mission in the town of Chincha, which is still recovering from a devastating 2007 earthquake.

"There are many possibilities for MICDS students to provide meaningful and much-needed service, as well as experience total immersion in Peruvian culture," she reports. "The need for assistance is great in all of the areas I visited." Options include teaching English, health or art, cultivating gardens and working in medical clinics and orphanages.

See page 26 for a feature article about the "Solidaridad Juvenil: Mano a Mano" service learning trip.

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

The Loeb Math Fund for 2011 was used to offer summer workshops on our campus to familiarize teachers with the newly-chosen JK-5 math program, Math in Focus™, the American version of the elementary school program used in Singapore. Training sessions provided teachers with an overview of the strategies employed in Math in Focus™, including how lessons are designed, how to use the teacher resources and the role of the teacher in the implementation of the curriculum.



See page 32 for a feature article about the new JK-5 math program.

MARY INSTITUTE CLASS OF 1957 FACULTY DEVELOPMENT FUND

This summer, Middle School English Teacher **Candice Baumann** and Middle School Drama Teacher **Charlotte Dougherty** attended the Stanley H. King Counseling Institute at the Brooks School in North Andover, MA. Upon their return to St. Louis, both agreed that the Institute was "the best professional development session we have ever attended." The Institute invited independent school teachers from across the United States for an intensive six-day training session focused on training teachers to better serve in their roles as advisors.

The 2011 Institute was led by Harvard professors and emphasized learning how to listen in a new way. Baumann explains, "Students need to feel listened to and in this day of busy multitasking role models, we need to put everything aside when listening and put ourselves 100% in the moment with the student." Adds Dougherty, "We learned students do not necessarily want their advisors to jump in and 'fix' the situation, which we tend to try to do. We learned to ask good questions that will lead the student and advisor to a better understanding of the problem, and hopefully then guide the student to finding solutions on their own."

"Students need to feel listened to and in this day of busy multitasking role models, we need to put everything aside when listening and put ourselves 100% in the moment with the student."

Using role playing techniques, Institute participants addressed scenarios covering a wide range of issues students face, including feeling overwhelmed by daily assignments, to bullying, to coping with suicidal thoughts — learning tools for directing students to the appropriate resource or professional when necessary. To sum up in the words of their professors, Baumann and Dougherty report, "we learned when to 'sit in the mess' with the student and when to throw the 'hot potato' into a more qualified person's lap."



Charlotte Dougherty (at left) and Candice Baumann tour Boston.

“I learned most of all that journalism is one of the best ways, if not the very best way, to learn skills like higher order thinking, critical thinking and team work.”

REYNOLDS HIGH SCHOOL JOURNALISM INSTITUTE

Sadicario participates in intensive training program

In addition to his trip to Washington, DC, this summer, Upper School English Teacher **Dan Sadicario** traveled to the University of Texas at Austin in June as a participant in the 2011 Reynolds High School Journalism Institute. He was one of 165 teachers from 36 states selected to complete the 2011 program.

The Reynolds High School Journalism Institute is an intensive two-week journalism training program for high school teachers. Instruction is based on the core tenets of journalism and the skills needed to produce a top-notch scholastic publication, online or on paper. Topics include: reporting, writing, editing, photojournalism, layout and design, opinion pages, journalistic credibility ethics and responsibilities, the future of journalism and business-side skills. First Amendment matters, privacy and the state of scholastic press freedoms are also key topics.

“I learned that journalism is one of the best ways, if not the very best way, to learn skills like higher order thinking, critical thinking and team work,” said Sadicario of the Institute’s value. “I also received an incredible amount of valuable resources for teaching journalism that one might take a lifetime to acquire on his or her own.”



Dan Sadicario (at computer) works with fellow Institute participants.

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

NO STONE UNTURNED

A reflection on life-changing experiences in South Africa

by Andy Kay

I am 100% addicted to southern Africa. This past summer I fortunately trekked through South Africa, Botswana, Zambia, and Zimbabwe to flip the unturned stones from my unbelievable teaching experience in South Africa in 2010. If you ask me about

my 2010 or 2011 adventures, it is easy to talk about the adrenaline rush of Great White Shark cave diving, four-wheeling the Kalahari, watching a leopard eat a kudu, white water rafting the mighty Zambezi, or bungee jumping off Victoria Falls Bridge in Zimbabwe. The reality, however, is that my deepest and most meaningful moments occurred through WorldTeach in two Cape Peninsula townships. My 2010 service experience is impossible to articulate. Seeing the crime, poverty, and alcoholism juxtaposed with intense beauty is enough to make one question everything that they have ever learned. What broke me, however, was the closeness and strength of the people who endured post-apartheid township life.

A typical day in my 2010 experience featured me teaching 61 seventh graders. The buildings were solid, institutional type places covered with barbed-wire. During recess, 1500 K-8th graders ran unsupervised for as far as the eye could see, and it was not uncommon to meet students who were malnourished, ashamed, father or motherless, had HIV, or had been affected by alcoholism. Through all of the weeds existed a group of young people who needed affirmation and support. Their need for attention was so powerful that I was hugged, grabbed, or surrounded wherever I went. When I asked a fourth grader why he liked Americans, he responded, “They help us.”

One of the strongest connections that I made in 2010 was with a young man named Mu. Mu is a year 11 student whom I tutored each day after school. A masterful writer, Mu often wrote beat poetry about the struggles of his life and the afflictions all around the community. One day he invited me to meet his family at his home. I was surprised to see that Mu built a computer from spare parts that he acquired, and he had saved to purchase music mixing software. Mu ultimately synthesized beats from that old computer to create his first recorded lyrics with old-school samples. There I was, 10,000 miles from home, standing in a shantytown shack listening to American style hip-hop with a 17-year-old who was able to build a functional computer from parts found in one of the most impoverished places in the world.

(At right) Andy Kay with students from Marine Primary School in Ocean View Township, South Africa.



(At far right) Mowande, a Botswanian Mokoro poler, pushes Kay toward camp in the Okavango Delta.



Moments like those cannot be replicated, but other volunteers had similar connections. As a result, we contacted a former volunteer and together created The Open Doors Foundation. When I returned from South Africa, my first bit of fundraising for the foundation led to the financing of Mu's first production classes and new music mixing software ... it ultimately became a good reason to go back to South Africa again. So, after an epic trek that took me through Botswana and into Zambia, I back-tracked to South Africa and returned to Masiphumelele. Once there, Mu and other artists, allowed me to watch them work on a new album using the software and knowledge that the foundation afforded them. It was one of the most surreal experiences in my life.

I must acknowledge how good it feels to get on a plane and live life's adventures. Teaching keeps me young and motivated and completely energized. My students will forever hear me talk about seizing opportunities, and I hope that they too can take healthy risks in life. Thanks to my mentors at MICDS, I have done things that I never could have imagined, and I know that there are many stones out there that need a good flip.

Andy Kay serves as Seventh Grade Dean, a Middle School English Teacher and Head Coach of the Varsity Boys Lacrosse Team. He joined the MICDS community in 2008.

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

NURTURING AN INCLUSIVE COMMUNITY

MICDS hosts Anti-Bias Education workshops

MICDS partnered with the Anti-Defamation League and A World of Difference® Institute to host two Anti-Bias Education workshops on campus. In June, the Anti-Bias Education and Study Guide Workshop focused on middle and upper school grade levels provided an opportunity for teachers, administrators and diversity professionals to obtain practical hands on training that can be implemented immediately in the classroom. The *Anti-Bias Study Guide* is a curriculum guide that includes lesson plans that promote respect for diversity and inspire action against prejudice, incorporating differentiated instruction and project-based learning.

A workshop focused on elementary level grades took place on September 17. Participants received ADL's *Anti-Bias Study Guide* that includes curricular lessons designed to promote the students' development of skills and strategies to promote intergroup respect and an inclusive learning community. The Guide provides teachers with lessons that encourage students to explore societal bias, bigotry and discrimination, improve critical thinking skills, examine diverse viewpoints and take leadership roles in their communities.

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

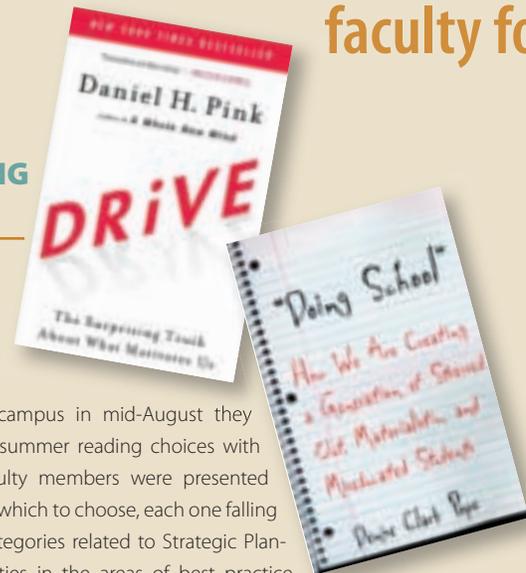
SUMMER READING FOR FACULTY

Teachers explore themes related to overall student experience

When faculty returned to campus in mid-August they spent time discussing their summer reading choices with colleagues. Last spring, faculty members were presented with 10 individual titles from which to choose, each one falling into one of four different categories related to Strategic Plan-endorsed institutional priorities in the areas of best practice teaching and overall student experience.

Broad topics included: Motivating Students and Ourselves; Homework and Effective Student Learning; Student Stress and Over-Programming; and Designing Authentic Assessments. Several of the chosen books may be of interest to parents, including *"Doing School": How We Are Creating a Generation of Stressed-Out, Materialistic, and Miseducated Students* by Denise Clark Pope; *Under Pressure: Rescuing Our Children from the Culture of Hyper-Parenting* by Carl Honoré; and *Drive: The Surprising Truth About What Motivates Us* by Daniel Pink.

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING



"One enterprising faculty group contacted author Daniel Pink, who accepted their invitation to participate in their summer reading discussion via Skype."

WELCOME TO OUR SCHOOL

Introducing new faculty members

The MICDS community is pleased to welcome 18 new faculty members to campus. We wish them all the best this year!

Meet our new faculty:
(Front row, from left)

Laura Matheny (Middle School Librarian), **Sara Levine** (3rd Grade Homeroom), **Bridget Wallace** (JK Associate), **Meghan Clark** (Middle School English), **Courtney McDermott** (Upper School English), **Christy Moore '72** (Middle School Science) and **Robyn Williams** (Middle School Teaching Fellow/History); (Middle row, from left) **Norka Ortiz-Camargo** (Upper School Spanish), **Michael Cowan** (Upper School Science), **Kara Friedman** (Middle School Counselor), **Becky Lorey** (Upper School Math) and **Elizabeth Zurlinden** (SK Associate); (Back row, from left) **Chris Ludbrook** (Upper School Math), **Melanie Moody** (Upper School Science), **Haines Eason** (Upper School English), **Nate Williams** (Upper School Math), **Tanya Roth** (Upper School History and English) and **Aubrey Schmol** (1st Grade Homeroom)



GRAND GRADUATES

Commencement exercises honor the Class of 2011

MICDS awarded diplomas to 134 students during annual commencement exercises on May 31 in McDonnell Athletic Center. Students received their diplomas from **Stuart Campbell**, 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 **John Oleski**, Dean of the Class of 2011.

"There is much to celebrate about the Class of 2011," noted Lisa Lyle in opening remarks. "They are kind, generous of spirit, quick to laugh, hard working and deeply respectful of their differences." MICDS Board Chair **Stuart Campbell** commented on the significance of the occasion. "Today represents the beginning of something big," he said. "You will go into the world and learn how you will change it, using your individual and collective gifts to make it better."

Scott Small, an Upper School History teacher, was chosen to deliver the commencement address by vote of the graduating seniors. He praised the graduates for their capacity to show compassion, and for their courage to turn moments of heartbreak and loss into moments of remarkable character growth. "Your generation must not only pursue answers to questions we have yet to solve; you must also ask questions we have not yet considered," he said. "To be blunt, the world you are poised to inherit does not have time to ask any less of you."

He encouraged graduates to "be leaders in the compassionate service and intellectual drive for which this world so desperately yearns. Enjoy your moments of commemoration and celebration this week, but in those quieter moments of self-reflection think bigger and never rest in your responsibilities."

By special request of the Class of 2011, Dean John Oleski shared words of wisdom with the class he has come to know well during their four years in the Upper School. He used tips for writing a book offered in *Bookcatcher* as a metaphor for writing the book of one's life, pointing out, "the number of words is not important ... what's important is the content of the book." In conclusion, he offered this compliment to the Class of 2011, "You have led your school with integrity, you have treated others with dignity, and you have made a difference in our community."

MICDS Alumni Association President **Terry Pflager '80** officially welcomed the graduates as our School's newest alumni. "The alumni are a vibrant part of our School," he told them. "Go out into the world and make us proud."

Middle School English teacher **Tom Wehling** was chosen by the class to share closing remarks. He advised them to consider carefully what life story they will tell about themselves, noting "It takes courage to love well, to have faith, and to believe in the story you tell about yourself ... You will discover this: It's not the I.Q. that matters; it's the Q. I. Quality and Integrity. Listen to your story of becoming a person of Quality and Integrity."





5

1 (From left) Matt Helfant, Chloe Ferris, Claire Herzog and Delaney Hobbs

2 Kevin Moore receives his diploma from Head of School Lisa Lyle, while MICDS Board Chair Stuart Campbell looks on.

3 (From left) Griffin Medart, Christo Meier and Michael McClanathan

4 (From left) Upper School History Teacher Scott Small, Middle School English Teacher Tom Wehling, Head of School Lisa Lyle and Board Chair Stuart Campbell

5 (From left) Lucy Finn, Thomas Franklin and Rachel Gans

6 (From left) Mason Meine, Sally Mesker, Kevin Moore, Elizabeth Mueller, Yasmin Musaddiq, Eric Nelson, Corbin Nichols, Stephanie Clark, Caitlin Condie and Teddy Condie

7 The Class of 2011 had two valedictorians and three salutatorians. Pictured from left are Valedictorian Grace Bridwell, Salutatorians Sydney Schein, Daniel Draper Lynch and Abby Lowe, and Valedictorian Caroline Rouse.

8 (From left) Zoe Lynch, Kelsey Major, Jordan Mann, Caroline Maples and Stuart Maples

9 (From left) Lilia Goldenberg, Liz Gonchar, Denise Bowen and Jenisha Giles

10 (From left) Jessica Khani, Chelsea Kim, Rob Kohn, Kyle Kong, Hallie Nolan, Blair O'Brien and Corrinne Palmer



6



8



7



9



10

world travel



This summer, MICDS students and teachers extended their learning experiences far beyond the boundaries of our School's 100-acre campus as participants in new international travel, study and service trips to China, Peru and the Cayman Islands. These travel programs are part of our School's emphasis on increasing the number of foreign study, exchange and service opportunities available to students.

BY DEBBIE HIGGINS

"No matter if the program is a sister school exchange, language immersion program, service learning trip or a trekking adventure, it is the goal of the MICDS World Languages Department to guide students on life-changing journeys that will open their eyes to the world and its people in ways that will be transformational," says JK – 12 World Languages Department Chair **Patrick Huewe**. "Experiences traveling and studying abroad will position our students to better grasp and take full advantage of the ever-changing 21st century global environment in which they live."



Students
embark on
summer
learning and
service trips

ers



CHRIS BRENNAN '94

INAUGURAL EXCHANGE WITH THE SHANGHAI FOREIGN LANGUAGE SCHOOL

JUNE 15 – 30, 2011

Fifteen MICDS Upper School students participated in the inaugural exchange program with the Shanghai Foreign Language School in China this summer. Accompanied by **Patrick Huewe** and Upper School Mandarin Teacher **Lily Childs**, the students spent two weeks touring the country and experiencing Chinese urban life through home stay visits. The group first stayed in Shanghai, where they met their counterparts from Shanghai Foreign Language School and then traveled to Suzhou, a cultural historic site. The trip ended in Beijing, where the group visited The Forbidden City, Tiananmen Square and The Great Wall. Students experienced Chinese hospitality and food, and gained valuable insights about how to travel using their language skills. While shopping, they even learned how to bargain in Chinese.

Lily Childs and Patrick Huewe kept a journal of the group's adventures for parents and friends. Following are excerpts from their entries.

June 17 (Day 2)

We were scheduled for the tour of Shanghai, including The Bund (Foreign concession/British concession), the Global Financial Center for the view of Shanghai, lunch at Zhengda Square and a cruise ride on Huangpu River. On the way to our first stop, students learned how to say "sai che" in Chinese, meaning traffic jam.

(Far left)
MICDS students
bond and take in the view at
Machu Picchu in Peru.

(Below)
A segment of The Great
Wall of China known as
Badaling Great Wall



LILY CHILDS

We were told that it is not easy to get around Shanghai by car due to the traffic jam even in off-peak time. June is the rainy season here and it rained on and off through the day ... SFLS [Shanghai Foreign Language School] had a reception for us, so students could meet their counterparts before going to their host families. Excitement mixed with uncertainty showed up on their faces as their adventure was about to start.

June 19 (Day 4)

Everyone arrived back to the dorm after a weekend full of activity with their host families. We were able to share with each other our stories and laugh hysterically at



PATRICK HUEWE



LILY CHILDS

(Top)
MICDS students visit Zhangjigang Foreign Language School.

(Above)
The MICDS group at The Great Wall.

(At left)
Kelsie Augustin '12 learns how to make spring rolls and dumplings.



LILY CHILDS

the wide range of topics (bathroom variety, exotic delicacies, karaoke, awkward moments, local dialect/language struggles and success). Overall it sounded like a weekend they will never forget. We are proud of how well everyone has adapted to the surroundings and made the most of the experience. We look forward to classes tomorrow and an excursion to downtown followed by a visit to the renowned Shanghai Circus.

June 20 (Day 5)

We started our day by attending classes. First, students were introduced to the diversity of Shanghai, such as area attractions, local delicacies, and the Shanghainese dialect. Later, students practiced calligraphy. In their class, they learned that the highest quality of ink smells nice and takes eight years to produce. Then, the whole group took off to take the metro to experience the highlight of the day — Dongtai antique market — where shoppers must bargain to get a good deal. Students practiced “Bargain 101” ahead of time so they knew how to negotiate prices. One student in particular was so good at it that he is now known as our “King of Bargains.”

June 22 (Day 7)

Visiting Zhangjigang Foreign Language School (ZFLS), west of Shanghai, is another highlight of the trip. ZFLS arranged for their students to accompany our students around the campus. Our kids interacted with their buddies and also had a chance to meet a group of elementary grade level

students who gave their “craft work” to us as welcome gifts. After classes, we all made wontons together as today was the beginning of the summer in the lunar calendar. Our kids did a good job making wontons, which were part of the buffet lunch. After lunch, we had a friendly basketball game before heading to our next stop, Suzhou, an ancient city with 2500 years’ worth of history. We visited Tiger Hill, which is a giant burial mound created for the king in 6 B.C. The leaning Yunyan Pagoda, built in the 10th century, stands atop Tiger Hill. Our tour guide said that Yunyan Pagoda is leaning halfway in comparison to Italy’s Leaning Tower of Pisa. On the way back to school, some students were singing aloud on the bus for entertainment, like a karaoke on the go when the night curtain dropped.

June 23 (Day 8)

Today, the students participated in a hands-on cooking class, making spring rolls and dumplings in the afternoon. Later in the evening, SFLS arranged a farewell party for us at a lovely restaurant. At the end of the dinner, students from both schools went up to the stage to sing. Our group sang “Firework” by Katy Perry. Since it was the last night for students staying in school (students will go to their host families on Friday afternoon), we went to The Bund to see the spectacular night view of Shanghai. The night view along The Bund was amazing. Most buildings were lit up and you could

also see the flashing neon light on the ferry along the river. We stopped in a McDonald's to refuel and enjoy the air conditioning. Some students had a conversation about the fact that Pizza Hut and McDonald's in Shanghai also sell noodles, not just fast food. Learning is not limited to the classroom. Not only did students sharpen their skills of Chinese language, but also experienced the authentic culture by observing and interacting with local people.

June 28 (Day 13)

(Students spent the previous days staying with their host families.)

It was our last day of an arranged tour, climbing The Great Wall and visiting Ming Tomb, where 13 emperors from the Ming Dynasty (1368–1644) are buried. Our tour guide explained to us that The Great Wall of China is a series of stone and earthen fortifications in northern China, built originally to protect the northern borders of the Chinese Empire against intrusions by various nomadic groups. The Great Wall stretches for 8512 kilometers (5500 miles), which equates to the driving distance back and forth between Los Angeles and New York City. The section we climbed, Badaling Great Wall, is situated 43 miles north of Beijing and has an average altitude of over 1000 meters (3282 feet). We all made it to the top, enjoying the breeze after the hard work of climbing.

June 29 (Day 14)

It was hard to believe that it was our last day of the trip. Students had mixed feelings. On one hand, we felt sad to leave; on the other hand, we are anxious to see family. We visited Beijing Zoo to see pandas, followed by walking around the "hutongs," traditional brick houses in Beijing, and went souvenir shopping at the Silk Market. The Silk Market is a seven- floor plaza filled with small stalls operated by vendors. Hagging is a must.

Following his experience in China, **Kenyatta Asante '13** believes, "There's no way to learn about the world around you except for going and experiencing it. All other methods come up short. Native Chinese speakers, strangers included, don't hesitate to help you if you're struggling with the language. I have every intention of going back, and am very excited to experience new cultures in the future."

MICDS parent Lisa Fuzner commented, "Living the life in China was such a fabulous opportunity for my daughter **Katie '13** — seeing it firsthand, attending classes at the Shanghai Foreign Language School, touring, living with the host families and traveling to Beijing. Experiences like this add to all the opportunities and life lessons we try to provide our kids, and MICDS played an important part in that."

In October, the students from the Shanghai Foreign Language School will visit St. Louis, stay with MICDS students, and attend classes and sporting events.

"Going to China was an influential and worthwhile experience that broadened my Chinese speaking skills and my perspective on the Chinese culture."

CLAIRE RINGENBERG '13

Participants in the China Exchange

- Kelsie Augustin '12
- Kenyatta Asante '13
- Annabelle Cella '13
- Sohil Desai '13
- McCaig Dove '13
- Katie Fuszner '13
- Daniel Giuffra '13
- Christopher Gladden '13
- Cameron Gornet '14
- Charles Halbeck '13
- Andy Klingler '12
- Ryan Lee '12
- Claire Ringenberg '13
- Cory Stine '14
- Matthew Tao '12



(Top right)
Touring the outdoor complex of Beijing's City God Temple

(At right)
A view of the ancient city of Suzhou



“The students took on leadership roles in the planning process with the goal of providing a life-changing experience for their peers.”

HEALTH SERVICE AND LEARNING IN CUSCO, PERU

Solidaridad Juvenil: Mano a Mano
(Collaborating youth: hands together)

MAY 31 – JUNE 9

At the end of May, a group of 10 Upper School students and faculty chaperones **Rene Ashman**, **Chris Brennan '94** and **Ines Shultz** traveled to Cusco, Peru, for a service-learning trip organized by the students. “The students’ energy and enthusiasm made this trip possible,” says Rene Ashman. “They took on leadership roles in the planning process with the goal of providing a life-changing experience for their peers.”

With the guidance of the faculty sponsors, students made arrangements to take intensive Spanish language and culture classes at



CHRIS BRENNAN '94

ECELA, a school for tourists in Cusco, and work as volunteers at a neighborhood hospital and at a clinic for disabled children. They also toured the city, prepared food at a local shelter, and took a day trip to Machu Picchu.

“This trip was exactly what I envision an authentic service learning experience to be,” explains Ashman. “The students asked to be educated about the basic health needs of the community prior to our departure, they researched agencies in need of volunteers and identified needs they could fulfill.” Students led a collection drive in the Upper School to gather personal care items, clothing, blankets made by students, and toys to take along to the patients at the hospital. They also used funds raised during a “Pennies for Peru” collection to purchase desperately needed medicine for a pediatric leukemia patient. “Every student made a connection with a patient at the hospital,” notes Shultz. “They were able to use their Spanish speaking skills very effectively to converse with patients and caregivers and assist the doctors and nurses.” Adds Chris Brennan '94, “We were so proud of our students. They never tired of working, and kept wanting to do more, and to give more.”

Several students who participated in the trip offered reflections on their experience.

Daniel Giuffra '13, whose father was born in Peru, learned to speak Spanish at home before he learned English. Although he takes Mandarin at MICDS, he was compelled to participate in the trip to Peru because he knew from previous volunteer work how impactful the experience would be for his classmates. He was able to use his Spanish to serve as a liaison between doctors and patients at the hospital in Cusco. “This trip changed the way I think about everyday life, and made me appreciate how fortunate I am. I was impressed by my classmates’ strong linguistic skills and am proud to call them my friends. This trip really emphasized how important it is for students to broaden their horizons by visiting other countries, learning to speak a non-native language and using people skills to adapt to completely new cultural norms.”

The trip to Peru challenged **Erin Holiday '12** to step outside her comfort zone. She says, “This trip was unlike anything I had done before. It was my first time traveling without my parents and my first time doing the type of service work we did. I also wanted to improve my Spanish, and now believe that total immersion with native speakers is the only way to truly master a language. I think the trip showed me how important service work is and how even the smallest contributions (such as **Edward Wroten '12** dancing in the pediatric ward) can make a difference.

Deon Summerville '12 had the unforgettable experience of celebrating his birthday at Machu Picchu, being serenaded by Peruvian locals, and climbing the Gate of the Sun on



INES SHULTZ

(Top)
Parker Monterubio '12 (at left) and Ines Shultz (seated at right) get acquainted with a patient and his mother.

(At left)
A Peruvian weaver at a fair trade market admires Troy Moore's '12 braids.

the Inca Trail. He will also never forget the experience of presenting the care packages to the patients at the local hospital. "Seeing the smiles on their faces warmed my heart because you could just tell that they were so thankful and I felt that I had done something worthwhile for people who really needed it," he says, adding that he has a new sense of confidence in his Spanish speaking skills. "I quickly learned that being surrounded by people speaking Spanish 24/7 improved my skills. It felt good to order food, ask for directions, and to just talk in general with the Peruvians. Every time I spoke I felt my Spanish improving more and more."

Hallie Miller '12, who had prior experience volunteering in Peru, was deeply affected by the generosity of the MICDS community. She says, "Whether in the donations from the student body, or the physical work done by the volunteer group, MICDS students have a deep commitment to thinking and acting beyond the classroom experience. I am truly touched by the enthusiasm other students have expressed to continue and strengthen the program further in years to come. What made the trip truly unique was its student-driven nature. The faculty sponsors lent support but really focused on letting the students take the initiative to run drives and choose donation recipients so that we could acutely feel the impact of our work. I am sure as a student body MICDS will not fail in its motto of 'changing lives and changing the world'."

MICDS plans to return to Peru for another service learning experience next summer.

Solidaridad Juvenil Participants

Daniel Giuffra '13	Troy Moore '12
Erin Holiday '12	Trey Pettus '13
Lucy Lloyd '12	Emmy Sprong '13
Hallie Miller '12	Deon Summerville '12
Parker Monterubio '12	Edward Wroten '12

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

UNDER THE SEA

MARINE ECOLOGY CLASS CONDUCTS RESEARCH IN THE CAYMAN ISLANDS

A group of nine Upper School students and MICDS Science Teachers **Tara Bonebrake** and **Mark Autry** traveled to the Little Cayman Research Center in the Cayman Islands in July for a week-long course in marine ecology as part of the Eliot Summer Academy. Students undertook the task to become better scuba divers while conducting research covering current issues with coral reef ecology.

Projects included studying the prevalence of coral diseases among certain coral species and a population survey of invasive lionfish inside and outside of protected marine parks. Other coursework included identifying and researching the biology of different reef organisms and participation in ongoing station research pertaining to trash collection on island beaches. Students conducted water chemistry research to get a baseline set of data for the water around Little Cayman. This experience exposed students to current research techniques in marine science and helped them delve into current issues facing the earth's reef ecosystems.

"Becoming experienced divers and researchers allows these students to be ambassadors for Earth's ocean ecosystems," says Bonebrake of the course's impact. "They have a real opportunity to share their experience and learning with the MICDS community and beyond. It was truly a great opportunity to travel, dive, and research with such a great group of students."

Marine Ecology Students

Steven Akre '12	Andrew McDowell '14
Charlie Barnes '13	Michael Merwin '14
Robbie Cates '11	Christina Rouse '13
Charles Cella '13	Edward Wroten '12
Devon Chabot '13	



(Above) Christina Rouse '13 tests the salinity and pH of the daily water samples that were collected.

PHOTOS BY EMMA CAMP



Cayman Islands



LINDA RIVARD

INTRODUCING MATH IN FOCUS™

MICDS
adopts
Singapore
math
program
for grades
JK – 5

BY DEBBIE HIGGINS

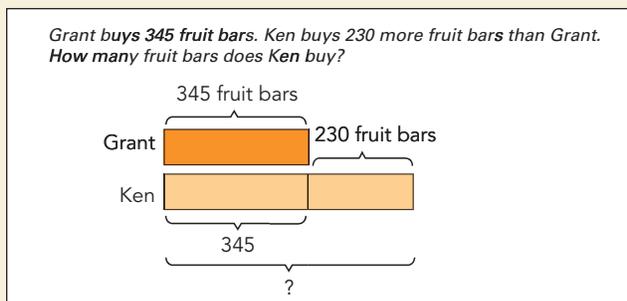
This fall, students in grades JK – 5 began using a math program new to MICDS — *Math in Focus*™, the American version of the elementary school program used in Singapore.

The process that led to the selection of *Math in Focus*™ began in the fall of 2010, when Lower School faculty undertook a review of the current mathematics program to identify opportunities to individualize instruction as well as design three benchmarking periods throughout school year during which they could assess what students know and communicate the results to parents. As a first step, the faculty wrote exit goals for each grade level that align with Common Core State Standards for Mathematics. The purpose of the published core standards is to “define what students

should understand and be able to do in their study of mathematics. One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from.” (www.corestandards.org) “We understand that there is a world of difference between a student who has simply memorized a rule and a student who can explain the underlying process behind a mathematical concept,” says Lower School Head Janet McMillion. “We are committed to educating students who can think critically and apply problem solving strategies, not just in math, but in all of their subjects.”

As the faculty completed the exit goals, the need for a math curriculum that would support teachers in their efforts to create and articulate multiple forms of assessment became evident. The structure of the previous math program did not align as well with the new exit goals, and the points at which faculty want students to achieve mastery of a given concept. “It is important to us to have the ability to define exactly what students know at the end of each grade level so we can be very specific in our communication with parents about their children’s progress, and so the teacher in the next grade knows exactly where to begin with each student,” says JK – 12 Math Department Chair Amy Scheer.

The *Math in Focus*™ program is an excellent fit for the JK – 5 math program in many ways. “The program is well supported by research and aligns with national standards as well as our understanding of how the brain learns mathematics,” explained Head of School Lisa Lyle in a message to Lower School parents. “In addition, *Math in Focus*™ puts problem solving at the forefront, helping students to incrementally develop analytical



A sample of “bar modeling” where students tackle word problems with efficient and strategic visual models that lead to generalizations.



“

It is important to us to have the ability to define exactly what students know at the end of each grade level so we can be very specific in our communication with parents about their children's progress, and so that the teacher in the next grade knows exactly where to begin with each student.

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reasoning skills so they have confidence in their ability to solve more and more complex problems.”

The decision was made to extend the implementation of *Math in Focus*[™] to fifth grade because, as Scheer explains, “Most elementary school mathematics programs continue through fifth or sixth grade as those are the critical years for building number sense and conceptual understanding of the mathematical operations used in higher level math. We felt it was important to provide students with continuity in the presentation of topics and instruction as they transition to Middle School.”

Just how does the brain learn mathematical concepts? According to Dr. David Sousa, author of *How the Brain Learns Mathematics* (2007, Corwin Press) the ability to

visualize a mathematical equation creates stronger neurological connections and leads to a much more solid comprehension of concepts than rote memorization of calculations. “Mathematics is presented as a series of equations and figures, but why these numbers and symbols are important is not explained ... [Students] may diligently follow the teacher's instructions to perform a task repeatedly, and may even get the correct answers, but if they have not found meaning after the learning episode, there is little likelihood of long-term storage,” he explains.¹ The *Math in Focus*[™] approach, which offers fewer topics taught in greater depth at each grade level, gives students the tools they need to achieve true understanding of the “how” and “why” behind the

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We understand that there is a world of difference between a student who has simply memorized a rule and a student who can explain the underlying process behind a mathematical concept. We are committed to educating students who can think critically and apply problem solving strategies, not just in math, but in all of their subjects.

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math. The program teaches students to use visual representations and modeling strategies to solve complex problems. (www.greatsource.com/singaporemath)

Math in Focus™ lessons follow a concrete-pictorial-abstract progression. The concrete phase of a lesson may involve using materials, manipulatives, demonstrations or real life situations to reinforce a concept. Depending on the grade level, manipulatives include everything from a bag of coins, to colored blocks, to protractors, fraction pieces, scales and a number of other tools. The pictorial phase requires students to represent concepts in a visual way. *Math in Focus™* uses “bar modeling,” a method of using rectangular bars to represent word problems and number relationships that is introduced in second grade and develops abstract reasoning skills students need for algebra. Writes math educator and author Andy Clark “What is most exciting [about the bar modeling approach] is that rather than using the usual student favorite — guess and check, or at least guess — students tackle word problems with efficient and strategic visual models that lead to generalizations ... this puts them on the road to algebra and future success in higher-level mathematics.”²



LINDA BIVARD

“The ability to compute traditional algorithms is important for students,” explains Amy Scheer. “And *Math in Focus™* places value and emphasis on teaching students how to solve traditional algorithms. What set this program apart for our faculty is that its curriculum supports our belief that mastery of these skills has to happen in a logical sequence after students demonstrate an understanding of number sense through the concrete and pictorial pieces of the program.”

Students reach the abstract phase of their learning when they can demonstrate mastery of a concept. This is the point where the availability of multiple forms of assessment is critical for students, teachers and parents. *Math in Focus™* provides assessments that offer differentiation based on a student’s skill level. “We are able to accommodate both the student whose skills exceed the exit goals for a particular grade as well as the student who may need extra time to achieve mastery of certain concepts,” notes Scheer. For example, the Lower School faculty is adopting an interview approach, similar to the one used in the Reading/Writing Workshop, as one method of assessment. In this approach, a student can explain the thought process behind a concept through questions and answers in a



LINDA BIVARD

one-on-one discussion with the teacher. This method works well for younger students in particular, says Scheer. “It’s important to gauge how well a student can explain what addition or multiplication is — if students simply solve problems on paper it is difficult to discern if they have simply memorized the multiplication tables or if they have a true conceptual understanding of the process.” Teacher observation of a small group working with manipulatives is another example of an assessment, as are traditional quizzes, tests, and homework.

While the Lower School’s exit goals for math align with the Common Core State Standards, they mandate a higher level of achievement for our students in math. “It is our goal to educate students who exceed the Common Core State Standards,” says Scheer. “The *Math in Focus*[™] curriculum provides the tools we need to meet our academic goals.”

“Adopting *Math in Focus*[™] is an important curricular decision, but in the great scheme of things, it is MICDS business as usual: keeping up on the latest research, examining our practice and materials, making changes as needed,” says Lower School Head Janet McMillion of this transition. To best implement the new curriculum, teachers will spend time throughout the next two school years working with trainers and in grade level teams to merge their deep understanding of mathematics content with the philosophy of the *Math in Focus*[™] program.

“We’re very excited to begin working with *Math in Focus*[™]. We expect to learn a lot this year as we become familiar with this program and learn to maximize its potential to enrich our mathematics curriculum and best meet the needs of our students,” says Scheer.

STRATEGIC PLAN - GREAT TEACHING & LEARNING

¹ “The Teacher’s Personal Tour Guide to the Brain” by Dr. David A. Sousa, posted at brainconnection.positscience.com, 7/6/11

² Whitepaper: “Singapore Math: A Visual Approach to Solving Word Problems. Model Drawing in Math in Focus[™]” by Andy Clark, Houghton-Mifflin Harcourt Publishing Company.

“
Adopting *Math in Focus*[™] is an important curricular decision, but in the great scheme of things, it is MICDS business as usual: keeping up on the latest research, examining our practice and materials, making changes as needed.”

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Reduce, Reuse & Recycle

*An update
on the MICDS
commitment
to promote
sustainability*

MICDS is committed to modeling environmental stewardship and social responsibility in all aspects of daily campus life. Since the adoption of its 2009 – 2014 Strategic Plan, our School has made significant progress toward realizing key objectives outlined under the Plan’s focus area of Sustainability. Following is a sampling of our School’s ongoing commitment to environmental sustainability.

STRATEGIC PLAN INITIATIVE

MAINTAIN A CULTURE AWARE OF OUR ENVIRONMENTAL RESPONSIBILITIES THAT HELPS ENSURE THE VIABILITY OF OUR CAMPUS FOR YEARS TO COME

The Sustainability Town Hall Forum was held in April 2011 to give students, faculty, staff, parents and alumni the opportunity to gather as a large group and hear updates on current sustainable practices at MICDS, curriculum development and community partnerships. Following updates by speakers

representing administrative offices, the operations staff, faculty and food service, Upper School students moderated small group brainstorming sessions with audience members who discussed the following questions:

- *What should MICDS consider next as a focus of Sustainability?*
- *What opportunities or resources should we consider in the area of Sustainability?*

In an effort to conserve water and energy, students, faculty and staff who eat lunch in the Upper School Dining Hall do not use trays. The Middle School has followed suit — students and faculty embraced the practice of Trayless Thursdays in 2010 – 2011. Composting bins are also located near the dish return area in the Lower, Middle and Upper School cafeterias.

Stuart Maples '11 launched an initiative during the 2010 – 2011 school year calling for the elimination of plastic water bottles on campus. He gave presentations for students to educate them about the benefits of using stainless steel reusable water bottles, and worked with the MICDS Campus Store to make them available for purchase.

STRATEGIC PLAN INITIATIVE

IMPLEMENT PRACTICES RELATED TO AND ENHANCE
COMMUNITY AWARENESS OF ENVIRONMENTALLY RESPONSIBLE
BEHAVIORS ON OUR CAMPUS

Since 2008, MICDS housekeepers have been using EPA and green seal rated chemicals in all of their work. Classrooms, restrooms and even white boards are cleaned with chemicals that are green seal certified. On-site laundry facilities are used for cleaning towels and mops, eliminating the need for using disposable products.

The Maintenance Department has overseen the installation of high efficiency boilers in the Beaumont Natatorium, McCulloch Library, Shoenberg Hall and the Middle School Gymnasium. High efficiency chillers are now in place in McCulloch Library and Freeman Theater. In addition, the majority of all heating/cooling systems are hooked into an Energy Management System which allows the staff to program occupied and non-occupied times. Also:

- 98% of all exterior glass windows and doors contain high efficiency double pane glass.
- 60% of all fluorescent 2 x 4 lighting has been replaced with T8 high efficiency fixtures. Where possible, all incandescent lighting has been replaced with compact fluorescent lighting.
- Low-flow water aerators have been installed in restrooms and low-flow showerheads have been installed in locker rooms.
- High efficiency heat pumps have been installed in the Middle School building and in Olson Hall.

In 2010 – 2011, the Grounds crew began using 1/2 organic, 1/2 synthetic fertilizer; in 2011 – 2012 the Grounds crew will use all organic fertilizer. The turf on two fields has been changed to Bermuda grass, which requires no fungicide.

With the addition of the Mainstream Recycling service, our School has been able to reduce its regular trash pickup from five times per week to three times per week. The ultimate goal is to pick up trash only once per week and collect recycling each day. The Mainstream Recycling program provides bins (15 new bins have been placed outside across campus) that collect all types of recyclable materials in one location. Recycled items are sorted after they are picked up from campus. Also, battery recycling buckets have been placed in every division.

ADMINISTRATIVE OFFICES

Administrative offices have made a commitment to eliminating or reducing paper, postage and delivery costs whenever possible. In 2010 – 2011 the following results were achieved:

- Admission applications – 72% submitted online
- Online financial aid application – saves 2,100 pieces of paper
- Paperless paystubs – saves 4,188 pieces of paper and envelopes
- Online employee handbook – saves 9,500 pieces of paper
- Online student enrollment – saves 1,300 pieces of paper and envelopes
- Annual Fund appeals sent by email – saves 43,775 pieces of paper and envelopes
- Online Report of Giving – saves 130,000 pieces of paper
- Invitations and announcements sent by email – saves 10,000 pieces of paper
- All publications are printed on FSC (Forest Stewardship Council) certified paper and are completely recyclable

A COMMITMENT TO “GREENER” SCHOOL EVENTS

In an effort to reduce costs of on campus events, the following practices have been adopted:

- Flower arrangements are reused for multiple events (i.e., reunion weekend)
- Reusable glass bowls and vases are kept on hand to hold centerpieces
- Student artwork is used for centerpieces and decorations at events

COMMUNITY PARTNERSHIPS

MICDS actively seeks partnerships with agencies in the local community that support recycling and other sustainable practices. For example, in partnership with St. Louis Green.com, MICDS was a drop-off site for the Holiday Light Recycling Drive this winter. Collection bins were located across campus.

MICDS collected:

- 5 tons of lights, which equals 10,000 lbs.
- 10,000 lbs. = approximately 10,000 strands of lights
- 10,000 strands of lights = 1,000,000 bulbs

This summer, MICDS partnered with the School of Education at Webster University, the Missouri Botanical Garden, and the St Louis Zoo as a host site for the first annual Education for Sustainability Midwest Summer Institute for PK – 12 Educators. MICDS hosted day two of the Institute on June 30 in the Upper School Dining Hall. The purpose of the Institute was to define sustainability in an educational context, present examples of PK – 12 schools who practice sustainability, and provide working sessions for educators to plan for how they can bring sustainability to their institutions.

STRATEGIC PLAN INITIATIVE

INTEGRATE SUSTAINABILITY ACTIVITIES
INTO THE CURRICULUM
GRADES JK THROUGH 12

The science curriculum in all three divisions addresses sustainability, energy and other key environmental issues.

The eighth grade science course, Science and Sustainability, combines a rigorous approach to learning with an engaging, hands-on instructional design. Students learn to collect, analyze, assess, and make decisions using scientific data. Topics from chemistry, biology, and physics are presented in context, using examples that connect with students' own lives and relate to their local — and global — communities.

In celebration of Earth Day 2010, grades 4, 5, 6, and 8 planted 700 native Missouri plants in place of the abated honeysuckle near the Head of School's residence.

Lower School Ecology Club members educate their classmates about composting, recycling and conserving energy and sponsor special projects throughout the school year.

The Middle School Garden is a small teaching and kitchen garden that currently consists of 14 4' x 8' raised beds (hand constructed by Middle School students) and a double bay composting system. The garden includes a variety of food and herbs, including spinach, basil, radishes, tomatoes, lettuce, zucchini and sugar snap peas, which have been served in the Middle School Cafeteria and shared with local restaurants.

STRATEGIC PLAN - SUSTAINABILITY

The Sustainability
Town Hall Forum was held
in April 2011 to give
students, faculty,
staff, parents and
alumni the opportunity
to gather as a
large group and hear
updates on current
sustainable practices
at MICDS,
curriculum development
and community partnerships.



JK – 12 Science Chair Bob Shaw (at right) with students who moderated the Sustainability Town Hall: (front row, from left) Anisha Zaman '13, Claire Ringenberg '13 and Maleeha Habib '13; (back row, from left) Hayley Landman '13 and Anna Robson '13.

SCHOOL SPIRIT

BY DEBBIE HIGGINS

MEANT TO BE

Girls Track Team wins first state championship title

Every so often in life, things happen exactly the way they are meant to happen. In May 2011, the MICDS Girls' Track Team, a group of athletes with undeniable chemistry and a remarkable level of talent, competed at their fullest potential and made MICDS athletic history by winning the team's first state championship title.

The journey to the Class 3 State Championship began on the ride home following the 2010 state meet. Head Coach **Jim Lohr** recalls a discussion he had with **Lauren Waterbury '11**, who earned three silver medals in 2010, about her goal to earn four gold medals in 2011. "We talked about who was coming back to run in 2011 and we were excited about the talent we had," he recalls.

Fast forward to the first day of practice in February 2011. As the team assembled in Mary Eliot Chapel for its first meeting of the season, Coach Lohr and his staff, **Jeff Hartwig**, **Nick Menneke**, **Paul Reinke**, **Will Shockley** and **Paul Zahller**, shared with the girls their belief that "the best team we've had in 16 years" was sitting right in front of them. "This was a powerful motivator right from the beginning," Coach Lohr says. "The excitement we had from that very first day propelled us through the season."

During that first meeting, the team set the goal of qualifying every relay team for the state championship. "We wanted to give Lauren the time to focus more on the individual events in which she excelled, so we took her off some of the relay teams," Coach Lohr explains. The ultimate objective of this strategy was, through the combination of Lauren's talent in individual events and strong finishes by the relay teams, to earn more points for the Rams during meets. It worked. In the state championship meet, MICDS won with a team score of 71 points, an incredibly high point total when compared with the second place team's total of 45 points.

Track is a unique sport because there are no lines between levels — there is one team as opposed to A, B and C levels. Athletes practice together every day and as a result, develop strong bonds and have more opportunities to take on leadership roles. Captains are appointed for each of the event areas and learn to take responsibility for their teammates' progress. Team members become cheerleaders for their peers because they see firsthand how much hard work it takes to succeed. "As coaches, we never have to talk to our athletes about teamwork — the bonds form naturally as the kids practice together side by side every day. Every member of the team knows how hard the



Madison Mann competes in the 300 meter hurdles.

"As coaches, we never have to talk to our athletes about teamwork — the bonds form naturally as the kids practice together side by side every day. Every member of the team knows how hard the next person is working, so they have a mutual respect for one another."

next person is working, so they have a mutual respect for one another," says Lohr.

The state championship meet on May 28 was the culmination of a strong, consistent season that was remarkably free of major injuries. At the conclusion of the first day of competition, the Rams trailed first place Festus by 23 points. Momentum shifted in the Rams' favor quickly on day two. Lauren Waterbury earned all four of her gold medals that day, beginning with a long jump measuring 18 feet, five inches. After that, the Rams were, literally, off to the races, placing in 10 more events. Waterbury went on to anchor the championship 800-relay team and earned state titles in the 400-meter dash and the 200-meter dash. Her four gold medals accounted for 40 of the Rams' 71 points.

"Winning the championship was something that I still can't even begin to explain to this day," says Waterbury. "Imagine finishing a marathon. Then imagine finishing that same marathon with all of your friends and teammates at the same time. I compare the two simply because our 'marathon' was an ongoing mixture of meets, hardships, practices, long days, and training, similar to the struggles marathon runners go through. But all of it paid off in the end and our championship trophy proves it." In 2012, Waterbury will take her talent to the collegiate level as a member of the Women's Track and Field Team at Brown University.

Meanwhile, the Boys' Track Team was also competing well. With only eight athletes qualifying for the state meet, the Rams finished an impressive fourth after placing in five events.

What will Coach Lohr remember most about this championship season? "The fact that we had the talent to win and did. Everything happened the way it was supposed to happen, which is an extremely rare occurrence. The kids understood what was at stake and practiced like champions every single day."

“Everything happened the way it was supposed to happen, which is an extremely rare occurrence. The kids understood what was at stake and practiced like champions every single day.”

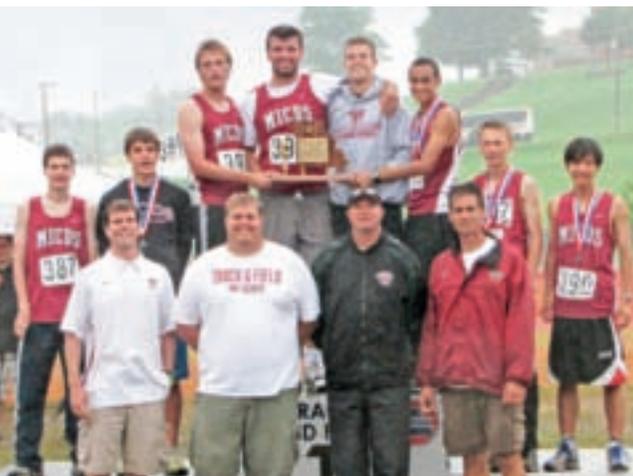
Lauren Waterbury '11 sports her four gold medals.

(On podium, from left) Peter Condie, Chris Brown, Carson Pryor, John Valentine, Harrison Ivie, Jordan Mann, Amos Bartelsmeyer and Chris Noda; (standing in front, from left) Coach Paul Reinke, Coach Nick Menneke, Coach Jim Lohr and Coach Jeff Hartwig; (not pictured: Coach Will Shockley and Coach Paul Zahler)



JACK WATERBURY '79

(On podium, from left) Julia Olson, Alex Donovan, Raven Lingard, Christina Rouse, CeCe Moore, Pam Ekpelu, Cameron Jackson, Yasmin Musaddiq, Grace Bridwell, Kate Pflager, Lauren Waterbury, Rin Palmer, Madison Mann, Haley Pryor, Heather Cousins, Hannah Akre, Audrey Imbs, Becky Ferber and Lubna Abedin; (standing in front, from left) Coach Nick Menneke, Coach Jeff Hartwig, Coach Jim Lohr and Coach Paul Reinke; (not pictured: Coach Will Shockley and Coach Paul Zahler)



JACK WATERBURY '79

No one associated with this history-making team will soon forget the feeling of standing on the podium and receiving that championship trophy for the first time. As an added bonus, MICDS Athletic Director Don Maurer, in his role as a member of the Missouri State High School Activities Association Board of Directors, was the person who gave the Rams their trophy. “It was the perfect end to an incredible season,” says Coach Lohr.

BY THE NUMBERS

GIRLS' TRACK & FIELD STATE MEET RESULTS CLASS 3 CHAMPIONS

4x800 Meter Relay
8th place
Audrey Imbs, Christina Rouse, Alex Donovan, Rin Palmer

4x200 Meter Relay
1st place
Heather Cousins, Cameron Jackson, CeCe Moore, Lauren Waterbury

4x100 Meter Relay
3rd place
Heather Cousins, Julia Olson, Kate Pflager, Cameron Jackson

4x400 Meter Relay
1st place
Julia Olson, Madison Mann, Heather Cousins, CeCe Moore

Pole Vault
4th place
Haley Pryor

3200 Meter Run
6th place
Grace Bridwell

300 Meter Hurdles
3rd place
Madison Mann

Long Jump, 400 Meter Dash, 200 Meter Dash
1st place
Lauren Waterbury

BOYS' TRACK & FIELD STATE MEET RESULTS CLASS 3, 4TH PLACE OVERALL

800 Meter Run, 1600 Meter Run
3rd place
Amos Bartelsmeyer

Shot Put
4th place
John Valentine

3200 Meter Run
5th place
Jordan Mann

4x800 Meter Relay
2nd place
Jordan Mann, Chris Noda, Chris Brown, Amos Bartelsmeyer

A RECORD NUMBER OF RECORDS

MICDS track athletes set 10 school records in 2011:

800 & 1600 Meter Run
Amos Bartelsmeyer

4x800 Meter Relay
Amos Bartelsmeyer, Chris Brown, Jordan Mann, Chris Noda

3200 Meter Run
Grace Bridwell

4x100 Meter Relay
Heather Cousins, Cameron Jackson, Julia Olson, Kate Pflager

4x200 Meter Relay
Heather Cousins, Cameron Jackson, CeCe Moore, Lauren Waterbury

4x400 Meter Relay
Heather Cousins, Madison Mann, CeCe Moore, Julia Olson

Discus
Yasmin Musaddiq

Pole Vault
Haley Pryor

200, 400 Meter Dash
Lauren Waterbury

VIEWPOINT

BY CHRIS RAPPLEYE

A CAT TALKS THROUGH HIS HAT

*(on the Questionable Quest
Now Known as LitFest)*

Good morning, good morning —
the weather's suspicious.
I came here to say still that words are delicious:
try them yourself, try them you'll see,
a mouth full of words, an ear full of meanings.
Start out with some *thank yous*, then move on to *pleases*.
Try a bless you whenever somebody sneezes.
Off the tops of your heads, from the tips of your tongues,
from the depths of your heart, when there's songs
to be sung —
they're good if you're angry, or feeling just great,
for celebrating each other with a *hip* and *hooray*.
They've been with us forever, they're not going away:
Words, words, words —
are magical things that hook us together.
They come when you call. They're as light as a feather.
No matter how heavy your thoughts seem to be,
they'll carry them over from where you are to me:
they're an amazing, organic, transporting technology.
If you stacked us all up here, his heels on her head,
him under you —
Yertle the Turtle should have such a view!
We'd go up a full mile, it would look pretty neat
from five thousand two hundred and eighty some feet!
Our head in the clouds, our feet in the clay,
every morning would start a miraculous day!
But
put your heads together, and what would you gain?
A three-thousand six-hundred pound brain!
That's as big as a car! Oh places we'd go,
in a car made of thoughts, the things we could know,
the poems we could write, the thinks we could think,
If we could only get our brains to all link.
But wait,
words are the linkers, linking inner to out.
They link us through whispers, they link us through shouts,
through stories and poems, linking this day to that,
linking Shakespeare to Seuss, linking the Cat to the Hat.
They tie teller to hearer, and writer to reader
— And the omnivorous bookworm?
It's WORDS that will feed her!



Linking stories and people in an ever long train,
words from the past can link billions of brains,
and go on biggering and biggering and biggering our lives
'til I feel what you feel, and you feel what I've,
your joy and your pain, your laugh and my cry.
And we can say what we think,
and though we might disagree,
I can try on your thoughts, if you'd tell them to me.
And that's not all that I claim that words have united,
though teachers of some other subjects might fight it.
History's half made up of STORY, so it says.
While in Physical, Biological and Earth Sciences
words claim to mean something rather precise.
In world languages, words help the world make nice,
In math, the stories make problems. While English is
—in other words — language arts, it is what it is,
though you'd think after all that we'd all agree
on a word to call it, this study of grammar
and language and story.

And now I'd like to say for my part
98 words on behalf of the arts,

Which are often for saying what words would if they could,
when our hearts want to leap, but our tongue is no good.
There are people who think that Art is the cherry,
dessert, an extra delight,
after the otherwise serious dinner of life.
A recent study discovered things quite different, however.¹
a study of serious scientists, only the very most clever,
found that most Nobel-prize winners in fields scientific

those who know the world inside out,
know that the arts are terrific!
Not your average tinkerer with test tubes and petris,
not the assistant's assistant's
assistant's assistant,
and not just the young pups!
but Nobel science winners
it seems do engage in the arts
even when they're all grown ups.
They're twenty-five times more likely
than the scientists' average
to sing, or to dance, or to act on the stage,
twelve times more likely to put poems on the page
to some average minds self-expression seems quaint
but these scientists
are seventeen times more likely to sculpt or to paint
and though it seems far afield and you might think it daft,
they're eight times more likely to work on a craft,
and while it's gone without noting before, I'll say it again,
they're four times as likely to be a musician.
Which is all to say, "Hooray, for today!,
Hooray for our play!"
The arts aren't dessert, the arts aren't the cherry
not on top, nor the bottom, and they're not airy fairy.
The arts are the sun and the tree and the leaf.
The arts weave this worm's hunger
through that Hamlet's grief.
So what we celebrate here and what we're about
is the Art of all words, is a day full of games, so don't pout.
Whether you're dressed up like dragons
or hunkered like trolls,
behaving like angels or limping lost souls,
it's a day full of poems and learning and play,
And who knows but maybe this thing
that we've started today
will change the whole world, what we think, how we can,
but today's what
what we mean
when we say,
we're just being human.

Editor's Note: Upper School English teacher Chris Rappleye kicked off the 1st Annual MICDS LitFest on April 22 with the above remarks. For more information on Lit Fest, see opposite page.

► STRATEGIC PLAN - GREAT TEACHING & LEARNING

¹ Arts Foster Success: Comparison of Nobel Prizewinners, Royal Society, National Academy, and Sigma Xi Members. *J Psychol Sci Tech* 2008; 1 (2): 51 – 63.

■ Hey, a footnote! Just Like T.S. Eliot!



**WORD
POWER**

Scenes from LitFest 2011

The first annual MICDS LitFest, a celebration of the power of words and stories to shape our lives, took place on April 22. The day consisted of a JK – 12 “Come as Your Favorite Literary Figure” parade, cross-divisional literary activities, Prize Speaking, games, and featured performances from the St. Louis Shakespeare Festival and readings from Missouri’s Poet Laureate, David Clewell. Students also brought in new or gently-used books to donate to local organizations.

Clockwise from top right:
Hamlet makes an entrance during opening ceremonies.

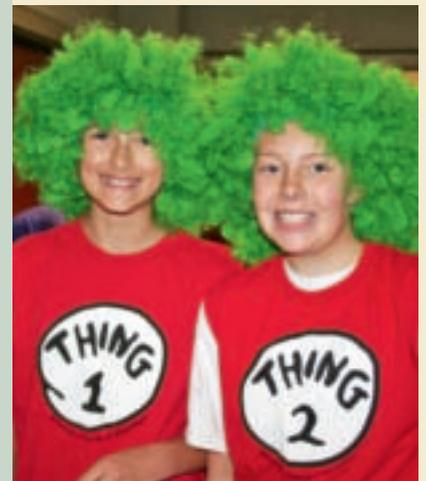
Kaleigh Riggs '17 (at left) and Bailey Short '17
get into the spirit of the parade.

The Very Hungry Caterpillar delights the crowd.

Students practice the ancient art of calligraphy.

(From left to right) Katie Horan '19, Caroline Weber '19,
Madison Connell '19, Caroline Abel '19,
Lower School Administrative Assistant Linda Ganss,
Olivia Proctor '19, Elsa Sjogren '19 and Cassidy Kearins '19
await opening ceremonies.

Upper School students facilitated games and crafts for
Lower School students.



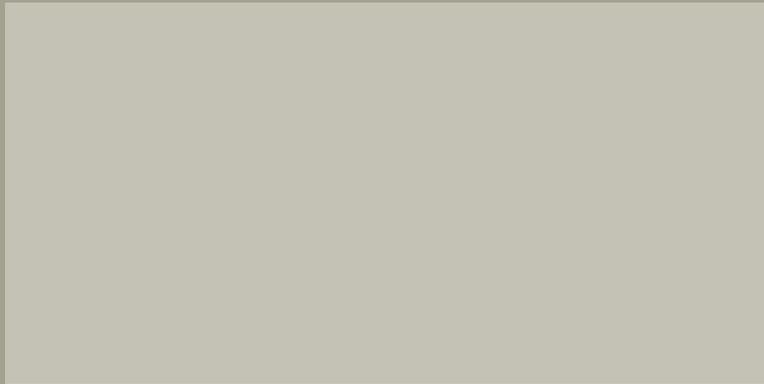
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*“Do more,
be more,
seek more.”*

- SCOTT SMALL
2011 COMMENCEMENT SPEAKER

