Inside the Learning Brain

How Mind, Brain and Education Science is impacting the classroom

INSIDE

Highlights from 2012 Commencement Exercises, an update on fundraising initiatives, a preview of new outdoor learning spaces, a special tribute to Danforth Chapel and Mathews Hall, a recap of faculty summer work and much more!
Lower School Gallery Night Showcases Creative Masterpieces

On April 19, the Beasley Lower School was transformed into an art gallery, filled with a stunning array of diverse art pieces. Parents, grandparents, siblings and friends were guided by student docents through the various displays of masterpieces created by JK through fourth grade artists. Much of the work on exhibit was an extension of the curriculum of each grade level.

For example, third graders study Colonial America and the Oregon Trail. Therefore, a main theme of third grade art is to investigate the culture and lifestyle of various Native American Nations. Projects included Northeast Woodland Iroquois false face masks; Southeast Hopewell Mound Builder copper art; Blackfoot Plains buffalo robes and drums; and Northwest Haida Plank Houses.

Artwork created by Lower School classes on exhibit also included JK ceramic desert coil snakes, SK paper Torans from India (doorway hangings), 1st grade Japanese symmetrical kites, 2nd grade constructed 3-D wooden African masks, 4th grade Roy Lichtenstein-inspired still life paintings, and much more.

Lower School Art Teacher Amy Oliver shared, “The excitement the students express when diving into a new project is contagious. Whether it’s learning about a different country or culture or experimenting with a new material, the artists are always eager. Their pride grows as they challenge themselves, and it explodes as they are able to show off their masterpieces.” She said of the importance of Gallery Night, “One main goal I have as an art educator is to empower my young students to believe in their artistic abilities. Gallery Night unites us a community of artists to see the various projects displayed, but it also is a learning bridge from the classroom, to the art room, to the halls of Beasley and then far beyond our MICDS walls.”
DEPARTMENTS

2 A MESSAGE FROM LISA LYLE
Commentary from our Head of School

3 UP FRONT
Short updates on the latest MICDS news and a calendar of events

19 FACULTY FOCUS
Updates on faculty professional development and curriculum work

24 CENTER OF ATTENTION
A Spectacular Send-Off
Commencement exercises honor the Class of 2012

42 SCHOOL SPIRIT
Purpose and Service
Living the Mission is a School-wide commitment

44 VIEWPOINT
Preparation for Life
Preserving the partnership between teachers, students and parents

45 PHOTO FINISH
Urban Adventure
Sixth graders participate in end-of-year capstone activity

FEATURES

26 WRITING THE FUTURE OF MICDS
Transformational philanthropy makes progress possible

34 INSIDE THE LEARNING BRAIN
How Mind, Brain and Education Science is impacting the classroom

38 REVERED SPACES
Celebrating the legacy of Danforth Chapel and Mathews Hall

ON THE COVER
New scientific research on how the brain learns is impacting the teaching and learning process.

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.”
**MEET SEEMA CHOUHAN**

*Former MICDS Parents Association President; Co-Chair, Cultures Within*

For 16 years, Seema Chouhan and her family have been members of the MICDS community. She and her husband, Lalit, are the parents of Ritu ’04, Vijit ’07 and Rohit ’17.

This is her MICDS.

**Preparation for life**

We enrolled our children at MICDS to give them a well-rounded education in preparation for college. We especially liked the small student-teacher ratio that allowed for the individualization of each student’s education. Now, after having put two of our three kids through college, we are happy to say that MICDS fulfilled all our expectations.

**A special community**

What I find most special about the MICDS community is how personal and warm the relationships are between the parents and teachers. The teachers make such an effort to know each and every parent, in a way that you know that your child’s education is a priority. They are also both incredibly receptive and responsive to parental and student needs.

**Favorite school activities**

I loved having the chance to be involved in all the class activities with my kids, including field trips, classroom projects and recitals, and the newer advisory lunches in Middle School. It let me be a part of my children’s education.

**Advice for new parents**

Get involved at the classroom level and through the Parents Association. It is a great way to get to know the school system, your child’s friends, and their parents.

---

A MESSAGE FROM LISA LYLE

One thing I love most — and I love many things — about schools is that they give us each year the opportunity to reinvent ourselves. While rebirth is most often associated with spring, for students and teachers, each fall we return to campus in August energized anew for the school year.

This is possibly, in part, because of summer. Whether it’s participating in a service trip to Peru, or conducting bench research with local scientists as part of the STARS program, developing new materials for a particular course or learning more about assessment, studies and students benefit from the break from the regular academic year to learn in ways that might be more focused on a single topic or skill, or perhaps more experiential. Summer allows us to read, work out, travel and volunteer. Within this issue you will see many members of our community stretching in these ways, and more.

Our campus, too, is undergoing great change. With demolition underway, construction will soon begin on our new Science, Technology, Engineering and Mathematics facility funded through a very generous gift from the J. S. M. Charitable Trust and the James S. McDonnell ’54 and Elizabeth Hall McDonnell ’58 Family, and on Brauer Hall and Auditorium, named by the family of Stephen F. Brauer ’63 and Camilla Thompson Brauer ’64, which will feature a new 800-seat auditorium and informal gathering spaces.

Temporary classrooms have been outfitted and will provide larger and equally well-equipped labs for our science students during construction. With good weather, we should open our new facilities in early 2014.

All that does not grow and evolve becomes obsolete. Both as an institution and as individuals, we strive to grow and develop in order to meet more effectively the challenges of tomorrow. Summer is definitely growing season here at MICDS!
A FOND FAREWELL
Concluding assembly celebrates Danforth Chapel

A capacity audience attended a special assembly on May 31 as the MICDS community formally bade farewell to Danforth Chapel, which is making way for construction of Brauer Hall & Auditorium. Danforth Chapel was formally dedicated in early 1958.

Several generations of Danforths were special guests at the assembly. Senator Jack Danforth ’54 spoke on behalf of his family and was introduced by his grandson, Christopher Ivie ’12, and great-nephew, William Barnes ’12. Senator Danforth saluted MICDS for “weaving together the traditions of two schools and honoring those traditions, and yet moving the school ahead to something that is different and looking toward the future.” He urged members of the audience to be agents of change and to view the assembly as “a celebration of change and a commitment that it will be change for the good.”

The keynote address was delivered by Dr. William Tucker ’59. As a Country Day junior, he spoke at the Danforth Chapel dedication. Dr. Tucker recalled that, “Whereas the classrooms, playing fields, and hallways were the setting for our learning as individuals, the setting for bringing it all together was the room we occupy.”

Upper School Head Scott Small welcomed guests and introduced speakers Andrew Hereford ’85, MICDS Alumni Association President, and Chip Hiemenz ’02, a member of the Young Alumni Association.

Following a slide show tribute to Danforth Chapel, Head of School Lisa Lyle unveiled plans for Danforth Square, an outdoor gathering area on the Upper School campus that will include architectural elements from Danforth Chapel.

Editor's Note: See page 34 for a special tribute to Danforth Chapel and Mathews Hall.

Scan this QR code to view highlights of the assembly.

Copies of William H. Danforth’s book I Dare You! were given to all guests.

Assembly speakers (from left) Scott Small, Lisa Lyle, Dr. William Tucker ’59, Senator Jack Danforth ’54, Andrew Hereford ’85 and Chip Hiemenz ’02

(From left) Christopher Ivie ’12 and William Barnes ’12

(Above) Danforth Family members in attendance at the assembly included: (front row, from left) Hope Sankey, Callie Danforth ’15, Kate Barnes ’16, Kate Barnes ’16, Kathy Danforth Hollo ’78, Annie Danforth ’22, Charlie Ivie ’14, Carolyn Borders Danforth ’52, Sally Dobson Danforth ’55, Molly Danforth, Grace Danforth, Jeff Miller ’70, Albie Miller and (seated) Dotty Danforth Miller ’46, (middle row, from left) Robert Sankey ’13, Beth Danforth ’00, Jack Danforth ’54, William Danforth ’44, Laura Danforth Barnes ’81, Eleanor Danforth Shaheen ’78, Christopher Ivie ’12 and Dan Miller ’90, (back row, from left) David Hillo ’73, Billy Barnes ’12, Charlie Barnes ’13, Tommy Hillo ’07 and Chris Danforth ’94

“Senator Danforth saluted MICDS for ‘weaving together the traditions of two schools and honoring those traditions, and yet moving the school ahead to something that is different and looking toward the future.’”
FAREWELL, FRIENDS
School community honors retiring faculty members

The MICDS community bid farewell to two beloved teachers this spring: Sam Martorelli, sixth grade math teacher, and K.B. Mehl, chair of the Middle School Fine Arts Department. Both men were honored during the April 26 all-school assembly, at a special reception for alumni, parents of alumni and friends on May 18, and at the final faculty and staff gathering of the 2011–2012 school year on June 8.

Sam Martorelli
Math Teacher, Coach, “Voice of the Rams”
Public Address Announcer for Varsity Football
(34 YEARS, 1978 – 2012)

In the fall of 1978, Sam Martorelli, or “Marto,” as he quickly became known, joined the CDS faculty as a sixth and fifth grade math teacher, coaching football, basketball, and baseball. During his 14 years at CDS, he was also the class chair of the sixth grade. Martorelli was a two-time recipient of the Duncan Award and was the first Middle School teacher asked to open the graduation ceremonies.

For the past 20 years at MICDS, he has coached 7th and 8th grade football and baseball, as well as serving as the public address announcer at the MICDS home varsity football games for many years (he will continue in this role for the 2012 season). He has also taught at the MICDS Summer Bridge Program since its inception 11 years ago, and has been instrumental in the success of the program. He continued teaching for the Bridge Program during the summer of 2012.

Middle School History Teacher Will Shockley shared remarks on Martorelli’s behalf during the May 18 reception. He shared comments collected from students and colleagues which spoke to Martorelli’s passion for teaching, his sincerity, and his joyful approach to life. “I truly got to know Sam during the first summer we taught Bridge together. I had heard of him from teachers and students but I did not know him. In those two weeks over the summer I learned what it is to be a master educator,” Shockley stated. “The tone of his voice, the way he prepared for class, his energy, his passion for math, and the way he made teaching seem so effortless, were the keys to getting the students to want to come to his classes. These few words were used to express the character of a man named Sam, but they could never state how valued, respected, trusted, professional, and loved you are by the people who were blessed by their contact with you.”

K.B. Mehl
Middle School Fine Arts Department Chair, Middle School Choir Director
(38 YEARS, 1974 – 2012)

K.B. Mehl began his tenure at CDS in the fall of 1974. He started the Male Glee Club and directed 21 Troubadours productions. He also served 12 years as Director of Camp Deerfield, where he started the four- and five-year-old program. He truly enjoyed teaching four- and five-year-olds how to swim and watching the CDS students become compassionate and empathetic counselors. Mehl served as Fine Arts Department Chair at CDS as well as at MICDS for a number of years.

Outside of MICDS, he is a Tenor Soloist at Christ Church Cathedral and Shaare Emeth Temple, provides private voice teacher lessons for CASA, and for 13 years has been singing with Ambassadors of Harmony, an internationally famous barbershop chorus based in St. Charles, MO.

Peggy Laramie, Director of Admission, taught music with K.B. Mehl for a number of years and was invited to speak on his behalf at the May 18 reception. “I knew him to be a good guy, but I had no idea what a good friend and colleague awaited me,” she said, describing when she and Mehl first began working together at the time of the MI/CDS merger. She continued, “I learned so much from working with him. He was meticulous about building curriculum, everything has a purpose, and you don’t waste any time. We had the great opportunity to build a Middle School program and collaborated on a fifth grade general music course as well as vocal classes for the sixth, seventh and eighth graders. Teaching music is often very joyful work, but it was particularly joyful with K.B. because we laughed every single day. His sense of humor was so helpful and so perfect for working with middle school students.”
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 26. Congratulations to everyone!

25-YEAR ANNIVERSARIES
Jack America
Andrea Brownstein
Jeff Hall
Joan Llufrio

20-YEAR ANNIVERSARIES
Carolyne Hood
Loretta Matteson

15-YEAR ANNIVERSARIES
Mike Fitzgerald
Jane Fredman
Debbie Higgins

10-YEAR ANNIVERSARIES
Rene Ashman
Candice Baumann
Michael Black
Lawanda Bowman
Bill Campbell
Ally Golebiowski
Susan Good
Louise Jones

FACULTY AWARDS PROGRAM
Celebrating excellence in teaching

The 2012 MICDS Faculty Awards were presented during a special ceremony on April 24 in Mary Eliot Chapel. A number of donors whose generosity have made these awards possible were in attendance to assist Head of School Lisa Lyle as presenters. This year, MICDS awarded 10 Chairs of Distinguished Teaching, five faculty merit awards and four summer sabbaticals. See Faculty Focus on page 19 for more information on how faculty honorees used their sabbaticals for professional development.

Congratulations to all of the honorees:

CHAIRS OF DISTINGUISHED TEACHING
Albert G. Blanke Chair of Distinguished Teaching
KELLY NEARY

Harriet Baur Spoehrer Chair of Distinguished Teaching
JENN GILLIS

Class of 1968 Chair of Distinguished Teaching
RENE ASHMAN

Eugene A. Hecker Chair of Distinguished Teaching in Humanities
DAVID TERRELL

Ronald A. Holtman Class of 1970 Chair of Distinguished Teaching and Coaching
JOSH SMITH

John R. Johnson Chair of Distinguished Teaching
JENNIFER SCHUCKMAN

Craig E. Jones Chair of Distinguished Teaching
JANET PURDY

John Allan Love Chair of Distinguished Teaching in History
CARLA FEDERMAN

Ethan A.H. Shepley Chair of Distinguished Teaching in English and Composition
CHRISS RAPPELEYE

Marjorie Weisenburger ’32 Chair of Distinguished Teaching in the Fine Arts
BARBARA SPIELER

“A number of donors whose generosity have made these awards possible were in attendance to assist Head of School Lisa Lyle as presenters.”
HEADLINERS

FACULTY MERIT AWARDS
Mary Institute Class of 1940
Annual Faculty Award
Chris Ludbrook

Country Day School Class of 1958
“Extra Effort” Award
Marilyn Ackerman
Charlotte Dougherty
Patrick Huewe
Stacey Morgan

Dorothy Wray Roberts ’17
Faculty Merit Award
Mead Ploszay ’91

Sears Foundation Faculty Merit Award
Sarah Kiske
Anne Williamson

SUMMER SABBATICALS AND FELLOWSHIPS
Carol B. and Jerome T. Loeb Fund for Excellence in the Teaching of Mathematics
Amy Scheer & the JK – 12 Mathematics Department

Mary Institute Class of 1957
Faculty Development Fund
Nancy Richardson

Wilma and Roswell Messing Jr. ’34
Summer Sabbatical
Patrick Huber

Edward M. Rinvius Summer Sabbatical & Thomas Family Fellowship
(awarded together in 2012)
Andrew Cox
Jody Marberry

END OF YEAR AWARDS
Faculty and staff honored in June

At the conclusion of every academic year, faculty and staff come together as a large group for final meetings, to bid farewell to departing colleagues, and to honor recipients of the Sesquicentennial Awards and the Louise Morgan Staff Appreciation Awards. The Sesquicentennial Award was established in 2009 and is presented to members of the faculty in each division who, in addition to being exemplary teachers and mentors, have also had a significant influence on the development of a collegial atmosphere and a healthy overall school community at MICDS. Recipients are selected by vote of their colleagues. The Louise Morgan Staff Appreciation Award was established by former Upper School Head Louise Morgan in 2011 and is presented to members of the staff who, in addition to being exemplary employees, work tirelessly behind the scenes to contribute to a healthy overall school community at MICDS. Congratulations to the 2012 honorees:

SEQUICENTENNIAL AWARDS
Jim Lohr (Lower School)
Julie Johnson (Middle School)
Lynn Kalcic (Upper School)

LOUISE MORGAN
STAFF APPRECIATION AWARDS
Linda Galkowski (Support Staff)
Bill Heumann (Maintenance)
Senad Hadzisalihoovic (Housekeeping)
Doug Greener (Grounds)

“The Sesquicentennial Award is presented to members of the faculty who, in addition to being exemplary teachers and mentors, have had a significant influence on the development of a collegial atmosphere and a healthy overall school community.”
Orientation with the vision for our School while we work to understand their perspectives and opinions. Pulling these groups together so we can reach our common goals is a continuing work in progress for the Board but it is what makes MICDS the special, high-achieving institution that it is.”

The MICDS Board of Trustees also welcomes the following new members: S. Brooks Critchfield, principal and licensed architect, Open Field Designs, Inc.; Karen B. Kalinowski, MICDS Parents Association Past President and community volunteer; Madhavi Kandula, M.D., dermatologist in private practice; Edward S. Macias, provost and Vice Chancellor of Academic Affairs, Washington University in St. Louis; and Daniel S. Ory, Professor of Medicine, Cell Biology and Physiology, Washington University School of Medicine. In addition, Jane E. Campbell will begin her board term as President-Elect of the MICDS Parents Association, and Jill Pruellige Hunt ‘86 joins the board as Vice President of the MICDS Alumni Association.

ON BOARD
Terry Pflager ’80 begins his tenure as MICDS Board Chair

At its June meeting, the MICDS Board of Trustees elected Henry B. “Terry” Pflager III ’80 as Board Chair for the 2012 – 2013 school year. He succeeds outgoing Board Chair Stuart K. Campbell. The Board also elected Julia Jansen Lilly ’86 as Vice Chair, Kathryn Danforth Hollo ’78 as Secretary and Deborah K. Rush as Treasurer.

Terry Pflager is the Managing Consultant of Towers Watson’s St. Louis office. Towers Watson is the largest global consulting firm providing human resources, risk and financial management services, with 14,000 associates in 37 countries. In his role as Managing Consultant, he leads an office of 120 associates that provides consulting services to most of the largest companies in St. Louis and Kansas City. He has been with the firm since 1994. He and his wife, Alden, are the parents of Kate ‘11, Henry ‘13, Banks ‘16 and GeGe ‘18. Pflager’s mother, Ann Lorz Brightman, graduated from Mary Institute in 1957 and his father, Henry B. Pflager II, was a member of the CDS class of 1953.

Pflager was elected to the MICDS Board of Trustees in 2009 and has been a member of its Executive Committee since 2010. He also served as president of the MICDS Alumni Association from 2010 – 2011. Additional community involvement roles include membership on St. Louis Children’s Hospital Foundation Board since 2003, President of the Hospital’s Development Board from 2003 to 2004, and service on the Executive Board of the Boy Scouts of America from 2007 to 2010.

“This is such an exciting time to be a part of the MICDS community. We are living what will be one of the most significant milestones in the School’s history,” said Pflager. “In fulfilling the School’s five-year strategic plan, the construction of the new STEM facility affords us the opportunity to fully implement our enhanced curriculum in math and science. While the construction process will be a major endeavor during my time as Board Chair, I continue to see that the primary responsibility of the Board is to provide governance and oversight support to Head of School Lisa Lyle. One of the most critical priorities will be to ensure that we continue our long tradition of attracting and retaining great faculty in order to maintain the highest academic standards. In addition, we also must be effective stewards of our financial and other resources. We have to carefully develop and manage our budgets as well as our facility plans, particularly given the continuing economic challenges.

“Lastly, one of the most important responsibilities of our Board members is to serve as ambassadors both externally in the community and internally to our constituencies,” he continued. “The Board represents parents, students, alumni, faculty and staff, and we must ensure that we help keep those groups connected with the vision for our School while we work to understand their perspectives and opinions. Pulling these groups together so we
GREENING AMERICA’S SCHOOLS

MICDS featured in NAIS publication

MICDS was one of two Midwestern schools showcased in the NAIS (National Association of Independent Schools) publication Greening America’s Schools: The Environmental Sustainability Movement in K – 12 Education. In the case study, titled “MICDS: A Green School in the Heartland,” author Paul Chapman shares comments from Head of School Lisa Lyle and JK – 12 Science Department Chair Bob Shaw, and showcases the many sustainable efforts underway or accomplished at our School as proposed by the 2009 – 2014 Strategic Plan. The case study mentions curricular additions, school-wide programs such as composting and recycling, and changes to the physical plant such as using Energy Star appliances and energy-efficient lighting.

2012 ELIOT SCHOLARS

Program now includes 20 students

The MICDS Admission Office has announced that seven students have been chosen as the School’s 2012 Eliot Scholars following a highly-competitive application process. The addition of these seven students brings the total number of Eliot Scholars to 20. Congratulations to the 2012 Eliot Scholars.

7TH GRADE CLASS OF 2018

Nicholas Jones (Community School)
Hopie Melton (MICDS)
Jacqueline Zoeller (Community School)

9TH GRADE CLASS OF 2016

Harrison Critchfield-Jain (MICDS)
Ines Oulamine (Oakville Jr. High School)
Allison Tieling (Villa Duchesne)
Jaleen Walker (The College School)

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

PLAY BALL

MICDS unveils renovated baseball field

This spring, the Rams baseball teams began their seasons with a newly-renovated, state-of-the art baseball field, now known as the William O. DeWitt Field in the Drew Baur Ballpark. This spectacular new facility comes complete with artificial turf on the infield, new dugouts, bleachers, bullpens and a backstop. The renovations were made possible because of generous gifts made by the Baur family, parents, alumni and friends in memory of Drew Baur ’62, a lifelong supporter of Country Day and MICDS, and a member of the St. Louis Cardinals’ ownership group. MICDS Varsity Baseball Coach Pete Jans offered these comments about the new field’s impact: “We are absolutely thrilled with this new baseball field. We now have one of the best baseball venues in the State of Missouri, if not the entire Midwest. This great new ballpark gives our Upper and Middle School...”
BUSINESS OFFICE UPDATE

Rohr is new Director of Finance

MICDS welcomed Leanne Rohr in the role of Director of Finance on April 16. Prior to her arrival, she worked at our School’s auditing firm, RubinBrown, for 10 years. While at RubinBrown, she worked on several audit engagements for not-for-profit organizations and private schools, and was an audit manager and the Chair of RubinBrown’s Private School segment. In her role as Director of Finance, Rohr is responsible for all of the financial accounting and reporting of the School, maintaining the financial portion of the long term facilities plan and an inventory of the School’s assets.

IN SUPPORT OF STUDENTS

Thurman takes on expanded role

In March, Assistant Head of School Jeff Suzik announced that Vicki Thurman, former Lower School Learning Specialist and Counselor, was appointed to a new all-school administrative position at MICDS: Director of Student Services. This appointment evolved from Thurman’s most recent work as JK – 12 Director of Learning Support Services. As Director of Student Services and a member of the Administrative Team, she will coordinate the work of Learning Specialists, Counselors, and Nursing Staff for the entire school. In addition, with an office located on the Upper School campus, she will directly assist both the Upper School Counselor and Learning Specialist in their support of Upper School students.

WELCOME TO MICDS

New faculty and staff

The MICDS community is pleased to welcome 13 new faculty and staff members to campus. We wish them the best this year!

Meet our new faculty and staff: (front row, from left) Christy Moore ’72 (Lower School Science), Brian Lewis (Athletic Administrator, P.E.), Margaret Hanser (Third Grade Teaching Associate), Megan Adams (Director of Extended Day Program), Tiffany D’Addario (Upper/Middle School Fine Arts), Matthew Mahaffey (Upper School English), Kelly Hogan (Lower/Middle School Nurse) and David Hotaling (Upper School Counselor); (second row, from left) Darrett Thompson (Middle School English and History), Danielle Baron (Upper School English), Ashley O’Toole (Lower School Learning Specialist and Counselor), Michelle Fox (Upper School Nurse) and Malon Carter (Upper School Mathematics).

STAY CONNECTED!

There are many ways to stay connected to MICDS

- Become a fan on Facebook at Mary Institute and Saint Louis Country Day School
- Follow us on Twitter @MICDS
- Subscribe to our YouTube Channel at MICDSSTL
- Regularly check the News page at micds.org
JOURNEY TO ARGENTINA
MICDS begins exchange with Instituto Albert Einstein

In March, MICDS launched its exchange program with Instituto Albert Einstein in Mar del Plata, Argentina. Fourteen Upper School students and faculty chaperones Christine Mayer and Norka Ortiz-Camargo enjoyed a varied itinerary of activities during their journey, which took place March 16 – April 3.

Their trip began with a three-day stay in Buenos Aires, which included a tour of the city, attending a soccer match, tango lessons and a visit to the “El Ombu de Areco” Gaucho ranch. On March 21, the MICDS crew traveled to Mar del Plata to meet up with the students’ host families at Instituto Albert Einstein. Each student participated in activities planned by his or her host family and attended classes and events at the school. A highlight was a three-day camping trip to Tandil, during which the group spent time hiking, biking, canoeing, repelling, zip-lining and completing a high ropes course.

Faculty chaperones kept a blog of the group’s experiences, commenting on the hospitality of their hosts, the unique and unforgettable cultural experiences, and their pride in how our students represented MICDS. Christine Mayer wrote, “Everyone continues to be in awe of the unity and the dynamics of the group. There is a remarkable bond present and in every moment that they spend together they continue to learn more about another, about each others’ cultures and about themselves. I would be here forever if I tried to convey the impact that this program has had and will have for many years to come. Not only will the lives of the 28 students directly involved with the program be forever changed, but many, many more lives will be touched as well.”

Fourteen MICDS students participated in this inaugural trip, including: Amos Bartelsmeyer ’13, Tilman Bartelsmeyer ’15, Laurel Button ’15, Gussie Frederici ’14, Casey Hyken ’14, Zoe Oakley ’14, Rohit Reddy ’15, Harrison Reid ’13, George Reynolds ’13, Kate Schlafly ’14, Emelda Then ’14, Preethi UmaShanker ’14, Amir Vardi ’14 and Peter Warren ’14. These students look forward to welcoming their friends from Argentina to MICDS for a 15-day visit in September.

“There is a remarkable bond present and in every moment that they spend together they continue to learn more about one another, about each others’ cultures and about themselves.”
**ADVENTURE NIGHT**

*Fifth graders enjoy unique on-campus overnight activities*

The first-ever Fifth Grade Adventure Night on May 10 served as a capstone event to help conclude the inaugural year of the new MICDS Fifth Grade Program. Students and teachers gathered to celebrate the MICDS community, learn from each other, and experience the beauty of our School’s campus from a different perspective.

The Fifth Grade Team planned a variety of special events to fill the evening, which included the students “camping out” in their advisory groups in the Middle School Gym. Following another round of early morning activities, parents were invited to join the students for breakfast.

“The Adventure Night provided the Fifth Grade teaching team the chance to break away from the confines of a 45-minute block in the classroom and allow for extended learning and application,” explained Jen Schuckman, science teacher. The event was also a team-builder for the Class of 2019, who cheered on the Upper School lacrosse team, enjoyed a festive dinner outdoors, listened to fellow middle schoolers at the Spring Sing, and shared songs and stories under a beautiful night sky.

The evening’s activities included:

- Math teacher Lisa Huxley taught the students how to use inclinometers to find their latitude using the North Star.
- Spanish teacher Christine Mayer prepped the students with the dialogue necessary to order their Mexican dinner in Spanish.
- Social Studies teacher Mike Fitzgerald coordinated a night-time “GPS hunt” to utilize the geography skills the students had been practicing all year.
- Science teacher Jen Schuckman brought in volunteers from the St. Louis Astronomical Society with telescopes to help the students view planetary objects in the night sky.
- The students attended the Spring Sing, the MS Choral Concert led by Vocal Music teacher Jason Roberts, to preview what many of them will be a part of next year.
- English teacher Kathleen Armstrong organized storytelling by the fire and led a morning poetry writing session.
- P.E. teacher Nick Menneke led the morning boot camp, and Art teacher Jayme Zimmer led a sunrise art class.

“The Adventure Night provided the Fifth Grade teaching team the chance to break away from the confines of a 45-minute block in the classroom and allow for extended learning and application.”

“These extensions of our curricula were only possible with the Fifth Grade Adventure Night platform,” added Schuckman.

The Fifth Grade students had the time of their lives. “It was the most awesome night ever,” shared Nick Mellanby “Our teachers were great and planned fun things for us.”

Raevyn Ferguson enjoyed the GPS scavenger hunt. “It mixed what we had learned in math, science and geography. Mr. Fitz gave us the coordinates and we had to find the objects.”

Lynn Kosup, fifth grade parent, attended the breakfast. “This was such a neat experience for my daughter and her fellow students. They were able to see their teachers and classmates in a different way.”

“This was such a neat experience for my daughter and her fellow students. They were able to see their teachers and classmates in a different way.”
Academics

COLLEGE BOUND
Class of 2012
Matriculation List

The graduates of the MICDS Class of 2012 are attending the following colleges and universities this fall!

American University (2)
Baylor University (2)
Boston College
Boston University
Bradley University
Brown University
Bucknell University
California Polytechnic State University
Carnegie Mellon University
Case Western Reserve University
Chapman University (3)
Chatham University
Claremont McKenna College
Colgate University (3)
College of Charleston
Colorado College
Cornell College
Cornell University
Dartmouth College (2)
Denison University
DePauw University (2)
Drake University
Drexel University
Elon University
Georgetown University (2)
Georgia Institute of Technology (2)
Grinnell College
Hamilton College – NY
Hampton University
Indiana University – Bloomington
Indiana University – Wells Scholar (1)
Iowa State University
Johns Hopkins University (2)
Kansas State University
Lake Forest College
Lawrence University
Loyola Marymount University

Loyola University New Orleans
Maryville University
Massachusetts Institute of Technology
Miami University, Oxford (4)
Neumont University
New York University
Northeastern University
Northwestern University (5)
Occidental College (2)
Parsons The New School of Design
Rhodes College (4)
Rollins College
Saint Louis University
Santa Clara University (2)
Southeast Missouri State University
Southern Methodist University (3)
Texas A&M University
Texas Christian University (4)
The George Washington University
The University of Alabama (2)
The University of Arizona
The University of North Carolina – Chapel Hill (2)
The University of Pennsylvania (1)
The University of Texas at Austin
Truman State University
Tufts University
Tulane University (4)
United States Air Force Academy
University of Arkansas
University of California at Berkeley
University of Chicago (2)
University of Colorado (2)
University of Florida
University of Georgia
University of Kansas (2)
University of Kentucky
University of Louisville
University of Miami
University of Michigan (2)
University of Missouri – Columbia (13)
University of Missouri – Kansas City (4*)
*all in 6-year medical program
University of Richmond
University of Rochester (3)
University of San Diego
University of Southern California
University of Tulsa
University of Virginia
University of Wisconsin – Madison (3)
Vanderbilt University (4)
Wake Forest University
Washington and Lee University (2)
Washington University in St. Louis (5)
William Jewell College (2)
Yale University (2)

BUILDING CLASS UNITY
Class of 2013 spends memorable day at Camp Wyman

In March, the Class of 2013 spent a day at Camp Wyman participating in leadership and team building exercises. The purpose of the activities, according to event organizers Melanie Moody, Terry Murray and Kathy DePung was “to engage the kids in meaningful activities to build class unity.” Students were divided into random groups to complete activities such as a ropes course, zip-lining and a crate building challenge, which required students to figure out how to build the tallest stack of crates, stacking one on top of the other. “Every student stepped out of his or her comfort zone to some degree during this experience, and the groups bonded very quickly,” says Moody. A primary purpose of the day’s activities was to prepare the juniors to take on leadership roles as seniors.

OPPOSITE PAGE: (Above) Christian Hanish gives Olivia Gacka a hand.

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

OPPOSITE PAGE: (At right) Kevin Eggert (at bottom) and a classmate try repelling.
SCIENCE SCHOLARS
Seven chosen for STARS program

Seven MICDS students participated in the 2012 STARS (Students and Teachers as Research Scientists) summer program. Alexandra Donovan ’13, Jack Finlay ’14, Kristin Geczi ’14, Isa Mulvihill ’14, Christina Rouse ’13, Preethi UmaShanker ’14 and Mandy Zhang ’14 spent six weeks conducting research under the supervision of a practicing research mentor. Through student-mentor partnerships, student participants apply various problem-solving strategies to independent research projects, write a 15 – 20 page technical report, and orally present their results in a seminar format. Bob Shaw, MICDS JK – 12 Science Department Chair, notes, “Our students are well prepared for the STARS program, which provides experiences in scientific research design and experimentation through the exploration of real science topics.”

SCHOLAR ATHLETE
Goessling is 2012 MICDS honoree

This spring, Annie Goessling ’12 was named MICDS’ Scholar Athlete. In its 46th year, the St. Louis Post-Dispatch Scholar-Athlete program honors one student-athlete from each area high school who is chosen by administrators at the schools. Goessling, who will swim for the University of North Carolina next year, excelled in the pool and in the classroom at MICDS. A member of the school’s chapter of the Cum Laude Society, she earned First Honors throughout her high school career. She was also a two-time Scholastic All-American and a recipient of the Washington and Lee Book Award.

Earlier this year, Goessling was named the Ladue-Frontenac Patch Female Athlete of the Winter. She holds a total of 14 state medals and has been named to the St. Louis Post-Dispatch All-Metro First Team for three consecutive years. In February 2012, she captured a state championship in the 100-meter breaststroke, placed second in the 200 individual medley, and was a member of the team that placed fourth in the 400 freestyle relay.

SPRING ALL-METRO ATHLETES
14 students honored for achievements in sports

Congratulations to the following student-athletes, who were named to the St. Louis Post-Dispatch All Metro teams for the spring season.

BOYS GOLF
Parker Goldman ’12 - First Team

BOYS LACROSSE
Chris Hiemenz ’12 - Athlete of the Year
Hiemenz earned All-America honors for the second straight season playing defense for the Rams. He led the state in ground balls and is known to be one of the fiercest competitors the state of Missouri has seen in years.

Foster Bundy ’12 and Christian Catsavis ’12 - First Team

Mac Cornwell ’12 and William Morehead ’13 - Second Team

GIRLS LACROSSE
Anna Clarkson ’12 and Frances Burkham ’12 - First Team

Hannah Akre ’12 and Molly Scott ’12 - Second Team

BOYS TENNIS
Matt Wolfe ’13 - Second Team

BOYS TRACK
Amos Bartelsmeyer ’13 (Middle Distance) - First Team

GIRLS TRACK
Hayley Pryor ’12 (Vertical Jumps) - First Team

WATER POLO
Lunsford Schock ’13 - Second Team
Drama students earn Cappies nominations

This spring, 18 MICDS Upper School students were nominated for Cappies Awards in recognition of their talent as actors, dancers, vocalists, stage crew and set designers. The Cappies (Critics and Awards Program) is an international 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 year, the student critics vote for awards that are presented at a formal Cappies Gala.

Congratulations to the following MICDS students on their Cappies nominations: (*indicates winners in their category)

**SETS**
- Clayton Gwinnup, Tom Hereford,
- Madison Mann, Billy Barnes,
  The Drowsy Chaperone

**PROPS**
- Kadija Howes, The Drowsy Chaperone

**SET CREW**
- Mason Burr, Suzie Kozikowski,
  Shubhi Shekhar, The Drowsy Chaperone

**CREATIVITY**
- **John Dunagan**, Picasso at the Lapin Agile

**ENSEMBLE IN A MUSICAL**
- Zander Galluppi, Sam Streett (Gangsters Bakers), The Drowsy Chaperone

**FEATURED ACTRESS IN A MUSICAL**
- Katherine Bush, The Drowsy Chaperone

**FEATURED ACTOR IN A PLAY**
- John Dunagan, Picasso at the Lapin Agile

**FEATURED ACTOR IN A MUSICAL**
- Aditya Nellore, The Drowsy Chaperone

**FEMALE DANCER**
- *Zoe Virant*, The Drowsy Chaperone

**MALE DANCER**
- *Alexander Schroeder*, The Drowsy Chaperone

**COMIC ACTOR IN A PLAY**
- Chris Noda, Picasso at the Lapin Agile

**COMIC ACTOR IN A MUSICAL**
- *Edward Wroten*, The Drowsy Chaperone

**SUPPORTING ACTRESS IN A MUSICAL**
- *Lily Reed*, The Drowsy Chaperone

**LEAD ACTRESS IN A MUSICAL**
- Erin Holiday, The Drowsy Chaperone

**LEAD ACTOR IN A MUSICAL**
- Devin Chabot, The Drowsy Chaperone

**SONG**
- “Adolpho,” The Drowsy Chaperone

**MUSICAL**
- The Drowsy Chaperone

EDUCATION INTO ACTION

**Environmental Club sponsors tree planting project**

This spring, every Upper School advisory worked together to plant one tree native to Missouri in a temporary nursery adjacent to Lilly’s Field (the May Field). The activity was sponsored by the Upper School Environmental Club under the leadership of Hayley Landman ’13 and Anisha Zaman ’13.

The purpose of the project, according to Landman, was to put into action the education students receive about environmental awareness and sustainability. She explains, “We realized in order to take our commitment to improving the environment seriously, we would have to take action to not only prevent but counter damage to it. The obvious action was then to plant trees, which provide a lot of benefits such as storing carbon and providing shade.”

Though some trees will stay in their original location along the creek near Lilly’s Field, most will be transported as part of the new sustainable landscaping MICDS is pursuing. In total, 75 trees were planted, all species native to Missouri, including Dogwood, Green Hawthorn and Eastern Wahoo.
TAKE BACK THE CREEK
Honeysuckle Abatement moves forward

Thanks to a hardworking crew of student and adult volunteers, the Honeysuckle Abatement and Planting Day at MICDS on May 19 was a huge success. The event was a continuation of the “Take Back the Creek” science and community service project, under the direction and leadership of Bob Shaw, JK – 12 Science Department Chair.

The volunteer crew spent a half day clearing invasive species of honeysuckle and grapevine on the west side of the creek, between the two bridges near the May Field on the southern end of the campus. This clearing allowed for over 700 plants to be planted to help restore the natural habitat along the stream. According to Shaw, “This included a large area that was composted using single stream compost similar to what is processed from our dining halls during lunch. So, in a way we all helped make the project a success.”

Student volunteers who earned community service hours included: Charlie Biggs ’16, Robert Fu ’16, Amelia Meier ’16, Caroline Rank ’16, Emma Stockman ’18, Rachel Thompson ’16 and Catherine Veron ’16. They were assisted by parents and teachers, including Theresa Biggs, Thomas Biggs, Tim Matisziw, Kelly Dopman ’76, Chris Brennan ’94, Megan Adams and Bob Shaw. Special thanks to Ricci Toothaker and the MICDS Grounds crew for their assistance and support of the project through planting, use of power equipment and watering.

The MICDS project receives support from the Edward K. Love Conservation Foundation, Shaw Nature Reserve and the Litzsinger Road Ecology Center. The project has been built into the MICDS science curriculum, allowing students to harvest seeds from native plants, propagate them, transplant them in place of the honeysuckle and continue the cycle until the creek has been naturalized and the ecosystem comes back into balance.

PARTNERSHIP WITH A PURPOSE
MICDS brings Imagination Library to University City Children’s Center

On April 28, MICDS Head of School Lisa Lyle, Assistant Head of School Jeff Suzik, Parents Association representatives Karen Kalinowski, Susan Johnston and Nancy Staley, and Upper School students visited University City Children’s Center to enroll the Center’s students in Dolly Parton’s Imagination Library Program. The MICDS Parents Association, under the leadership of President Karen Kalinowski and President-Elect Susan Johnston, raised funds to launch this program at the Center in support of MICDS’ commitment to engaging students in meaningful community service endeavors. Through Dolly Parton’s Imagination Library, new books will be delivered free of charge monthly to each enrolled child’s home until that child turns five. Collaborating with United Way of Greater St. Louis, MICDS made the commitment to ensure all enrolled children have access to books in their home, which is a key component of early childhood learning.

A United Way partner agency, the University City Children’s Center embraces and nurtures children of diverse backgrounds ages six-weeks to six years. The executive director of the Center is Steve Zwolak, a former MICDS junior kindergarten teacher.
BEAUTIFUL MUSIC
Strings Ensemble holds first public performance

On March 16, the Upper School community enjoyed the first public performance of the MICDS Strings Ensemble, who performed Mozart’s Symphony #12 (Allegro Movement), and the Finale of Haydn’s Symphony #16 under the direction of conductor Scott Shaw. Student members are Max Bernstein ’15, John Li ’15, Christopher Goessling ’14, Zander Galluppi ’12, Rohit Srivastava ’15, Niema Foroughi ’17, Connie Chiteshe ’15 and Ben Gunning ’13. In addition, members of the State Qualifying Trombone Trio, John Dunagan ’13, Gyde Lund ’12 and Achint Rai ’15, performed Men About Town.

CELEBRATION OF SPRING
May Day 2012 in review

The annual May Fete took place on May 5 on Lilly’s Field. The 2012 performance featured the traditional dances by the fourth and eighth grade girls, the Junior Daisy Chain, and the Senior Promenade and May Pole Dance. The Junior Class of 2013 presented the Daisy Chain to “Carillon” from L’Arlesienne Suite No. 1, by Georges Bizet. The fourth grade girls performed to Percy Grainger’s “Shepherd’s Hey,” and “Country Gardens,” and the eighth grade girls danced to “Concerto for Two Violins,” by Johann Sebastian Bach, and “Ballerina,” by David Caballero. The seniors’ May Pole Dance was performed to the music of Fantasia on “Greensleeves,” by Vaughn Williams.

Congratulations to Annie Goessling ’12 (above), who was crowned May Queen by vote of her classmates. 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 the senior girls benefit a local charitable organization. The Class of 2012 chose Nurses for Newborns as the beneficiary of May Day contributions.

“Our sensational MICDS string students now have an organized performance ensemble, dedicated to showcase their amazing musical talents!”
UPFRONT

THE ART OF LANGUAGE

Prize Speaking competition results


At the conclusion of the assembly, Ankita Kanakadandila was announced as the winner of the 2012 Prize Speaking competition. She will have her name inscribed on the Dartmouth Cup.

The annual Middle School Prize Speaking assembly took place on April 20. This year, the Middle School adopted the Upper School format — participation by students was voluntary. A total of 19 Middle School students worked with English Teacher Jan Jacobi to rehearse their chosen readings. Three faculty judges from the English Department selected two students from each grade as winners. They performed for the entire Middle School community and will have their names inscribed on the Vaughn Family Plaque and the Smith Bowl.

Congratulations to the winners.

7TH GRADE

Gwyn McDonald - Roald Dahl’s poem, “The Pig”
Clayton Pope - a humorous speech, “Every Cat in the Twilight’s Grey” (author unknown)

6TH GRADE

Paige Blanchard - excerpt from the book Uglies, by Scott Westerfeld
Wilson Graves - “My Parents Give My Bedroom to a Biker,” a story from Guy’s Read: Funny Business, by Paul Feig

5TH GRADE

Raevyn Ferguson - Maya Angelou’s poem, “Phenomenal Woman”
Claire Nichols - Abraham Lincoln’s Gettysburg Address

SPECIAL MEMORIES

Scenes from Grandparents and Special Friends Day

The Beasley Lower School hosted its annual Grandparents and Special Friends Day on April 20. The Lower School hallways were filled with excitement as students played games, created artwork and shared their school with their special visitors. Choral performances by each grade level were a highlight of the activities. In the true spirit of community, faculty and staff members volunteered to serve as special friends of students who were not able to have a grandparent present. “This is a wonderful tradition that allows our children and their special guests to celebrate and share with one another,” Lower School Head Janet McMillion said of the event.
ENSURE AN EXTRAORDINARY EDUCATION

Please support the 2012–2013 Annual Fund campaign

Absolutely Fundamental

An MICDS education is exceptional, with a broad range of academics delivered by gifted and passionate teachers. Our students enjoy opportunities to grow through deep involvement in the arts, service and sports. However, tuition and fees only cover approximately 80% of what it takes to provide this extraordinary educational experience. That’s why the Annual Fund is Absolutely Fundamental.

Acclaimed Faculty

The Annual Fund helps MICDS attract and retain teachers who instill a love for learning, who teach by engaging, who lead by example. Their connection with students makes an ongoing impact.

Action Figures

Our students are always in motion: in the classroom, on the athletic field, and on stage. They’re pushing boundaries and pulling for each other, discovering their gifts and how to give back.

Almost Famous

With a legacy that stretches back more than 150 years, the MICDS experience has come to signify an extraordinary education. The teachers, friends and traditions of today shape our students for the future. MICDS alumni and students can and will change the world. Your gift helps ensure a strong reputation and future for MICDS.

Your gift is absolutely fundamental to helping us reach our goals and creates sustainable happiness, momentum and achievement in our student community and beyond. Thank you in advance for your participation.

Scan the QR code to make your gift today or make your gift at www.micds.org/giving/giveonline

Groundbreaking Year

Senior parents kickoff the Annual Fund campaign

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 2013 kicked off the ninth year of this tradition in July with their campaign, “Our Groundbreaking Year.” 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 2012–2013 Annual Fund. The Class of 2013 reached 78% participation at press time and is still growing. Please join them as our parent campaign gets underway!

Scan the QR code to watch a special message from the Class of 2013!
THE COMPLETE CONDUCTOR

Self participates in prestigious mentoring program

In May, Upper School Choir Director Dana Self (at right) was one of just seven individuals invited to participate in the inaugural DCINY (Distinguished Concerts International-New York) Emerging Conductor Mentoring Program in New York City. This intensive program, titled “The Complete Conductor: Orchestral Conducting for the Choral Director,” offered participants the opportunity to study major choral and orchestral works, receive individual private lessons with a mentor and podium time with a professional orchestra. The residency culminated with the participants singing in a performance at Lincoln Center for the Performing Arts.

Self, who used funding provided by The Marjorie Weisenburger ’32 Chair of Distinguished Teaching in the Fine Arts to attend the workshop, shared that he was recommended for this program by Rick Weymuth, a DCINY program advisor who worked with the MICDS Choir prior to its 2011 performance at Lincoln Center and was impressed by the preparation and professionalism of the MICDS students.

The program “was the most challenging learning experience of my life,” said Self. “It allowed me to focus so intensely on my work, and offered an opportunity I rarely have — to conduct a professional orchestra.” He explained that learning the art of conducting helps choral directors to relate to instruments in a more professional way by giving them a greater understanding of how those instruments work to enhance a choir’s performance. The program also offered opportunities to study the similarities and differences between choral and orchestral directing as well as explore one’s strengths and weaknesses. “I was grateful for the opportunity to put into practice what I have learned in my professional career thus far,” said Self.
During this week-long intensive institute, she collaborated with 33 other representatives from K – 12 schools, higher education, and community outreach programs in both large and small group settings. Topics of study included: Service Learning Instructional and Site-Level Best Practices; Educating for Sustainability; Cultivating Effective Student Voice; Service-Learning as a Teaching Strategy; Place-Based Education; Tools for Planning, Reflection, and Evaluation; and Grant Writing and Outside Funding Resources.

WILMA AND ROSWELL MESSING JR. ’34 SUMMER SABBATICAL
This summer, Upper School Fine Arts Teacher Patrick Huber used Messing Summer Sabbatical funds to add to the collection of sketches he creates and uses in his curriculum for teaching architecture. His trip centered on three buildings: the Hagia Sophia in Istanbul, the Lion Gate at Mycenae in Greece, and San Giorgio Maggiore in Venice.

“The drawing I treasure most is a colored-pencil and ink drawing of the Hagia Sophia, that I did while sitting in a park on a Friday afternoon,” he said. “Some children from a Palestinian family sat down with me and I gave them all paper and pencils so they could join me. The oldest suggested I include him in the drawing, and when I finished I had him sign his name, Mahmoon, in Arabic.”

Huber’s Art History class already includes units on Gothic and Neoclassical architecture, and the material from this trip will enable him to add units on Greek, Byzantine and Renaissance architecture.

He offered this reflection to summarize the impact of the experience “As a teacher, an artist and just as a human being I’ve grown significantly. The first clear effect is that I have a better understanding of what part of art and drama transcends language.”

TWITTER MATH CAMP
Educators convene at MICDS to share ideas

For three days in July, 40 middle and upper school mathematics teachers from 19 states and three countries convened at MICDS for Twitter Math Camp, an organic idea hatched by mathematics educators who have communicated via Twitter for three years.

Though Twitter is an invaluable tool for communicating with colleagues around the world, teachers appreciated the opportunity to collaborate face-to-face. “Twitter Math Camp was the most
valuable workshop I’ve ever attended,” says Upper School Math Teacher Melanie Moody, who helped organize the workshop. “Even though we have such valuable resources as Twitter, wiki, and blogging, there’s nothing more impactful than bringing so many educators together to talk about ways to teach math.”

Topics covered, according to Upper School Coordinator of Instructional Technology Elizabeth Helfant, were “all things math,” including the flipped classroom, problem-solving techniques, math engagement techniques, and more. The teachers built a wiki of resources during “camp” to share and use moving forward.

The camp received press coverage in Education Week, and a website has been created at www.twittermathcamp.com to continue the dialogue and the sharing of resources. The Global Math Department is an initiative that was also born out of Twitter Math Camp.

**TEACHERS AND LEARNERS**

Math Workshop at Dana Hall offers interactive experiences

In June, Middle School Math Teachers Lisa Huxley and Krystal White attended the 50th Annual K – 8 Math Workshop at Dana Hall, where they had the opportunity to be hands-on learners and teacher-researchers in collaboration with fellow math educators from across the country. Participants worked in small groups to tackle a variety of challenging problems and discussed teaching and learning strategies under the guidance of workshop faculty. Objectives of the workshop included: exploring how manipulatives foster a greater understanding of mathematical concepts; realizing multiple ways of solving problems; preparing students to feel confident in approaching new challenges, and much more.

The workshop format, consisting of actual classes in which the participating teachers became students with the course leader presenting engaging problems and stepping in as needed to give support and enrichment, provided “the opportunity to live what we aim to do in our classrooms at MICDS,” says White. The small-group work “made thinking visible,” says Huxley. “I appreciated learning from the multiple approaches each participant brought to the table. We enjoyed the thrill of making our own discoveries as problem-solvers, and learning new ideas on how to introduce topics to our own MICDS students.” White adds that the workshop format provided “invaluable opportunities to discuss best practice teaching with peers and gather ideas that will enhance our work team-teaching seventh grade math this year.”

BUILDING A BRAIN-FRIENDLY CURRICULUM

A recap of the Summer Teacher Institute

This summer MICDS offered the 5th Annual Summer Teacher Institute for educators from across the country. The theme of the Institute was “Designing a Brain-Friendly Curriculum for 21st Century Learners.” The speakers and content presented at this year’s Institute “bridged all grade levels and disciplines,” said Middle School Coordinator of Instructional Technology Pat Woessner. “It was an incredible opportunity for our teachers and educators from across the country to work with experts in their fields in a hands-on setting.”

Presenters included:

- Jay McTighe, co-author of the Understanding by Design approach to curriculum design, mapping and assessment, explored the components of a robust curriculum and assessment system aimed at student understanding and 21st Century Skills.

- Tracey Tokuhama-Espinosa is the author of five books about language and mind, brain, and education science, and a full-time Professor of Education and Neuropsychology at the Universidad San Francisco de Quito. Her focus was to help participants implement what is known about how the brain learns into the classroom.

- Susan Brookhart, author of How to Assess Higher-Order Thinking Skills, guided participants through mechanisms for assessing judgment, logic, problem-solving, creative and critical thinking.

“It was an incredible opportunity for our teachers and educators from across the country to work with experts in their fields in a hands-on setting.”

Jay McTighe with Middle School Art Teacher Jayme Zimmer

PHOTOS BY LISA HUXLEY

67364_01_23  9/11/12  10:23 AM  Page 21
The Middle School faculty was represented this year, because, with the launch of the sixth grade netbook program this fall, MICDS is now a true 1:1 school with a laptop program in grades five through 12. Woessner led two sessions during the Institute: “Passion-Based Learning,” and “Introduction to Systems Based Thinking.” Helfant led eight sessions that covered such topics as “Meaningful Homework: Flipping, Interactive and Autograded,” “Thinking Based Learning with Technology,” and “Engaging Contemporary Curriculum Ideas.” The experience of presenting, says Helfant, “gives me meaningful time to reflect and think through the work we do at MICDS and examine it through a critical lens to determine ways to improve. We are always engaged in conversations about best practices and new ideas.”

LEARNING AT LAUSANNE

MICDS contingent participates in annual 1:1 workshop

For the past several years, MICDS faculty members have attended the annual Lausanne Laptop Institute as presenters and as participants. This summer, Middle School teachers Mark Duvall, Julie Johnson and Jennifer Schuckman accompanied Coordinators of Instructional Technology Elizabeth Helfant and Pat Woessner to Memphis for the workshop. The Institute is an international think tank for schools using or considering laptops or tablets as tools for learning that is hosted by Lausanne Collegiate School. It offers over 100 breakout sessions — from hands-on events to lectures, discussions and networking for K – 12 educators. “Lausanne is especially relevant for us because it attracts a significant number of independent schools with similar cultures, common challenges and opportunities, and a deep commitment to building the best possible 1:1 laptop environments,” says Woessner.

A trip to Ghana would have as its primary purpose a service-learning focus. The MICDS group identified two schools that offer the potential for meaningful interaction and purpose-filled work. The Ola Convent School, located in the fishing village of Keta, is a Catholic boarding school for girls in elementary and middle school. Its list of needs includes, “just about everything — from plumbing, to a modern kitchen, to a renovated library,” notes Suzik. “There are many painting and construction projects exist in Kumasi — the second largest city in Ghana — and its surrounding craft villages. At Kwame Nkrumah University of Science and Technology (KNUST) in Kumais, students would...
have the opportunity to study Ghanaian art forms alongside undergraduates enrolled at the university. They may learn how to weave the iconic Ghanaian Kente cloth, or work with traditional Adinkra symbols (developed long ago to represent community values, sensibilities and folk wisdoms) to decorate fabrics and pottery, or observe brass molding techniques.

In addition to a host of hands-on service and cultural experiences, Ghana, with its rich history, offers unforgettable touring opportunities. Ghana is a former colony and its European-built “castles” were the departure point for most slaves to North America. Tours of these sites elicit sobering, powerful responses from kids and adults alike, comparable in many ways to the emotions one experiences after touring a Holocaust-era European concentration camp.

Many eco-tourism opportunities also exist, such as trips to the country’s beautiful undisturbed rainforest. The MICDS contingent spent a memorable day at Kakum National Park, where they crossed wire trussed canopy walks situated above the treeline in a relatively untouched corner of the West African rainforest.

MICDS exploratory team members offered comments about how the trip has impacted them personally and professionally.

For Erica Moore, “One especially memorable experience was visiting with the students at Ola Convent School. They welcomed us with open arms, sharing their culture through music, song and dance. Witnessing such joy on the faces of the children as they performed was uplifting and inspiring.”

“I think the biggest take away for me, was — you don’t know what you don’t know,” says Jody Marberry. “Traveling through the various regions of Ghana, meeting the people in the schools and the markets, eating the wonderful (and spicy) food, or just listening to the radio opened my eyes to various levels of diversity that I never considered until immersed within the culture. This experience has helped me to not only think outside the box, but to also consider alternate views that were not within my scope originally … I think when given the opportunity to travel abroad in an authentic way, you come back changed … a better person.”

“As with any international, interpersonal experience, each of us returned different from and likely better than the people we were when we arrived.”

“For Erica Moore, “One especially memorable experience was visiting with the students at Ola Convent School. They welcomed us with open arms, sharing their culture through music, song and dance. Witnessing such joy on the faces of the children as they performed was uplifting and inspiring.”

“Visiting Ghana was a great experience, full of history, culture, and exciting places to visit,” says Andy Cox. “But most of all, the potential to build a literacy program helps the world and makes us realize the importance of our MICDS Mission. I appreciate the opportunity to serve as an ambassador who is ready to learn more within my field, but even more so to learn about people in other lands and the way we all fit into this interactive, tightly connected, multi-dimensional world.”

“I think the biggest take away for me, was — you don’t know what you don’t know,” says Jody Marberry. “Traveling through the various regions of Ghana, meeting the people in the schools and the markets, eating the wonderful (and spicy) food, or just listening to the radio opened my eyes to various levels of diversity that I never considered until immersed within the culture. This experience has helped me to not only think outside the box, but to also consider alternate views that were not within my scope originally … I think when given the opportunity to travel abroad in an authentic way, you come back changed … a better person.”

“As with any international, interpersonal experience, each of us returned different from and likely better than the people we were when we arrived,” adds Jeff Suzik. “Most of all, we will always remember the many, many truly wonderful and giving individuals we encountered along the way, folks who very quickly became not just possible partners in future good works together, but real and true friends.”
A SPECTACULAR SEND-OFF
Commencement exercises honor the Class of 2012

MICDS awarded 155 diplomas during commencement exercises on June 5 in McDonnell Athletic Center. Students were presented for graduation by Scott Small, Head of the Upper School, and Nicole Trueman, Dean of the Class of 2012. The graduates received their diplomas from MICDS Board Chair Stuart Campbell and Head of School Lisa Lyle.

“We come together today to honor this remarkable class and to send them on their way with a diploma in hand and a bit of wisdom to serve them as they navigate the road ahead,” said Lisa Lyle in opening remarks. “You have developed relationships with your peers and your teachers that will serve you well for a lifetime. We are grateful as a community to have been part of that journey.”

“This day is the culmination of your dedication, hard work and perseverance,” said Stuart Campbell. “Go out into the world and learn how to make it a better place for all of us.”

This year, the graduating class selected one faculty member and one classmate to give remarks during the ceremony. Upper School History Teacher Carla Federman offered one final lesson to the Class of 2012 in her remarks. She spoke of the importance of perspective in judging past events, stating, “You all have done so much in your time here at MICDS that it’s impossible right now for you to reflect on, to categorize, to truly understand not only what has happened to you here, but the impact that you have had.” She went on to share stories of the Class of 2012, describing them as “a class that cares.”

“So here’s my challenge for your future, my plea to you all, my final homework assignment,” she concluded. “Keep caring. Care deeply. Find the things that you care about, and work to make them happen, work to show that you care each and every day.”

Chosen to speak on behalf of her classmates, Lily Reed shared that teachers described the Class of 2012 as truly nice. She noted, “We have demonstrated the principle we all take for granted, of being kind to others, and the fact that we were defined this way is nothing short of an honor.” In conclusion, she said, “I cannot give you any advice for the road we are about to embark on; I can only hope that each one of you carries on our legacy, of being a good person, and celebrate this Graduation Day as proof that nice guys certainly do not finish last.”

After the final diploma had been presented, Class Dean Nicole Trueman said, “My hope for you is that you will continue to be a force for good. Do the right thing because it is the right thing to do.”

Following the induction of the new graduates into the Alumni Association by Mimi White Carnal ’78, Lisa Lyle closed the ceremony by announcing that the Class of 2012’s gift to the School had been designated to support tuition remission for faculty and staff.
1 (From left) Austin Engelage, Nick Encarnacion, Hadley Edwards and Katherine Deslorge

2 Head of School Lisa Lyle and Board Chair Stuart Campbell with new graduate Kelsie Augustin

3 (From left) Chris Brown, Ryan Lee, Gyde Lund, Bryan Thompson, Matt Tao, Billy Barnes, Adam Putnam and Connor Delaney

4 Faculty members (from left) Alison Todd, Lynn Kalcic, Bill Yonker, John Oleski and Jim Llufrio at the ceremony

5 Graduation speakers included (from left) Lisa Lyle, Stuart Campbell, Lily Reed ’12 and Upper School History Teacher Carla Federman.

6 The view from the mezzanine level of McDonnell Athletic Center

7 (From left) Lauren Hutton-Work, Alexander Galluppi, Jackson Myer, Stephen Frank, Myles Fountain, Hallie Miller and Jordan Evans

8 (From left) Ali Dalton, Daryl Carne, Sophie Entchelev-San and Heather Cousins

9 (From left) Lisa Lyle, Timothy “Otie” George and Stuart Campbell

10 (From left) Class of 2012 Valedictorian Gowri Kalugotla, Lisa Lyle and Class of 2012 Salutatorian Katherine Lin

11 (From left) Mimi Abbott, Zohaier Ahmed, Hannah Ake and Steven Ake

12 Proud parent and trustee Felicia Pulliam with her daughter, Naja
WRITING
THE FUTURE
OF MICDS
Guied by its ambitious 2009 – 2014 Strategic Plan, MICDS has made significant progress in realizing its vision for the education of young people, thanks to the careful allocation of its resources and the School’s laser focus on achieving three core priorities: Great Teaching and Learning, Leadership and Community Engagement, and Sustainability (Environmental and Financial). These strategic priorities have the greatest potential to transform the lives of MICDS students and to ensure that our School endures for generations to come.

As the School community began working in earnest to fulfill these strategic priorities, critical educational needs emerged that required not only bold action but also a significant infusion of resources to become reality. These programmatic needs led the MICDS Board of Trustees to identify fundraising priorities, organized into four categories: Annual Fund, Building for the Future, Endowment to Support Faculty Excellence, and Endowment to Ensure Student Access.

Over the past 12 months, the School has made great progress in its efforts to meet these critical needs. This progress has been possible because generous benefactors have stepped up to ensure that MICDS has the resources necessary to provide an unparalleled experience for students. Our School community is fortunate beyond measure to have the support of alumni, parents, grandparents and friends who understand that bold action — taking the steps required to realize our vision — is only possible when people believe in the transformational power of philanthropy.

This article is the first in a series that will provide updates on how the priorities that emerged from the Strategic Plan are moving forward as well as highlight priorities that are still in need of financial support. There is much yet to be accomplished and we are excited to report the great commitment our School community has demonstrated toward writing the future of MICDS.
LEADING THE WAY

Generous supporters launch key initiatives

MICDS extends deep gratitude to the following individuals who made leadership gifts and pledges in support of the Science, Technology, Engineering and Mathematics facility and the Center for Community.

In August 2011, MICDS announced an unprecedented gift of $21.5 million from the JSM Charitable Trust and Jim McDonnell ’54 and Libby Hall McDonnell ’58. This remarkable leadership gift enabled our School to move forward with plans for the truly spectacular McDonnell Science, Technology, Engineering and Mathematics facility on the Upper School campus and gave fundraising efforts great momentum.

An extraordinary gift from alumni Steve ’63 and Kimmy Thompson Brauer ’64, whose multigenerational ties to MICDS include Kimmy’s great-grandmother, Camilla Stilles Thompson (Mary Institute Class of 1861), will name the Center for Community Brauer Hall. Brauer Hall will be home to an 800-seat auditorium, a study commons and other informal gathering spaces. These areas will help build community as well as inspire intellectual engagement and collaboration. The Brauer family’s gift is the second largest in the School’s history and was critical in the Board of Trustees’ decision to greenlight the construction of these new buildings.

Bill and Kerry Holekamp, parents of Brian ’08 and Mark ’10, provided a gift to name the Study Commons. The area, located in Brauer Hall, will support the faculty-student relationship and provide much-needed space for students to gather informally.

The O’Hara Research Laboratory, a specialty learning space made possible by the generosity of Addie Ward, current grandparent of David ’14, Tom ’15 and Katie O’Hara ’18, will give students a hands-on, inquiry-based science learning environment.

Thanks to alumna Carol Bodenheimer Loeb ’59, The Carol B. ’59 and Jerome T. Loeb ’58 Robotics Laboratory will allow students in all three divisions to experience robotics and will give our School opportunities to collaborate with the science industry beyond MICDS.

A critical outdoor space for learning is made possible by the Hermann Family Foundation. The Hermann Courtyard for Learning will be designed to provide faculty, staff, students and campus visitors with a naturalized and sophisticated outdoor educational experience.

Together, Peggy Wightman Kobusch ’56 and Joe ’84 and Susan Kobusch Werner ’85 of The Caleb C. & Julia W. Dula Educational & Charitable Foundation, will name a science classroom/laboratory. The combined learning space, known as a clab, will enable our teachers and students to move seamlessly between the two areas in each classroom, serving as a testament to our School’s commitment to providing an exceptional teaching and learning environment.

Mathematics classrooms have been named by grandparent Charles Cella ’54, parents Greg and Merle Fox, Peter and Linda Tschudy Werner ’81, and Mitch Platin, M.D. and Maude Kandula, M.D. These classrooms will offer optimal space for the teaching and learning of applied mathematics. The potential of the inquiry-based science and mathematics curriculum designed by our faculty will be fully realized.

Other key donors include the following current
planning and research that led to the final design and unique features we can look forward to in the new buildings as well as in the surrounding outdoor spaces.

“Centerbrook believes strongly in a community-based design process,” explains Andrews, who is the lead architect for MICDS. “A high level of collaboration is crucial in design work in order to fully engage the key stakeholders in the process.” The work for MICDS was initiated in the fall of 2010 and involved a core group of administrators, faculty, staff, parents, alumni and students who came together for a series of participatory workshops to brainstorm potential design elements.

Because the revamped Upper School curriculum ultimately drove the need for the new McDonnell Science, Technology, Engineering and Mathematics facility, the first priority was to design the ideal classroom. “It is accurate to say that we designed this building from the inside out, concentrating on the classroom design first and then working our way to other interior and exterior spaces,” says Andrews. A team that included Head of School Lisa Lyle, Chief Financial Officer Becky Young, JK – 12 Science Department Chair Bob Shaw, JK – 12 Mathematics Department Chair Amy Scheer, Upper School Registrar and Math Teacher Lynn Kalcic, and Upper School Science Teachers Marilyn Ackerman and Laura Bradford was assembled to investigate classroom layouts and sizes that would best suit our School’s needs. Some members of this team traveled with parents: Tom and Ruth Brouster, Steve and Leslie Goldberg, Eugene Harris ’82, Wes Jones ’74 and Nancy Ylvisaker, Jim and Amy Kalishman, Angela Martin, and Bill ’74 and Carrie Polk.

We are very grateful for the support MICDS has received thus far to make the McDonnell Science, Technology, Engineering and Mathematics facility and Brauer Hall a reality for our students and faculty. As of August 31, 2012, over 85 percent of the anticipated cost for these facilities has been gifted to the School by generous parents, alumni and friends.

**FROM THE INSIDE OUT**

**Updates on building plans and a preview of outdoor learning spaces**

This summer, the transformation that is taking place on campus became evident as Danforth Chapel, Danforth Hall and Mathews Hall made way for construction of the new McDonnell Science, Technology, Engineering and Mathematics facility and Brauer Hall. From Olson Hall’s back lawn, where four temporary units, affectionately dubbed “learning cottages,” house six classrooms, to construction trailers, to the fenced in perimeter representing the heart of the construction zone, signs are everywhere that this exciting work has begun.

In June, MICDS Magazine interviewed Todd Andrews of Centerbrook Architects and Hunter Beckham of SWT Design (landscape architects) to discuss the careful planning and research that led to the final design and unique features we can look forward to in the new buildings as well as in the surrounding outdoor spaces.

“Centerbrook believes strongly in a community-based design process,” explains Andrews, who is the lead architect for MICDS. “A high level of collaboration is crucial in design work in order to fully engage the key stakeholders in the process.” The work for MICDS was initiated in the fall of 2010 and involved a core group of administrators, faculty, staff, parents, alumni and students who came together for a series of participatory workshops to brainstorm potential design elements.

Because the revamped Upper School curriculum ultimately drove the need for the new McDonnell Science, Technology, Engineering and Mathematics facility, the first priority was to design the ideal classroom. “It is accurate to say that we designed this building from the inside out, concentrating on the classroom design first and then working our way to other interior and exterior spaces,” says Andrews. A team that included Head of School Lisa Lyle, Chief Financial Officer Becky Young, JK – 12 Science Department Chair Bob Shaw, JK – 12 Mathematics Department Chair Amy Scheer, Upper School Registrar and Math Teacher Lynn Kalcic, and Upper School Science Teachers Marilyn Ackerman and Laura Bradford was assembled to investigate classroom layouts and sizes that would best suit our School’s needs. Some members of this team traveled with
Andrews and Centerbrook Partner Jim Childress to four schools to tour math and science buildings. “It was extremely beneficial to see classrooms and facilities in use at other schools. These visits helped our travel team to observe firsthand the design features that worked well and would be especially applicable for the MICDS facility,” Andrews explains.

Students were also engaged in the design process. A core group of five Upper School students, Yukako Ito ‘13, Gowri Kalugotla ‘12, Brandon Luan ‘12, Tally Portnoi ‘13 and Suyash Raj ‘12, participated in evening workshops and met with the design team to share their input. In fact, Suyash and Tally came up with the U-shaped building design in their calculus class.

For faculty, the number one priority was to ensure that hands-on learning would be supported by the classroom design. According to Andrews, the final building design contains one fewer classroom than previously existed in Danforth and Mathews. The large classroom/laboratory spaces, known as clabs, in the new facility will be 30 percent larger than a typical high school classroom, following a national trend for spacious clabs that has become a design standard for academic buildings across the country. The clab design is popular because it enables teachers and students to move seamlessly between the classroom and laboratory space. The faculty also requested the intentional juxtaposition of math and science classrooms—a feature that is unique to the MICDS building design—to facilitate collaboration, sharing of data and parallel learning between the two disciplines.

“All decisions made during the design process reflect our deep commitment to environmental and financial sustainability,” says Head of School Lisa Lyle. “As we worked through the design process with our architects, we wanted first and foremost to provide optimal learning and community spaces in a building worthy of our beautiful campus. At the same time, we wanted to balance our commitment as environmental stewards with our obligation to be fiscally prudent. The building design optimizes natural light, makes highly efficient use of natural resources, and utilizes state-of-the-art, energy-efficient mechanical systems. We are striving for LEED™ Gold certification for this spectacular addition to our campus.”

Examples of design elements that will help MICDS attain this level of LEED™ certification include the planned synthetic tile roof constructed completely from recycled materials. It will be light in color to better reflect the rays of the sun, and as a result, will help to naturally regulate the heating and cooling of the building. The hallways in the new building will be single-loaded corridors, meaning that classrooms are on one side only, rather than the typical style of classrooms on both sides of a hallway. The single-loaded corridor design brings a significant amount of natural light into the building and also creates a seamless transition from classrooms, to common circulation spaces, to outdoor spaces. The effect, according to Andrews “is a layering of spaces and transparency; learning is not confined to classrooms walls, but rather extends to common gathering spaces and the outdoors.” These are just a few examples in an impressive list of environmentally-friendly features our community can look forward to in this new building.

The building’s design offers a seamless connection of the community spaces in Brauer Hall to the learning spaces in the McDonnell Science, Technology, Engineering and Mathematics facility. When students travel from Upper May Hall to the new building, they will pass by the faculty workspaces and will be able to look down into the auditorium, which will have an open amphitheater design. “Our goal was to create the most engaging and productive learning environment possible,” says Andrews.

Ultimately, the design honors tradition and achieves the creation of the learning spaces that are necessary to realize the Upper School curriculum. The brick exterior of the new facility will remain true to the traditional designs of the existing Upper School campus buildings, but the interiors, says Andrews, “are truly going to be a transformation from the learning spaces that existed in the past.”

A Preview of the New Outdoor Spaces

Planned spaces promote interactive learning

In addition to the facility itself, a great deal of time and attention has been dedicated to the design of a variety of new outdoor spaces that will be seamlessly integrated with the McDonnell Science, Technology, Engineering and Mathematics facility and Brauer Hall. “MICDS has a clear vision to immerse students in educational opportunities both inside and outside of the classroom,” says Hunter Beckham, landscape architect for SWT Design. “SWT strives to work with clients to blur the lines between the indoor and outdoor spaces, so the result is not separate entities of building and landscape, but an integrated, interactive space with seamless transitions.” The intentional transparency of the building’s design is essential to achieving the integration of indoor and outdoor spaces. For example, the majority of the circulation spaces outside of classrooms are bordered by walls of glass, so the outdoor spaces are always in view.
Many new outdoor spaces will be created, and existing ones will be enhanced as part of the overall design plan.

The central outdoor space will be The Hermann Courtyard for Learning. It is bordered on the north and east by the U-shaped McDonnell Science, Technology, Engineering and Mathematics facility and on the west by Brauer Hall. The Courtyard, according to Beckham, “will have fantastic daylight as well as shady areas, and a strong connection to McCulloch Library.” The location of The Hermann Courtyard for Learning expands the student gathering spaces under Founders Court and will include a formal outdoor classroom, complete with natural stone seating areas. The Holekamp Study Commons, Brauer Auditorium, classrooms and circulation spaces all flow directly to the outside. For example, following an event in the auditorium, guests can adjourn to outdoor spaces that include both a paved area for tables, as well as a formal lawn complete with landscape enhancements that are regionally appropriate to our Missouri climate.

From west to east, as people enter the Upper School campus from the main parking lot, a variety of new and enhanced outdoor spaces will await. First, an observation deck and a terrace for study, dining or informal gathering will be extensions to the southwest corner of Brauer Hall.

To honor the legacy of Danforth Chapel and its role in shaping our School community, elements of this beloved space will be preserved in Danforth Square. Situated between McDonnell Gymnasium and Founders Court, at the crossroads of the Upper School, a new landscape design will incorporate limestone features from the entryway of Danforth Chapel into contemplative seating areas in a woodlands retreat. Quotes from William H. Danforth will be incorporated into the stone, and a dedication plaque will be placed nearby. Redbuds, dogwoods, perennials, and several hardscape improvements will adorn the area surrounding the St. Louis Country Day School seal, originally donated by the MICDS Class of 1994.

A multi-level water feature will welcome individuals as they enter and pass from west to east through The Hermann Courtyard for Learning to the Plant Science Research Club and Greenhouse. “The water feature will serve as welcoming component to the space as well as provide a link from the drop off area to the new courtyard and outdoor learning opportunities,” notes Beckham. It will include native Missouri stone and will cascade to a lower pool and a more formal basin. The circulating water will simulate Missouri creek sounds. “The acoustics will be very subtle to

“Situated between McDonnell Gymnasium and Founders Court, at the crossroads of the Upper School, a new landscape design will incorporate limestone features from the entryway of Danforth Chapel into contemplative seating areas in a woodlands retreat.”
enhance the overall enjoyment of the space,” he says.

A paved walkway will connect the new buildings, the courtyard and the existing Upper School campus to a brand new natural expanse located to the east of the Plant Science Research Club and Greenhouse, parallel to Warson Road. This space will be populated with a landscape that provides educational opportunities to learn about many different Missouri habitats found in the region. Improved soils, vegetation, hydrology and regional materials will all help to promote the Missouri environment. Among the native species in the plant palette are such trees as the Dogwood, Maple and Oak. Shrubs may include Early Amethyst, Juniper, Oakleaf Hydrangea and Evergreen Azalea, while perennials might include Bluestars, Yarrow, Prairie Dropseed and many more with seasonal interests.

This outdoor teaching garden, which remains a wonderful naming opportunity, will include a second classroom, bio retention gardens, and an ephemeral stream that takes advantage of the natural hydrological patterns with improved best practices for water quality. A riparian habitat, the type of wildlife habitat found along water banks, will be nurtured and a wet mesic prairie will co-exist with an orchard and possible agricultural demonstration areas. A wet mesic prairie, a common ecosystem in many Missouri regions, typically consists of a mix of sedges, grasses and wildflowers that will tolerate seasonal saturation, as well as drier conditions during summer and fall. A bioswale creek will also be part of this area, and will use natural means, including vegetation and soil, to treat stormwater by filtering out contaminants. The walkways, which wind throughout the outdoor teaching garden, are described as a “nature loop” and are intended to double as a fitness loop, encouraging members of the School community to walk or jog along the pathways. The entire area will be a

“Following an event in the auditorium, guests can adjourn to outdoor spaces that include both a paved area for tables, as well as a formal lawn complete with landscape enhancements that are regionally appropriate to our Missouri climate.”
sustainable zone, exceeding MSD (Metropolitan Sewer District) requirements for water quality as well as quantity control. “I am especially excited about the plans for this natural expanse,” says Head of School Lisa Lyle. “It will provide a delightful learning area for students of all ages, as well as an appealing space for our neighbors who enjoy walking on our beautiful campus.”

The amount of paved, or hardscape, material surrounding this new natural expanse will balance the landscape and will itself be environmentally-friendly. Porous pavement, for example, is a paving surface which allows water to percolate into the ground, and is well-suited for parking lots. Using lighter colors for pavement materials and on rooftops reduces the urban heat island effect, allowing the pavement and buildings to cool down at night and reduce heating costs as well as reduce the amount of the urban heat island effect caused by development of the area.

The landscape design satisfies a LEED™ best practice directive to protect and enhance the natural habitat, Beckham explains. “Our goal is to create a self-sustaining natural habitat that inspires interaction with science and nature,” he continues. “I love the emphasis on naturalistic expression and the fact that education is being embraced in all aspects of the landscape design — a design that will promote interactive learning as well as active living and fitness.”

When Paul Shaughnessy, President of BSI Constructors, was asked to describe the reaction of his office when BSI learned of its selection as Construction Manager for the new McDonnell Science, Technology, Engineering and Mathematics facility and Brauer Hall at MICDS he said, “I can’t remember a higher level of excitement in our office. We’ve been fortunate to do some pretty impressive projects around town, but we were truly humbled to be entrusted with such an important facility for such a respected institution.”

If you spend much time in St. Louis, you’ve probably come across BSI’s work. They’ve performed virtually all of the construction at the Missouri Botanical Garden since 1986. In Forest Park, you’ll see the Missouri History Museum addition, the Visitor Center, Grand Basin and Jewel Box, among others. A drive through downtown St. Louis would reveal the award winning Citygarden and the landmark Old Post Office. BSI’s work in the midtown area includes the Coronado, the Moolah Temple and the internationally acclaimed Pulitzer Foundation for the Arts. Corporate work includes construction of the majority of the massive A.G. Edwards Campus (now Wells Fargo), and the most recent major local office building for Enterprise Rent-a-Car. At Washington University, BSI has constructed several significant structures, including a major research and laboratory building named McDonnell Hall.

“When we completed McDonnell Hall 20 years ago, it was our largest project to date,” Shaughnessy commented. “Now, we are honored to build another important science facility made possible, in large part, through the generosity of the McDonnell family.”

One of the hallmarks of the BSI approach is hands-on attention from company ownership. Jim Shaughnessy, Executive Vice President and principal in charge for the MICDS project, explains, “Our dad (Joe Shaughnessy, co-founder and current Chairman of BSI) always believed that if you’re going to run the business, you better first know how to do the business. I had to prove myself as a project engineer, estimator, superintendent, and project manager over several years before I was given any corporate responsibility. In reality, I still like the building part more than the business part. And the way we operate, I’m right in the middle of it. Our clients expect company ownership to be involved in the details of a project, and so do we.”

Another company value is the continuity of its key managers. For example, Mark Wellen, Vice President and Senior Project Manager for MICDS, is in his 27th year with BSI. He has managed many of BSI’s most recognized projects, such as the award-winning Lewis Rice corporate offices, the Missouri Botanical Garden Monsanto Research Center, and the Pulitzer Foundation for the Arts, and is excited about his newest opportunity. “I love challenging projects and the chance to work with respected institutions. I’ll be working hard to ensure the STEM Building is a world-class facility that will serve MICDS well for many years to come.”
Imagine yourself for a moment at the cellular level within the brain. Here, thinking, remembering and feeling occur as the exchange of electro-chemical signals are sent from one neuron to another; any one thought or idea or word is connected to other ideas and associations, stimulating a whole network of neurons to “fire.”

When these neuronal networks are stimulated repeatedly, they tend to “wire together,” until, in time, stimulating one neuron causes those to which it is connected by such repeated practice to also “fire.” At a very basic level, that’s what happens when we learn.

Learning physically alters the brain’s internal structures. Since the 1990s, science has made enormous strides in understanding the workings of the learning brain. Though with an estimated 100 million neurons in each individual brain, with 100 trillion connections between these neurons — and simultaneously armed with the knowledge that each individual brain is “wired” differently by its own experience — it’s wise to admit that there’s still more unknown than known about the miraculous process of how we learn, how we remember, perceive, feel and create. Even so, what we do know makes this a tremendously exciting time to be in the classroom as teachers and as learners.

Recent advances in scanning technology such as functional magnetic resonance imaging have allowed us to peer into the learning brain and discover it to be a remarkably dynamic entity, continually revising itself, building new connections between neurons, and pruning unused connections every single day of our entire lives.

In response to this proliferation of interest and information, a fruitful dialogue has opened between neuroscientists, cognitive psychologists and educators...
creative leaps in diverse fields from education to business to science depend on seeing such “eureka” moments — a more typically “focused” brain may be at a disadvantage.

Other studies show an unusually large number of entrepreneurs have been diagnosed with dyslexia. Though the struggles in the classroom or beyond of those who cope with reading or attention disabilities remain reality, these and similar findings ought to encourage us to see that there are real strengths that come along with the challenges faced by all brains, and encourage us each to learn more about our own, to learn how to deal with our challenges, and to come to value our unique strengths.

Another strong theme that emerges in the recent neuroscience of learning concerns the emotional underpinning of our ability to think rationally. Today, neuroscience and cognitive psychology challenge our preconceptions about the supposedly antagonistic relationship of “hot” emotions versus “cool” reasoning. Emotions form a kind of substrate for reasoning, and certain emotions enhance intelligence whereas others, particularly negative emotions such as fear, anxiety and anger, inhibit it.

In one ingenious experiment, Dr. Mary Helen Immordino-Yang of the Rossier School of Education demonstrated that we often intuit or “feel” patterns before we can rationally articulate what they are or before we are even consciously aware that we have spotted them. Using a gambling task and some stacked...
emotional distress and conversely inhibits one’s ability to understand, admire and want to emulate those who exhibit socially virtuous behaviors such as self-sacrifice and social empathy. They do not develop the “empathy muscles” in the brain, as it were. Brain science reminds us that there is a neural basis of key aspects of the MICDS Mission; experience perpetually shapes the development of the individual brain.

BUILDING STRESS RESILIENT BRAINS

One significant constant at MICDS has always been the emotional connection between faculty and students. Emotions — positive and negative — play a significant role in learning new information and skills. Inducing positive emotions, such as recounting a happy memory or a happy place for a few moments before a test, has been shown to help improve testing scores. Negative emotions, however, prevent both learning and recall. Stress, for instance, has a definite impact on learning and intelligence. Middle School Learning Specialist Mead Ploszay and I presented to the MICDS Parent Network on the impact of stress on learning this past spring. In our research, we uncovered some very interesting findings on the effects of stress upon the brain which seem especially salient to our concerns about teaching and learning at MICDS.

A certain degree of “stress” is desirable, even necessary, for learning or performing at our best. A sense of challenge improves engagement, helps us focus on the task at hand and signals us to rise to the occasion, whether on the stage, in the big game or in the classroom. Stress responses are very individualized, so it pays to know how one responds to stress and what stresses one out. Stress reactions can also vary from situation to situation, according to other factors, such as fatigue. In addition to being aware of stressors in one’s life, an optimally intelligent person needs to be aware of and practice techniques for regulating stress.

This sense of challenge — sometimes called “eustress” — is part of the fun of learning and gives us our sense of accomplishment when we meet the challenge. Distress on the other hand is what people usually mean when they talk about being “stressed out,” and can be divided into two types. Acute stress can prevent us from taking in information; chronic stress can actually damage the brain, literally erasing the dendrites that connect one neuron to the next. If our amygdala — the brain’s “fear center” — is engaged by test anxiety, a highly emotional encounter in the hallway or a bad day on the home front, our brain
students to pay attention the next day, a crucial first step in the learning process. Sleep resets the brain and consolidates what we learn during different phases of sleep. Cutting back on sleep cuts out stages of sleep that are necessary for consolidating what we are trying to learn, and undermines our studying. While staying up to cram may feel effective in the short term, the long term impact is pretty negative: the information never makes its way into long term memory centers and “evaporates” after a short period, and the sleep deprivation keeps new information from getting into the brain. Sleep deprivation means that real learning is not taking place.

Stressed out” people do not behave, remember or learn at their best. This is something you can see almost any day caught in traffic on a crowded highway or simply in monitoring your own thoughts and behaviors during stressful times; neuroscience is beginning to identify the underlying mechanisms for these dysfunctions. Similarly, learning to how to be stress resilient, how to identify our sources of stress and what our typical stress responses are, as well as learning means of dealing with stress, all seem to be a vital need for those who want to perform their best or compete at the highest levels.

For long-term health as well as short-term learning, dealing with stress is a serious issue, and learning to deal with it successfully is central to our ability to realize the mission of our School. The neural source of every key component of the mission — responsibility, critical thinking, compassion, rigor and virtue — is deeply impacted by stress and how we deal with it.

Luckily, Mind, Brain and Education Science also shows us there are effective ways of building our stress awareness and resilience, but these require conscious practice before they become automatic or habitual responses: cognitive behavioral therapy, mindfulness meditation practices, exposure to nature, exercise, and even good nutrition all contribute to building healthy, resilient brains.

LEARNING TO LEARN BETTER

Sleep is vitally important to learning for a number of reasons. In a recent MICDS survey, over a third of our ninth graders and over 40 percent of our seniors admitted that they average only 4 – 6 hours of sleep a night. While sleep needs vary by individual, such high numbers of students reporting such low nightly averages does raise real concerns based upon what we are learning about the connection of sleep and learning. First, sleep refreshes the body and brain, which allows students to pay attention the next day, a crucial first step in the learning process. Sleep resets the brain and body for learning. Secondly, the brain rehearses and consolidates what we learn during different phases of sleep. Cutting back on sleep cuts out stages of sleep necessary for consolidating what we are trying to learn, and undermines our studying. While staying up to cram may feel effective in the short term, the long term impact is pretty negative: the information never makes its way into long term memory centers and “evaporates” after a short period, and the sleep deprivation keeps new information from getting into the brain. Sleep deprivation means that real learning is not taking place.

Successful teachers and learners need to be thoughtful about “how” not just “what” we learn. Even our beliefs about our brains — the stories we tell ourselves about the nature of intelligence — have a powerful impact on our capacity to learn and grow. Stanford psychologist Carol Dweck has demonstrated that our personal theories of intelligence as either a “fixed” entity or as a quality subject to growth — given effort, challenge and persistence — have a strong influence on student achievement in the long run. “Growth” mindset students see rigorous academics as a challenge; for them, setbacks are a puzzle to be figured out, even part of the fun. Such students see dramatic improvements when compared to those with a fixed mindset, for whom these same challenges pose a threat to their image of themselves as high achievers.

What we are “learning about learning” encourages us to continue to thoughtfully develop a differentiated approach to instruction and assessment, to directly instruct students on best choices for learning, to foster an ongoing conversation and good practices regarding stress resilience, and to continue to think critically about best practices in instruction. Thanks to ongoing support for professional development, our involved Parent Network, a willingness to gather both qualitative and quantitative data, and to critically engage with what we are “learning about learning,” MICDS is committed to using Mind, Brain and Education Science to the best possible advantage for students.

Editor’s Note: Chris Rappleye is an Upper School English teacher. He joined the Country Day School faculty in 1989.
Celebrating the legacy of Danforth Chapel and Mathews Hall

BY CLIFF SAXTON ’64

ITS STAGE WAS THE SITE OF COUNTLESS PLAYS, PRESENTATIONS, AND OTHER EVENTS REMEMBERED BY ALUMNI DECADES LATER.

Its classic wooden pews accommodated three generations of St. Louis Country Day School and MICDS students, as well as faculty members, including some who taught during Country Day’s earliest years.

Its quiet, formal atmosphere put a temporary hold on the energy of students, which was released when they were dismissed into the quadrangle opposite the dining hall or into Founders’ Court.

In late summer 2012, Danforth Chapel, together with adjoining classrooms and the neighboring Mathews Hall (the Lower School, for CDS alumni) made way for two significant new structures which will become focal points on the north MICDS campus. Soon, the Science, Technology, Engineering, and Mathematics (STEM) facility and Brauer Hall & Auditorium will rise immediately north of Founders’ Court and the landmark bell tower, both of which will remain.

During 2012, a number of Country Day and MICDS graduates returned to Danforth Chapel, the nearby classrooms, and Mathews Hall, reminiscing about their student years — and about faculty members and administrators who gave “personality” to buildings which, inside decorative brick shells, basically were cinderblock enclosures. As Danforth and Mathews vanished in clouds of dust during a relentlessly hot summer, one small limestone component was carefully preserved — the Danforth Chapel cornerstone, placed May 27, 1956. At that ceremony, Headmaster Ashby “Brud” Harper displayed a Codasco yearbook as representative of items being encased in the stone’s time capsule.

The cornerstone event followed the May 15, 1955, ground-breaking for the new Country Day campus, making official the school’s intent to vacate its original site east of steadily encroaching Lambert Airport. Noisy, low-flying jets had made teaching in the old Brown Road/Country Day Lane buildings a growing challenge, and Robert Cunningham, headmaster from 1946 to 1953, advocated a move closer to the school’s population base. In the early 1950s, a 56-acre site was assembled next to Mary Institute at a cost of $199,000, and design for a new campus was begun. Planners settled on a “functional colonial period design,” as the Country Day News described it, to blend with the architecture of the surrounding community.

When the cornerstone was set in place, fundraising was $500,000 short of the school’s $2 million target. In January 1957, it was announced that the Danforth Foundation and family would contribute $132,000 for the school chapel and adjacent bell tower. The Foundation had been established in 1927 by Mr. and Mrs. William H. Danforth to “serve the needs of young men and women and to emphasize the spiritual and cultural aspects of education,” according to the contribution announcement. The move to Warson Road took place as planned over the 1957–58 winter break. Danforth Chapel was dedicated on January 14, 1958, with the overall campus dedication held three months later.
Danforth Chapel, two stories high and with a capacity of 450, represented a major advancement for Country Day which, in 1954, had been forced to move its commencement ceremonies outdoors because the size of the graduating class had outgrown the 1925 Brown Road auditorium stage. Danforth Chapel’s interior was 49 feet wide and 61 feet long, plus a 20-foot-deep stage and a balcony containing seating and a movie projection booth. Because of the balcony, the school generally avoided printed programs which could be transformed into paper airplanes.

To the east and north of Danforth Chapel were classrooms which served various purposes over the years. Rooms on the east side were devoted to art, overseen initially by Philip Alderks, CDS headmaster from 1968 to 1972. At the northeast corner was “shop” class (also known as “manual arts” and “industrial arts”), taught for many years by Gordon Raymond and later by Glen Kuenzel, and producing untold numbers of items often passed along as gifts to mildly appreciative parents. On the north side of the Danforth building were music rooms where activities were first directed by veteran master Robert R. Reeve, then by Raymond Liebau. Listening rooms were provided, as well as small practice rooms for students taking private instrumental lessons.

The south hallway contained a coatroom and an atrium which became the Meissner Gallery, where artwork of alumni and others could be displayed. On the walls were five of the oldest dedicatory plaques from the Brown Road campus. These, together with newer Danforth and Mathews plaques, are being preserved for future display.

“During 2012, a number of Country Day and MICDS graduates returned to Danforth Chapel, the nearby classrooms, and Mathews Hall, reminiscing about their student years — and about faculty members and administrators who gave ‘personality’ to the buildings...”

**MATHEWS HALL: A WORLD OF ITS OWN**

Where Danforth Chapel and Hall focused for years on the creative arts, Mathews Hall was devoted to more traditional classroom teaching. Named for Harry Mathews Jr., father of a CDS student and a member of the school’s Board, Mathews Hall was something of a “world of its own,” according to C. Robert Wells, longtime Country Day faculty member and head of the Lower School from 1962 to 1971. Its halls were lined with lockers whose height was reduced to accommodate students in Classes 8, 7, and 6 (5th – 7th grades), with the smaller lockers remaining even after MICDS Upper School students arrived.

At the junction of the Mathews hallways was the Lower School study hall, originally supervised by Walter J. McCreery, the legendary “Mr. Mac,” whose CDS career spanned the years 1921 to 1959. The Lower School study hall on Warson Road was a replica of a similar room on Brown Road — bolted-down desks “lined up like rows of corn,” Mr. Wells recalled. Misbehaving
students earned “Ds” (demerits for talking in the Study Hall, for example) and “Ts” (tardy), leading to remedial “Saturday Sessions” for transgressors.

Ned Fryer ’65 admits his Lower School department left much to be desired, leading to a memorable Study Hall confrontation with Mr. Mac. “One day, Mr. Mac finally had it with me clowning around. He marched up to me, grabbed me by the ear, and dragged me into his office. His face was beet red, and he threatened to kick me out. It occurred to me that I’d better never be bad around him again, and my behavior started to improve. He had the desired effect.”

The lower level of Mathews originally was intended as a play area similar to the Brown Road campus outdoor “ Shed.” It later accommodated typing instruction where students practiced on Royal 440 manual typewriters in classes which eventually moved to Danforth Hall.

The facilities represented by Danforth Chapel, the Danforth classrooms, and Mathews Hall were all factored into the combined programs of MICDS when Country Day and Mary Institute merged in 1992. But earlier, capacity challenges had become evident at CDS just as they had on Brown Road, and in 1973, the school had to shift graduation from Danforth Chapel to space outside McDonnell Gymnasium because of the larger senior class.

DANFORTH CHAPEL: A HALLOWED SPACE

For every Country Day student, Danforth Chapel played a key role. Chapel, or Assembly, programs were a regular feature of the weekly schedule. Lower, Middle, and Upper School students in the Danforth audience all sat in assigned sections, supervised by faculty members, including in the early years Roy Battenberg, Gordon Browne, Robert Hobbs, Robert “Pop” Hughes, Mr. McCreery, J. Evan Philips, and Mr. Reeve, each of whom had taught at CDS for 30 years or more when Danforth opened. Students wore coats and ties in accordance with a practice established by Headmaster Harper in 1957.

Before Orthwein Theater opened in 1969, Danforth hosted the annual dramatic offerings of the Troubadours and Masque organizations. The Troubadours, founded in 1926, was overseen by Mr. Hobbs and then Henry Gilland. Its winter musical comedy productions for years featured the “Girls’ Chorus,” Country Day Class 5ers (8th graders) whose appearance in stylish dresses was always an audience favorite. The Masque, formed in 1927, dealt with more serious dramatic fare. Its productions were directed by Mr. Philips, who accumulated a record 50 years on the Country Day faculty before retiring in 1973.

Danforth speakers included Country Day’s three U.S. Senators — Jack Danforth ’54, Thomas Eagleton ’46, and Pete Wilson ’51. The trio was honored in 1983 with Distinguished Alumnus Awards. Twenty-six years later, Senators Danforth and Wilson, and Senator Eagleton’s widow, Barbara, returned to the chapel for the unveiling of a bust of the Senators by sculptor Harry Weber ’60 (pictured opposite page, bottom, right). Among the other politicians addressing students through the years were East St. Louis Mayor Carl Officer and, as part of the Erik Lyons Bond Lecture Series (named for Erik Bond ’77), Congressman William L. Clay.

Actor Vincent Price, a 1929 Country Day graduate and frequent visitor to campus, last spoke in Danforth Chapel in 1984 when he accepted the school’s Distinguished Alumnus award. Other popular speakers who graced the Danforth stage were sports figures, among them St. Louis Cardinals Stan Musial, Red Schoendienst, and Ozzie Smith; and soccer great Pelé.

Annual events in Danforth included Prize Speaking, a competition first presented on the old Country Day campus in 1923; and Prize Day, when academic, social, and athletic honors were conferred on students. Cum Laude recognition was held in Danforth through 2012, attended during the MICDS years by Upper School students only. More informal traditions in Danforth Chapel included the holiday singing of “The Twelve Days of Christmas,” led by music and art instructor K.B. Meh!, followed by a visit from Santa Claus. Musical performances were highlighted by Russian dancers instructed by Nadia Danett, and among student concerts were 1960s appearances by the popular folk-rock “Wayside Singers” — Ned Fryer, Jim Crawford ’64, and Liza Jones Henderson ’66.

Starting in the 1960s, Danforth hosted fall pep rallies and Spirit Days preceding the John Burroughs football game, with athletes and cheerleaders exhorting the audience from the stage. Varsity athlete Randy Sally ’86 fondly recalled the rally events — “all the energy of getting everyone hyped up for the game and looking forward to the bonfire that night.” Excessive exuberance of the crowd eventually caused the school to move Spirit Day to McDonnell Gymnasium.
While Danforth had its boisterous moments, for the most part as Bob Wells recalled, Danforth was a relatively quiet space used for special occasions, “something of a hallowed space. It was not a place for loitering. It deliberately lacked decoration and presented a plain and simple appearance, on the order of Puritanism.”

MICDS Upper School Dean of Students John Oleski, a CDS and MICDS faculty member since 1976, called Danforth the “campus heart, particularly for Country Day. It was the only place on campus where we met once a week or more for community time. It brought the Lower School, Middle School, and Upper School together.”

One of Danforth’s most somber gatherings during the CDS years was on November 22, 1963 — a late-afternoon program a few hours after students learned of President John F. Kennedy’s assassination.

TIME PASSAGES
During their 54 years, the Danforth and Mathews buildings saw many physical alterations brought about by the evolving educational and social needs of the school.

Danforth Chapel, when it hosted its final formal service on May 31, 2012, looked very much the same then as when it opened in 1958. But a few changes had taken place. The cinderblock walls, painted red for many years, were repainted white in the 1980s. Air-conditioning made its welcomed debut in 1984. As MICDS sought to accommodate growth, in 1994 the original center aisle configuration was altered to provide two aisles; the balcony was extended slightly toward the stage; and the projection booth was eliminated. The modifications were overseen by Holt Tipton, whose son, Kevin ’93, married Katie Fjeldstad ’94 on the Danforth Chapel stage in 2002 (above).

The Danforth classrooms underwent much more significant change. Shop class was eliminated from the curriculum in the late 1970s; the art classes found a new home in the lower level of the “new” McCulloch Library; and music courses moved to the Bryant Arts Center. First math and then science classes moved into the vacated Danforth space, with science remaining there until the building closed in June of this year.

The interior and basic footprint of Mathews Hall (the Lower School) changed relatively little over the years. When MICDS came into existence and the Lower School moved to the former Mary Institute campus, Mathews was adapted to provide classrooms for Upper School students.

In 1984, the Lower School Study Hall space on the main level became the home of the Harris Reading Center and eventually was transformed into a student commons area, its familiar bolted-down chairs removed. Along the north-south hallway, while walls were moved and some classrooms were combined to form larger spaces, one classroom always retained its small size — the room occupied for many years by Thomas S. Duncan Jr. ’38. Mr. Duncan is remembered by Randy Sally, like other alumni, as “intense but a good teacher. He always looked to see if your top shirt button was buttoned, and he wouldn’t let you hide it with the knot.”

Although removal of Danforth and Mathews may startle alumni who were on hand for the dedication ceremonies in the 1950s, the 54 years these buildings served the School significantly exceeded the service of the Brown Road buildings, the newest of which (the Upper School) was used for less than 30 years.
“In many ways on this trip, students learn and experience that their way of life is different. Our hearts are touched, and because of that, we feel we can make a difference.”

The final half of the trip was dedicated to service work. Students and faculty traveled to Chincha, where they engaged in volunteer work at two orphanages and a PAMS (Peruvian American Medical Society) clinic. At the orphanages, MICDS students helped with a variety of tasks, such as playing with the children, assisting with English and math lessons, preparing food, feeding the children, cleaning dishes, and putting toys away after playtime. They interacted with the children through volleyball games and reading, and also accomplished some maintenance tasks, such as painting buildings.

The children at the orphanages also received gift bags from MICDS that included clothing and pencil cases donated by MICDS Middle School students filled with school supplies, dental hygiene products and samples of American candy. Upper School faculty members Lynn Kalic and Stacey Morgan also contributed knitted blankets and hats. These gifts were deeply appreciated. “Every single one of the girls’ faces lit up because they were overjoyed to finally get a new piece of clothing,” wrote Lily Reisinger ’14. “Visiting the orphanage really made me realize how fortunate I am and how much of a difference we can make in people’s lives.”

Work at the PAMS clinic as doctor-patient liaisons also provided invaluable experience for MICDS students to utilize their Spanish-speaking skills. They guided patients to appointments and to the pharmacy to retrieve medication. Students also translated information for doctors and nurses to patients, and some even assisted with medical care. Though many MICDS students noted that their work at the PAMS clinic was the most interesting and challenging service task, they also recognized that their exposure to and work with the women and children at the orphanages was important and meaningful. The work “showed them the hardships of life that they do not normally see,” wrote David Sanders in a blog entry. “We feel sympathy and sadness that are hard to describe.”
When asked to reflect upon the impact of service work in Peru, Ines Shultz said, “In so many ways on this trip, students learn and experience that their way of life is different. Our hearts are touched, and because of that, we feel we can make a difference.”

“On this trip we all benefit by the power of giving and sharing, and also by the power of receiving,” adds Soledad Villagomez.

For all participants, the experience in Peru engages students in meaningful work that directly impacts the lives of others for the better and requires them to use their Spanish-speaking skills. “MICDS offers great service trips, such as Habitat For Humanity, and there are language exchanges with schools in five countries. The Peru trip is both. The students get to practice their language skills in a context of helping others while they see a slice of the world and life that is very different from what they can see here in the United States,” says Sanders.

MICDS student participants in the 2012 trip were Katie Abbott ’14, Anjola Akande ’13, Cassie Collins ’14, John Dunagan ’13, Alex Dunn ’14, Lexie Franc ’13, Daniel Giuffra ’13, Sameer Khan ’14, Grant Larson ’14, Megha Patel ’13, Geoffrey Raclin ’14, Lily Reisinger ’14, Dennis Shultz ’13 and Nicki Werner ’14.

THE UNITED WAY DAY OF CARING

In just three short years, participation in the annual United Way Day of Caring has already become somewhat of a tradition, and certainly something that many MICDS faculty and staff look forward to each year. Employees of the School donate a day of service to various United Way agencies, most often ones that focus on meeting the needs of children and families. The event occurs in early June, before teachers leave for the summer but after students have completed the school year.

This year’s event was held on June 7, and MICDS faculty and staff traveled to 11 different locations throughout the St. Louis metropolitan area to volunteer for the day. The agencies welcome the volunteers with open arms, usually having reserved tasks for them that their limited budgets do not allow them to hire out, or that simply their small staffs do not get around to. MICDS volunteers organized a library and cleaned out a storage room at the University City Children’s Center, while others painted, cleaned and did landscaping work. At Northside Community School, faculty members moved furniture and organized storage, and at the Family Resource Center, the crew trimmed trees and cleaned flowerbeds. At the Crisis Nursery location in South St. Louis city, a spirited group of 12 faculty and staff members sifted through gifts made to the center, and created an elaborate system for organizing donated clothing and baby food.

The annual Day of Caring was launched in 2010 at MICDS to show continued support of the United Way of Greater St. Louis. One of its original intentions was to provide an outlet for MICDS staff to contribute the gift of time to charitable agencies, either in addition to or instead of a financial contribution during the School’s annual United Way campaign. “Interestingly, the opposite has occurred,” reports Director of Communications and Marketing Dave Nowak. “The annual campaign at MICDS has witnessed increased gifts and participation over the past few years, and many faculty and staff have attributed it to the volunteer experience. They now see first-hand where and how their financial gifts to the United Way are being used.”

“The United Way annual campaign at MICDS has witnessed increased gifts and participation over the past few years, and many faculty and staff have attributed it to the volunteer experience.”

(Above, from left) Judy Horrell, Lisa Johnson and Julie Winkeler at the Crisis Nursery.

(Below) Meghan Clark (at left) and Lisa Huxley work at the Family Resource Center.
One of the things that I appreciate most about summer is the contemplative transition between school years. It affords the opportunity to devote meaningful time for retrospection and introspection. Educators share the unique cycle of a perpetual return to school in the fall, so perhaps naturally many find themselves constantly reassessing their own educational experience and the quest for knowledge and purpose that shapes our youthful years. Personally, this introspective process assumed additional import this summer as I battled the noise of an accelerating construction process outside my office. With the evolving campus infrastructure and my transition into new school responsibilities this past year, I reflected intimately about time and place, community and communication, ethics and ethos. Truly, the question that has proven omnipresent is whether or not I felt prepared for the work and life I find myself currently engaged in and, by critical extension, are we preparing our children for the work and world that they will soon inherit?

This year, in my work as Head of Upper School, I have been involved in multidimensional conversations about individual student maturation, ambitions, and aspirations — the core consequence of education and the motivational calling for so many educators. The most meaningful conversations preserved partnership between teacher, student, and parents in the common goal of growth measured in learned knowledge and a sense of progress. The most arduous and truly disheartening conversations have been those that devolve into, or even have as their origin, arguments over culpability when personal goals are not met. These moments are discouraging, not just for the angst they elicit in every participant, but largely because they rarely address the underlying issue we should ultimately be tending to — the preparedness of our students for life ahead.

Robert Evans, psychologist and 30-year veteran of service in schools, puts this conversation in a context that resonates for me as both an educator and a parent of two young girls. He implores us to embrace a paradigm shift in our work with young people, stating that we cannot sustain an academic culture that seeks to “prepare for the road ahead.” Though seemingly subtle, Evans’ entreaty points to an inherent truth that we occasionally lose sight of in the course of a school year: we aspire to and share the same purpose of ensuring future success for our students as they transition into college and the ubiquitous and menacing challenges of life beyond. This mutual sense of resolution, this desire for a life of purpose and service for our young ones, transcends grades and concomitant entrapments and has, as its very essence, the ephemeral measurement of intellect, empathy, and courage — what I fundamentally believe is true preparedness for the road ahead.

As I have thought about this over the course of the summer as an educator, an administrator and a parent, two inherent principles emerge that I hope to engender as a people by focusing instead on “preparing our students for the road ahead.” Though seemingly subtle, Evans’ entreaty points to an inherent truth that we occasionally lose sight of in the course of a school year: we aspire to and share the same purpose of ensuring future success for our students as they transition into college and the ubiquitous and menacing challenges of life beyond. This mutual sense of resolution, this desire for a life of purpose and service for our young ones, transcends grades and concomitant entrapments and has, as its very essence, the ephemeral measurement of intellect, empathy, and courage — what I fundamentally believe is true preparedness for the road ahead.

As I have thought about this over the course of the summer as an educator, an administrator and a parent, two inherent principles emerge that I hope to engender as a people by focusing instead on “preparing our students for the road ahead.”

“...We cannot sustain an academic culture that seeks to ‘prepare the road ahead’ for our students ... We would do our children a much greater service and ultimately bolster our success as a people by focusing instead on ‘preparing our students for the road ahead.’”
Sixth graders participate in end-of-year capstone activity

On May 17, the sixth grade class participated in a capstone activity dubbed the “Urban Adventure.” Prior to the trip, students were assigned the task of creating websites designed to make the City of St. Louis exciting to their peers. “Today’s Urban Adventure was a perfect example of what good middle school programming is all about — a fun, engaging, and enriching real-world experience with clearly defined goals and expectations and wonderful interdisciplinary connections,” Middle School Head John Carpenter said after the trip.

Students and teachers enjoyed activities that included: visiting the mayor’s office in City Hall and interviewing public officials; touring the Old Courthouse, Busch Stadium and Union Station; and enjoying lunch at City Garden while interviewing commuters about their use of our urban environment.

Students recorded impressions with cameras, journals, and sketchbooks; taking in the art and architecture of the city, riding the metro and learning about various contemporary green efforts and commuter and urban renewal and reclamation efforts in our City. They plotted, measured and calculated the distance traveled from destination to destination; and perhaps most importantly, they journeyed beyond the boundaries of the MICDS campus to see that they are part of a living, breathing cultural landscape.
A TIME TO CELEBRATE
Best wishes, 2012 graduates!

“Find the things that you care about, and work to make them happen.
Work to show that you care each and every day.”

CARLA FEDERMAN
Upper School History Teacher
and 2012 Commencement Speaker