



# MICDS

THE MAGAZINE

VOLUME 33 NO. 1 | WINTER 2023

## Go Rams (of all ages)!

### Varsity Football Shares Halftime with Beasley Friends

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# MICDS

MARY INSTITUTE AND SAINT LOUIS COUNTRY DAY SCHOOL

## OUR 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.

## ABOUT MICDS MAGAZINE

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## Dear MICDS Family,

"Read aloud to them and don't stop."

This is the simple and sound advice offered to parents of younger children by **Robin Campbell**, our talented Lower School Literacy Coordinator, just a few pages into this issue of MICDS Magazine. "Often what happens is that parents are so excited once their kids can read independently that they step back. Children need to hear different voices."

The notion that being read to is "kid stuff"—a temporary accommodation to be outgrown—is deeply embedded in our culture. We tend to regard "real" reading as a quiet, even private endeavor, self-sufficiently undertaken. Socrates would not be pleased. He mistrusted the gradual rise of static written information in his lifetime, and its supplanting of dynamic oral communication. "Written words," he said nearly two and a half millennia ago, "stand there as if they are alive, but if anyone asks them anything, they remain most solemnly silent."

I wonder what Socrates would think of Audible? The remarkable and ever-expanding popularity of recorded books is forcing a reconsideration of our definition of reading. Solemn silence and solitude no longer exercise a monopoly on the enjoyment of a memoir, a novel, a history, or a mystery. Over the period from 2007 to 2021, the number of new audiobooks published each year increased from approximately 3,000 to 74,000, marking an average annualized growth rate of over 25%. Audiobooks now account for

about 9% of total book sales, up from less than 2% in 2010, and technologies like Amazon's Whispersync facilitate the coordination of a person's reading progress across media. Now we can "read" chapter one of an audiobook in our car, inviting the company of the narrator to our experience, knowing that chapter two will automatically be waiting on our ebook reader back home. Literacy is no longer such a lonely or isolated undertaking.

My own capacity to read in an otherwise typically over-extended twenty-first century life has been significantly expanded by these developments. Over just the last several months, I have enjoyed an abundance of books—Ron Chernow's *Grant*, Sylvia Plath's *The Bell Jar*, Jonathan Franzen's *Crossroads*, Donna Tartt's *The Secret History*, Jill Lepore's *These Truths*, Saul Bellow's *Herzog*, Mohsin Hamid's *Exit West*, and George Eliot's *Felix Holt*, the Radical among them—that, absent their audio and ebook formats, I simply would not have had time for. "Literacy is all-encompassing," observes one of our MICDS fourth-grade teachers, **Donna Waters**, in the pages that follow. Yes, I am now letting myself be read to, but I am at peace with it. Recalling Robin Campbell's insights above, I should note that my parents are still very excited that I can read independently, but children and adults alike need to hear different voices.

In addition to exploring reading and literacy, this issue will take you inside the brilliant mind of **Stacy Bourne '85**,

who applies her energy and creativity to architectural projects designed to support communities—and people—sustainably into the future. You will also meet **Emily Farfan**, one of our Middle School world language teachers, and discover how she inspires a love of Spanish and curiosity for other cultures in her classroom. You will learn about this year's National Merit Semifinalists and celebrate the tossing of our first college-accepted senior into Polk Pond. You will learn how kindness "rocks" the Lower School, witness creative applications of science in the kitchen and the garden, and enjoy memories of this year's festive Homecoming weekend. Most importantly, throughout these pages you will catch glimpses of what our talented students have been up to at MICDS since our last issue found its way into your home.

I began with Socrates, so why not end with him, too? "Suppose that there are two sorts of existences, one seen, and the other unseen," he muses in Plato's *Phaedo*. "The seen is the changing, and the unseen is the unchanging." I hope you will discover in this issue strengths and aspirations both seen and unseen, both changing and unchanging. Read it aloud, and don't stop! What a timeless and happy story is ours at MICDS.

**Jay Rainey**  
Head of School





## Applauding Our National Merit Semifinalists

Congratulations to the MICDS students named Semifinalists in the 68th annual National Merit Scholarship Competition. They will continue in the competition for 7,500 National Merit Scholarships worth nearly \$30 million offered in the spring.

**Matt Essman, Director of College Counseling**, said, "The accomplishment of these students is a testament to the rigorous, well-rounded education offered at MICDS. We are proud to have these seniors represented among other high-achieving peers across the country. We can only imagine how bright the future is for these young scholars."

# *Congratulations!*

- Nikitha Ada '23
- Mason Bedell '23
- Penelope Chen '23
- Jackson Chou '23

- Raina Compton '23
- Jordan Gross '23
- Evelyn Lui '23
- Prajay Pandiri '23

- Kyle Sha '23
- Rosine Stansberry '23
- Holt Tipton '23

**"We are proud to have these seniors represented among other high-achieving peers across the country. We can only imagine how bright the future is for these young scholars."**

**MATT ESSMAN, DIRECTOR OF COLLEGE COUNSELING**





# Upper School Spanish Students Connect Language and Culture

Spanish students found themselves navigating an unfamiliar city in their very familiar hometown. **Christopher Barker, Upper School World Language Teacher**, took his students to Cherokee Street in St. Louis to visit a part of the city that is historically significant and has become a hub of the Latino community. **Ana Chu '24** said, "Our field trip allowed us to get a better hands-on understanding of Latino culture."

"The field trip to Cherokee Street gave students an opportunity to see the 'urban ballet' that takes place

each day in a commercial district while at the same time offering some unique opportunities to consider how some city challenges can be remedied," said Barker.

**Arjun Puri '25** explained how the classroom material dovetailed with the real-world experience he found on Cherokee Street. "Going on the field trip enabled us to utilize some of the new vocabulary we have learned in a real-life context to describe what we were seeing and doing. I think it was a great opportunity to practice both the material we are studying in class as well as our speaking skills."

*"Going on the field trip enabled us to utilize some of the new vocabulary we have learned in a real-life context to describe what we were seeing and doing. I think it was a great opportunity to practice both the material we are studying in class as well as our speaking skills."*

ARJUN PURI '25

The real-world experience was invaluable for students. "It is great practice to be able to speak the language outside the classroom, as many of us found an opportunity to do," said **Joe Intagliata '25**. Chu had a similar experience. "In many of the stores I visited," she said, "the shop owners spoke mostly Spanish, which provided me with an immersive experience into the city life of Latino culture. Being able to physically visit a form of urban life helped me to learn more than if I was just being taught about it in a classroom. I saw commonalities between stores that were different from the stores around me that I am more familiar with."

Students had the freedom to explore the street on their own. For the most part, they

chose where to eat and what shops to visit. "Arguably most importantly, students got to have a firsthand experience in a part of the city they may not be familiar with, and also hear from people they wouldn't regularly interact with," Barker said. "The goal in our class is always to immerse ourselves in the Spanish language and Hispanic culture," added **Sarah Wallace '25**. "This trip gave us the opportunity to meet with and talk to some Hispanic business owners. I conversed in Spanish with a few people in the bakery we visited, which was fun because I got to practice speaking outside the classroom and also feel more connected with Hispanic culture."

*¡Bien hecho, Rams!*







# Liz Schmidt '23 Takes a Swim as the First College Admit

This year, a longstanding tradition held fast as **Liz Schmidt '23**, the first senior accepted into college, was ceremoniously tossed into Polk Pond. Schmidt was accepted to Iowa State, and bystanders cheered her on as she took the plunge. She was so excited she even jumped back in for a second dip!

"While on my college search, Iowa State was one of the schools I felt like I really wanted to go to; getting in there so early felt like a relief," said Schmidt. "Then hearing that I was the first senior accepted into a college was so exciting. Something I'm learning in the process of all of the college crazy-ness is: if you're having trouble finding that perfect school, don't fret! Soon you will find that special place for you."

"The pond toss was super fun! At first, I was pretty anxious, but I am so grateful my awesome friends were there to cheer me on for the big event. During freshman year, I remember watching the pond toss, wondering what that experience would be like, and getting the chance to participate in this MICDS tradition was a blast!"

Congratulations, Liz, on your acceptance and continuing the tradition!







## ROCKing Kindness in the Lower School

Beasley overflows daily with opportunities for our youngest learners to practice kindness. Each Lower School class received a bag filled with "kindness rocks" to be painted with a positive word, message, or picture, which gives anyone who comes across them reminders of kindness, compassion, and love. When onlookers see these rocks, they may smile at the notion that someone took the time to put sweet messages on the rocks. The rocks are positive gestures that bring more kindness to someone's day and hopefully inspire others to simply be kind as well.

"Creating the kindness rocks was a way to nourish our community with kind and positive thoughts," said **Sarah Garner, Lower School Arts Teacher**. "It is always a joy seeing what the students decide to draw or write on the rocks that will lift someone up. It is our youngest of learners that have the biggest of hearts."

This fall, the JK through fourth-grade classes "planted" the rocks, laying them in visible areas of the MICDS campus for students, teachers, staff, and visitors to find.







The Class of 2024 gathered in Brauer Auditorium to hear from a politics panel, one of many engaging sessions that allow students to hear from local people who care deeply about their community and work hard to make a difference. The panel consisted of Ian Mackey, a Democratic state representative first elected in 2018, **Shamed Dogan '96**, a Republican state representative first elected in 2014, and Jason Rosenbaum, political correspondent for St. Louis Public Radio and host of the "Politically Speaking" podcast.

## Politics Panel Presents to History of St. Louis Class

**Carla Federman, JK-12 History and Social Sciences Department Chair and Upper School History Teacher**, moderated the discussion. The panelists shared what led them to their current positions, what they consider the most important political issues today in St. Louis, and possible solutions.

"I think I walked away with more hope for St. Louis' politics," said **Jada Greer '24**. "The politicians seemed to have an amazing rapport with each other, and even though they had different approaches to solving problems, there were universal agreements over what we need to work on."

All three panelists encouraged students to get involved and to be active in their local, state, and federal governments. Mackey said, "The people who show up to the meetings get what they want." The panelists generously spent time answering questions from the audience before the Class of 2024 was dismissed, and several students stayed behind to continue the discussion.

"It was highly informative to see people with different political standpoints (democrat, republican, and journalist) agree and disagree respectfully on how St. Louis should improve its current state," said **Zoie Tolson '24**.

# Leveraging the Power of Literacy

How reading, writing, listening, and speaking set up students for success

In a world that seems to be focused on STEM (science, technology, engineering, and mathematics), we must remain mindful of the importance of literacy, which is more than just reading and writing. Literacy also includes speaking and listening and is the basic foundation for effective communication at all stages of life. How does MICDS ensure that its students receive appropriate, age-level instruction in reading, writing, speaking, and listening?

## A SCAFFOLDED APPROACH

MICDS students are guided through literacy in a carefully scaffolded approach that builds with each grade level in age-appropriate ways while also allowing for individual student support when needed. English and Language Arts (ELA) teachers are working cross-divisionally to better understand how their students are showing up in each classroom, and what they're ready to tackle. "I am pleased with the progress we have made in this area over the past five years," says **Lynn Mittler, JK-12 English and Language Arts Department Chair**. "With the new shared schedule in MS and US, our teachers have been able to take advantage of the opportunity to visit classrooms in the other division to get a greater understanding of the prior or future experiences of their students." She credits the use of common standards that create a shared understanding of desired outcomes for students in grades fifth through 12th, and is pleased with **Lower School Literacy Coordinator Robin Campbell's** work in not only adjusting our Lower School curriculum but leading a first-through sixth-grade literacy task force. An independent reading program in grades fifth through tenth furthers shared experiences and embeds a culture of literacy throughout the school.

"Quite simply, without literacy, we wouldn't know why STEM matters," says Mittler. "Literacy is the pathway to context-building and perspective-taking."

## Dr. Sally Maxwell, Assistant Head of School for Teaching and Learning, agrees.

She delights in the art and science of reading and says that it's imperative to get students to embrace books, to see books as essential to their way of relating to the world. Using science-based research on how the brain processes language and text can help teachers better guide their students to develop a life-long love of reading.

## LITERACY IN THE LOWER SCHOOL

Literacy starts early with phonics, which teaches the relationship between letters and sounds. "English as a language has more words than most other languages, and we have tons of 'trick words,'" Maxwell says. "Shampoo derives from a Hindi word and taco is Spanish word, so English words don't follow a lot of the rules. We have to explicitly teach letter sounds to kids."

After they learn to speak, children learn to read. Campbell notes that "we learn how to speak by just being in the environment, and for a long time, it was thought that reading happened the same way." While the brain is hardwired to learn how to speak by listening, it's not going to figure out reading intuitively. People must be intentionally taught to read.





**“Reading is the stepping stone, so it’s important that those stones are in a path leading to the Middle and Upper Schools that is a smooth transition for students. It hurts my heart when someone says ‘I don’t enjoy reading.’ It means something has happened on that path.”**

**ROBIN CAMPBELL, LOWER SCHOOL LITERACY COORDINATOR**

“Everything begins with reading,” says Campbell, who stepped into the newly-created literacy coordinator position after MICDS identified a need for focusing on these particular skills. Reading and writing are important because they construct the foundation for learning yet to come. Research shows that learning to read also helps build math skills. When you’re learning to read, you’re exercising your brain, building “muscle” that comes in handy later for mathematics and problem-solving, and studies show that early readers do better in math later. “The earlier we begin building those reading skills, the better because we are building for the other skill sets, too.”

For students who find reading challenging, what is often needed more than anything is one-on-one time, and that’s where Campbell is able to step in. She sees herself as filling the gap that sometimes exists between classroom instruction and a full evaluation of a struggling student.

She spends a lot of time with senior kindergarten and first-grade students, hoping to catch any issues early, and she notes that there is work to be done to catch students up from pandemic-related losses. “We’re seeing some good results,” she reports, “and the teachers are pleased with the growth their students are making. Intentional teaching of missing skills makes a difference.” She also helps teachers and students by carefully assessing where each student is on their literacy journey, helping create thoughtful plans to get students caught up and where they need to be.

The Lower School uses a leveled reading assessment that scores beginners with an A and eighth-grade reading levels as Z. At every level, specific skills are taught. To benchmark students, Campbell

listens to them read aloud and then follows up with comprehension questions, keeping a scoring guide that outlines different areas of opportunity and skills. Campbell strives to get each student to an independent reading level, where they can read and understand text on their own after working with them on an instructional level, which may include decoding words or helping with comprehension.

“Reading is the stepping stone, so it’s important that those stones are in a path leading to the Middle and Upper Schools that is a smooth transition for students,” Campbell says. “It hurts my heart when someone says ‘I don’t enjoy reading.’ It means something has happened on that path.” She’s convinced that people who don’t read became frustrated with some experience early on, a challenge that wasn’t addressed. She sees her job as enabling every student to clear whatever reading hurdles they may face without frustration so that they can develop a lifelong love of reading. “When we can step in and create that bridge between the classroom and the frustration before things become complicated, we can ensure a seamless and smooth progression for the majority of students,” she says.

Grade-level classroom teachers are also doing their part. **Fourth Grade Teacher Donna Waters** prioritizes ensuring that her students feel confident as readers and writers. She carefully guides them through books, asking them to think about when problems arise and then identify when the plot turns toward a solution and where the author is showing instead of telling. Becoming better readers helps them become better writers because they can identify problems and solutions in their own work. Maxwell confirms this approach, saying it’s all about reading as a writer and writing as a reader.

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"Literacy is all-encompassing," says Waters. "It's developing a love of reading and writing, and creating reading and writing lives." She wants children to think "I *get* to read" versus "I *have* to read." The first thing she does every day in her class after Morning Meeting is to read aloud, stopping periodically so students can discuss the content. They cherish this time and get annoyed if Waters doesn't get to it quickly, reminding her that "It's time for read aloud!"

Reading in fourth grade still involves goals, but the goals reflect individual student skill sets and aptitudes. For instance, instead of reading X number of books a year, or reading for XX minutes each night, Waters challenges her students to read one more book than they read the previous year. Instead of writing book reports that summarize the material, students reflect on what they read and write a response. She prompts them with questions like, "What questions did you have while you were reading? Do the characters remind you of someone you know?" Waters' goal is for her students to pay attention to the "noise" they hear in their heads while reading, to consider what they're thinking while they read in addition to the actual content. "Reading is thinking," she says. When discussing books, Waters promotes a "book club" atmosphere rather than asking her students to raise their hands before speaking, which cultivates their conversational skills.

Fourth graders are also building their writing chops through workshops. Students keep "writers' notebooks," jotting down story ideas as they arise and learning that not every seed that is planted will grow. They learn to note anything they've been thinking or wondering about and what their peers and teachers are challenging them to think about. When it's time to write, Waters guides the genre while her students choose the subject matter and content. She tracks each student's progress and works with them individually on the skills they need to hone. "There's more buy-in

when there is choice," she says, "and they love it." The students share their drafts with their classmates, taking turns sitting in the Author's Chair and reading their work aloud. Their peers provide feedback, and having been coached by their teacher, it's thoughtful and couched as suggestions. In the end, it's up to the author if and how they want to use that feedback, which strengthens critical thinking.

What can parents do to promote literacy for their younger children? "Read aloud to them and don't stop," Campbell stresses. "Often what happens is that parents are so excited once their kids can read independently that they step back. Children need to hear different voices, and it's important to talk about what they are reading. Those conversations build their comprehension." Campbell advises that parents continue to read to their children through fourth, fifth, and even sixth grade if students are open to it. "Kids want to be read to, they want to share the experience," she says. "They may not be little enough to sit in our laps, but we can share a seat in a big, comfy chair and talk." Parents often want to know what's happening in school, and reading a book together can give them a peek into what's going on when the conversation about the book leads to other discussions.

Students also need to see adults reading. "I come from a family of readers," Campbell says. "We saw that with our parents who read books and newspapers. When kids see that at a young age, they model it." She thinks this is especially important in the 21st century where everything is online.

Maxwell stresses that the work of literacy is not an overnight solution. "It's playing the long game," she says and notes that an essential part of Campbell's work is helping us better track student data as they move through the Lower School.



## LITERACY IN THE MIDDLE SCHOOL

Teachers often note a tendency for middle school students to not only stop reading but to actively avoid it. "Young children dance their way to the library and are excited about it," says Maxwell, "but kids who love to read as young children can avoid reading in middle school." It goes from the category of "fun" to the category of "work" and follows the course of education from learning to read to reading to learn.

Reading becomes technically more difficult, too, with longer words and deeper meaning, and that firm foundation in phonics from lower grades becomes crucial to deciphering new text. When students have attended to the relationship between letters and sounds, they can more easily bridge the gap between oral inputs and what they're reading. "In seventh grade, there's often a jump in content," Maxwell explains. "Students begin to encounter new, multisyllabic words and, without phonics, they don't have the tools to decode them."

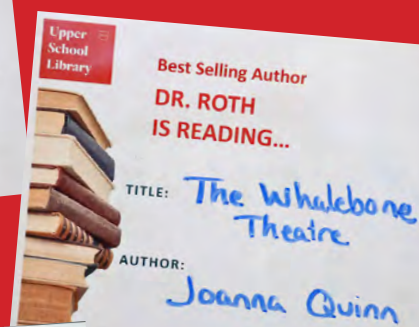
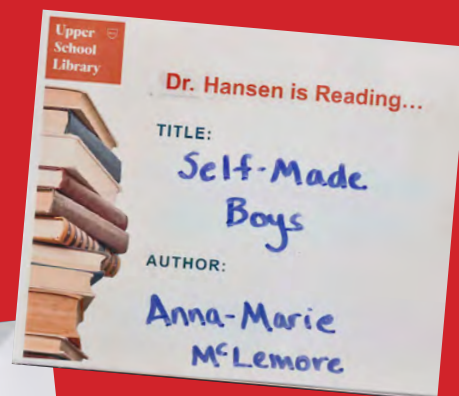
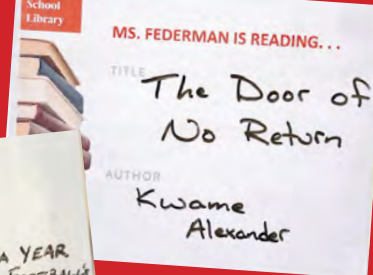
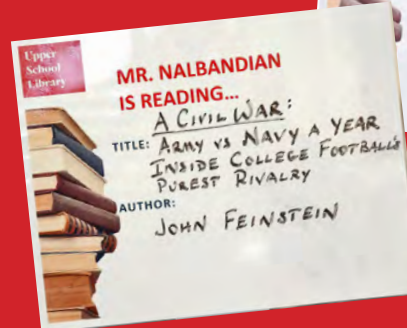
In the MICDS Middle School, a strong sense of literacy is enforced through community. Allowing students to select books of their choice to read independently and providing time during the school day for independent reading to happen can appear to be a solitary experience. However, it's anything but solitary! "The independent reading program has reignited our students' love for reading," says **Olivia Halverson, Seventh Grade English Teacher**. She loves to watch her students engage deeply with the work in front of them and then share their experiences with classmates. "I'm impressed by how much students talk about literature—what they are reading, what they like, and what they recommend," she says. Halverson works with her students to stretch their reading boundaries by challenging them to set semester-long goals such as reading books from two different genres, reading books recommended by friends, librarians, teachers, and parents, and reading beyond their own experiences (finding books that have main characters who are different in two or more ways such as age, gender, religion, race, ability, or culture).

Halverson also hosts student-led spiderweb discussions about class-assigned novels. "The goals are for students to show their comprehension of what they're getting from their own time reading the book outside of class, to ask and answer good questions, and to strengthen their analysis skills of understanding what the author is trying to say," she says. Halverson tracks the discussion, then reflects with the students regarding their contributions, being sure to guide the students to both share their own ideas and allow others to contribute to the discussion. Honing these skills helps foster camaraderie in the classroom. "I learn something new every time, even though I've read the books several times over," she notes. "When there are new students reading a book, they offer different perspectives and insights."

English classes in the Middle School focus on different types of texts, and Halverson says whether a student is reading directions to a math problem or informational text in their history class versus a

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**MICDS is a community of readers, as evidenced by the many classrooms with signs posted outside doors sharing what teachers are currently reading. Even Head of School Jay Rainey posts a "Currently Reading" sign. Many staff and faculty also include a "Currently Reading" line in their email signatures. Literacy is infused throughout the school.**





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novel in English class, it all builds on the same critical thinking skills literacy supports. Through this work, students learn decoding, organizational, and comprehension skills. "We focus so much on outlining and pre-writing in our writing processes, and that applies to other courses," Halverson says. "If a student is approaching an art project or math problem, they'll have an outline or plan on how they're going to carry it out."

**Eighth Grade English Teacher Darrett Thompson** further prepares his students for success in the Upper School by focusing on the communication skills of literacy, which includes both writing and presenting. He'll assign students to learn about specific poetic forms, for instance, and then they're in charge of teaching their classmates. "It's the art of communication," he says. "When you're up there giving information, you have to show enthusiasm even when you're not enthusiastic." Literacy, to Thompson, means ensuring his students not only learn the material but develop the storytelling skills to share what they've learned. "You can't really express what you want without some understanding of language," he says, "and you get that through reading, writing, and speaking. The more we read, the more we get away from just retelling what we see in a book. It translates to better writing." Which means better, more effective communication.

Eighth graders work on personal essays that can be about any topic of their choosing but must reflect something meaningful to them. Through this process, they learn that storytelling has to have structure and narrative. Thompson points out that while traditional essay work does prepare students for high school, the essays they'll write for their college applications are personal. "Literacy is also a great way for teachers to get to know students," he says. "When they write about themselves or share what they've enjoyed reading, we get to know them as people."

Middle School parents can support their children's reading habits by recommending books that play to their student's interests. "Find authentic voices by way of whomever your child idolizes at the time," Halverson recommends. She stresses that it's important for parents to read the book before recommending, or read the book alongside their children. "If you're trying to talk books and you haven't read them, they'll see right through you," she laughs.

### LITERACY IN THE UPPER SCHOOL

English teachers today are not beholden to using the same classic works parents studied in school. Literacy now means engaging with a wide variety of media. "In the Middle School, teachers are





**“Our goal is for every MICDS student to graduate with confidence in their own skills to communicate what is important to them and what they believe in. We want them to know themselves as readers and have the power to truly understand what they are reading. We want them to understand the importance of the cultural, social, and historical power of language.”**

**LYNN MITTLER, JK-12 ENGLISH AND LANGUAGE ARTS  
DEPARTMENT CHAIR**



leveraging the graphic novel,” Mittler points out. “Where we would traditionally feel like it’s ‘just a comic book,’ we instead teach the need to read the images and see how those are being manipulated.” It’s work that readies students for deeper texts like *Persepolis* by Marjane Satrapi in ninth grade. Even the use of gutter space, or the absence of space, leverages meaning. “If you use words and images, you can layer meaning,” Mittler says. “For some students, that’s more accessible than just reading a text.”

She points out that even memes are clever ways to communicate, given that they convey universal information that allows people to quickly bridge connections, which is the essence of communication. “What we’ve realized in our study is that literacy is broader than we of older generations would think. What’s being produced in these multimedia forms is far more sophisticated than what we’re used to,” she says. Upper School literacy also includes digital and video analysis and work on reading images. “We use the American College Library Standards to teach visual media literacy,” Mittler said, and notes that the work isn’t confined to ELA courses but is included in the History and Social Sciences curriculum.

“In the Upper School, we also layer on film so that you’re looking at how a word is interpreted visually in another sense,” says Mittler. “We’re adding that whole keyword of interpretation and often look at multiple versions of the same thing.” Students will view three different productions of *The Great Gatsby* or multiple versions of *A Midsummer Night’s Dream*, examining and discussing the choices each director made while realizing that they have choices in interpretation, too. It helps them move beyond thinking there is one right answer and moves them to consider that there are multiple right answers so long as analysis can support each. “That creates literacy that goes beyond understanding a plot or the cultural knowledge of *Macbeth*,” says Mittler.

Most Upper School students don’t want their parents to read to them, so how can adults connect with their teenagers through literacy? “Ask what their independent reading book is,” suggests Mittler. “I sincerely believe that these kids want to be rescued from their phones. Instead of asking them what was for lunch, ask them what they’re reading.”

### **LITERACY AS THE FOUNDATION**

“We are absolutely fortunate at MICDS that we have the freedom to create electives and projects that help students see the collision of these ways of being literate, of communicating. They learn to communicate while also recognizing other ways people communicate,” says Mittler.

STEM will surely continue to generate interest among students, and a firm foundation of literacy ensures that their work is grounded in context and effectively communicated. “Literacy allows our students to develop empathy and expand their worlds so that they can then utilize their STEM knowledge for the greater good: for what is good and right. Rather than compete, I like to think about their symbiotic relationship. Our students’ experiences are richer for the strengths of both the humanities and STEM at MICDS,” says Mittler.

“Our goal is for every MICDS student to graduate with confidence in their own skills to communicate what is important to them and what they believe in. We want them to know themselves as readers and have the power to truly understand what they are reading. We want them to understand the importance of the cultural, social, and historical power of language.”



# Mystery Readers Provide a Clue to Encouraging Literacy



At the beginning of the year, parents, grandparents, aunts, uncles, and siblings are invited to sign up to serve as a Mystery Reader for the Senior Kindergarten class. "We introduce Mystery Readers at Lower School Parent Night and ask for family members to sign up when they have a chance," said **Kelly Hummel, Senior Kindergarten Homeroom Teacher**. "We really want to be sure that each student has one family member be the reader at some point in the school year. We also welcome faculty and staff members to be our guest readers."

The Mystery Reader for the week sends the teachers a set of clues that are read a few hours before their special arrival. Clues often describe favorites like colors, hobbies, and foods. They might be physical descriptors like tall, wears glasses, curly hair, etc. Some samples of clues from September's Mystery Readers include he likes to play soccer, favorite ice cream is mint chocolate chip, grew up in Boston, is an aunt to a child in SK, and lives in a country in Asia.

Students try to guess who the Mystery Reader is during their Morning Meeting. Later that day, when the Mystery Reader is revealed, much to the delight of the related student, they read a story or two to the class.

"Mystery Readers are such a memorable piece of the Senior Kindergarten experience," said Hummel. "They are a fun way to mix up read-alouds with new faces and voices while still hearing examples of fluent reading. Mystery Readers also provides family members a chance to see their students in action and be part of our classroom community."

This experience has been in place for the past 11 years. Current sophomores in the Class of 2025 were the first to experience this program. Additionally, through the pandemic, the program evolved to welcome readers into the SK classrooms virtually through Zoom. Students hear from family members located in other states and even in other countries.







# The Sweet Science of Meringue

Creating the perfect meringue is hard enough, but novice bakers—or junior science students—dug deep to understand the magic of meringue. First, students got down to kitchen-lab basics by studying the chemical structure of an egg and learned that it is 10% protein and 90% water. Next, students added potassium acid tartrate (aka cream of tartar), causing a chemical and structural change that enabled the whipped egg white foam to become more stiff and fluffy. Once students unlocked the chemical characteristics of cream of tartar and how it reacts to the egg whites, they learned that they could easily substitute it with other ingredients with similar chemical elements.

After their research, students carefully separated two eggs in the lab to prepare the raw egg whites for mixing. One group added cream of tartar to their egg whites, and the other group added nothing. Next, they whipped the egg whites into a foamy substance using electric mixers and gradually added sugar. Students took turns whisking the mixture into a fluffier foam before loading the contents into pastry bags and squeezing shapes onto baking sheets. After a quick delivery to the Upper School kitchen for baking, they soon enjoyed the fruits of their lab work.

**Upper School Science Teacher Dr. Meg Yoshioka-Tarver's** hope for this experiment was for students to wonder about the details. "The course focus is not to teach regular chemistry but to

understand how and why things occur through chemistry," she said. "If we understand why things occur, we can make modifications and solve problems, which is an important skill in critical thinking. For example, before the lab, they had to do their own research to understand the science of making meringue and recreating it in the lab. Seeing how the compounds behave in real time helps them ask questions versus memorizing a recipe."

"I like doing academic things that are also something you can do at home," said **Lukas Annis '24**. "I've eaten meringue, but I've never baked it. I thought learning what different ingredients go into it was a good experience because, at home, I just substitute and eyeball ingredients. Mixing the meringue and keeping it in the bowl was challenging. As a visual person, getting up and doing a hands-on lab is a lot better than on paper."

**Everdine Ferguson '24** enjoyed seeing how the different ingredients created different textures. "It was more engaging to see the ingredients interact in person, which was fun!" she said.

Dr. Yoshioka-Tarver's inspiration for the food chemistry unit came from Christina Marsigliese of *Scientifically Sweet*, an author and food scientist who incorporates the science behind cooking and baking in her cookbooks and blog. Dr. Yoshioka-Tarver said, "Cooking is edible chemistry. We are all chemists if we love cooking!"







## Make Way for Monarchs

### Beasley Garden Transformed to Waystation



Monarch butterflies are on the endangered species list, so last spring, second graders implemented a plan to help the monarch population. Inspired by the MICDS Mission, which encourages students to live lives of purpose and service, our Beasley scientists acted as Citizen Scientists who studied, planned for, and planted a monarch waystation.

What are monarch waystations? "They are designated habitat spaces for monarch caterpillars and butterflies," **Lower School Science Teacher Laura Pupillo** explained. "They supply milkweed, the food source for caterpillars, and annual and native perennial nectar flowers for butterflies. A waystation is also a valuable food source for many other insects and birds, such as hummingbirds, milkweed bugs, and other butterflies. Since monarch butterflies are an endangered species, having gardens like this is a helpful way to secure their future."

Last April, second graders planted native Missouri wildflowers, including more milkweed and annual zinnia seeds to help the monarch species. The plants grew over the summer, and this past August and September, it was rewarding for the now third graders and Pupillo to see the garden flourishing. The third-grade scientists are proud of their work from the spring, and they happily placed a special sign from the Monarch Watch organization to designate the area as an official monarch waystation.

The two third-grade classes gathered carefully in the garden to chat about why they love monarchs, what they like about the waystation, and why waystations are important.

"I want to help monarchs because they're just amazing creatures. They can fly 50 miles a day!" said **Shayaan R. '32**. "We planted the waystation so monarch butterflies can drink nectar and lay eggs which will hatch into caterpillars," said **Shivatmika M. '32**.

After the discussion, Pupillo installed the official monarch waystation sign surrounded by the third-graders. While placing the sign, students were delighted to find several caterpillars and even a "one-dot ladybug." Thank you, Beasley scientists, for caring for the monarchs and providing them with a safe and nourishing place on the MICDS campus!







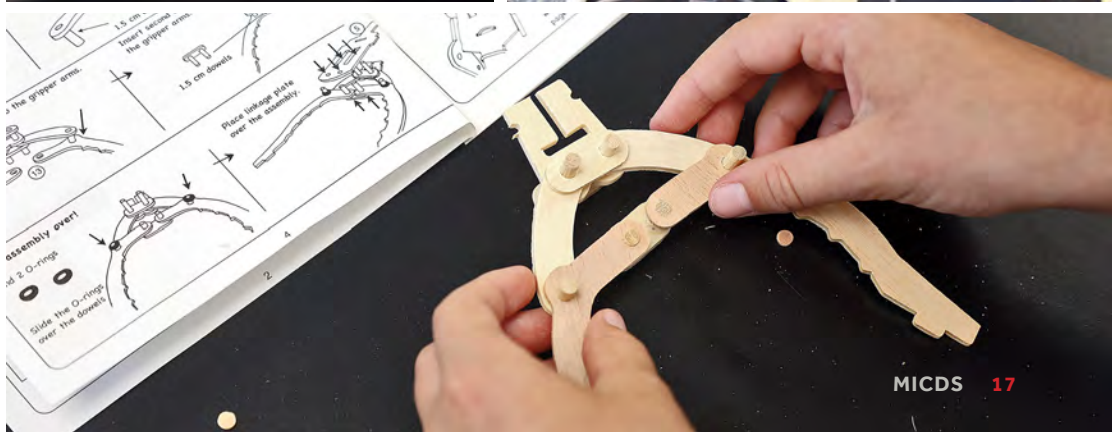
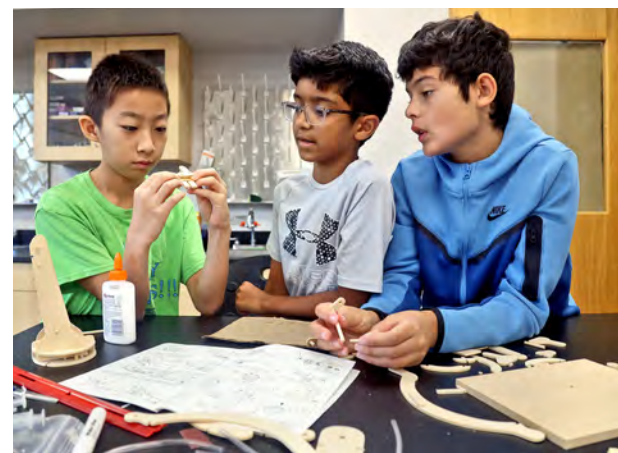
# Reaching for Understanding With Hydraulic Arms

How does the human arm work? How do the muscles, tendons, and skeleton combine to facilitate movement and strength? Middle School students answered those questions while working with **Middle School Science Teachers Michelle Bouchard and Nolan Clarke.**

Students began studying body systems with the dissection of chicken legs, examining the tendons, bones, and muscles to get an idea of how they function together. According to Clarke, that hands-on experience has fundamental value: "The actual, tangible handling conveys an understanding of the material that can't be gained another way."

Students then transitioned into building a hydraulic arm, paralleling their understanding of biology with their new creations. "Students had to tell us which part of the hydraulic arm related to the human arm," said Bouchard. Next, students identified the parts of the arm that mimicked the rotation, bending, and grasping performed by the elbow, shoulder, and hand while studying how those movements are made possible by the skeleton and muscles working in tandem.

Building the hydraulic arms was used to assess how well students understood the biology and functions of each body system. The project gave students a great way of demonstrating their understanding with the added benefit of experimenting, failing, and using critical thinking to solve a set of problems.





# St. Louis By the Numbers

## Data Analysis in the History Classroom

During the first week of the school year, 11th-grade History of St. Louis students shared their perspectives on the region. After vibrant discussions, it was time to cast the net wide and dig into questions like whether age, gender, zip code, or ethnicity influences how residents see the St. Louis region. These student historians jumped into a new, cross-curricular project determined to find out.

The History of St. Louis teachers—**JK-12 History and Social Sciences Department Chair Carla Federman, Jason Asher, Max Campbell, Andy Cox, Alex Rolnick, and Elizabeth Wells**—brainstormed this project last spring and, together, created a survey for the students to

use. “The history department was incredibly fortunate to enlist the assistance of **JK-12 Math Department Chair Diane Broberg and Upper School Math Teacher Travis Menghini** to be our data analysis experts,” said Federman. “They were critical in helping design the assessment, test it, and look at it from a statistics point of view rather than just history and social science. Their collaboration added a new lens for history teachers as they embarked on this new idea.”

The History of St. Louis class for 11th-grade students centers around urban studies, which includes economics, population, transportation, environment, housing and built environment,

education, health, security/policing/military, culture, and governance. The survey includes demographic and opinion questions, and each student was tasked with questioning two people, an immediate family member and someone outside their family. One question asks respondents to compare St. Louis’ significance to other cities on a scale of 0-10; another asks them whether they think St. Louis is on the rise or on the decline. Other questions ask about perceptions of various urban studies topics.

“The goal is to get students thinking more broadly,” said Federman. “What are others’ perspectives, and how might their demographics and backgrounds influence those perspectives?”

After a weekend of surveying friends and family and with loads of data in hand, the history students turned to the math teachers for help. Broberg and Menghini visited the History of St. Louis classrooms and led students through analyzing their data. They learned how to graph, how to make charts, and how to check whether age influences views about culture, for example.

**Avery Summers ’24** thinks the project is a new and interesting way to learn how people view different factors of St. Louis. “I’m personally comparing the results of ethnicities’ views on education based on their highest degree of schooling,” she said. “I learned about the bias people carry and how it changes their views on the city and county.”

“It’s not a traditional history project,” said Federman, “and this gave them a chance to do interesting historical analysis while learning a skill that might be less obvious in a history classroom.” She was excited about the opportunity to bring math and history together, connect the content, and get students thinking critically about history and perspective while building a new skill set they will use beyond the classroom and beyond MICDS.

“I have learned plenty about how the various demographics of St. Louis perceive the metropolitan area’s different characteristics of society,” said **Sam Ellenhorn ’24**. “During this





project, we have searched for trends in statistical data that have helped us achieve a better understanding of the region that we live in. One of the relationships that stood out to me was the correlation between zip codes and the various perspectives of St. Louis, conveying that where one lives has a significant impact on how they view the many different aspects which make up the region."

**Ella Brauer '24** was surprised to learn that some of the areas asked about seemed to compel a consistent response regardless of who answered the question. "I honestly thought it was surprising that demographics didn't have that big of an impact on certain issues in St. Louis, like governance, security, or housing," she said. "The general consensus was pretty heavy on the struggling side among all of the people interviewed, regardless of factors like ethnicity, gender, or zip code."

"This project has allowed my grade to understand what people within the MICDS community think about the issues of St. Louis," said **Amir Muhammad '24**. "I've learned a lot more about both the positive and negative parts of St. Louis, more specifically, the issues of housing in certain areas and improvements to downtown."

"We're asking students to make conclusions based on data the entire 11th grade class has gathered," said Federman. "They use the qualitative and quantitative data together to build an argument about how people see St. Louis. Then we're asking them to also identify possible flaws in this data set. What additional questions

**"In a world where we are bombarded with data, it's important that students know how to draw conclusions based on data. The project allowed students to collect data that is relevant to their class and then compile and visualize it using Excel. This type of project also helps students see math at work outside the math classroom."**

**JK-12 MATH DEPARTMENT CHAIR DIANE BROBERG**



would I need to answer to assess the validity of this data?"

All of this work ties into teaching students how to think critically. "Just as we're always teaching them to think critically and question their sources when it comes to texts, so too do we want them to apply those same skills here," she continued. Historians think deeply about the sources they use, including the texts in front of them, and about the narratives and perspectives they see. A major component of this project is engaging students in the same critical thinking, teaching them to question the validity of

their own data and dig into how much perspectives are influenced by other factors. Students are considering the strengths, limitations, and reliability of their sources, and are transferring those critical thinking skills to data analysis.

Broberg enjoyed working with the history students. She said, "In a world where we are bombarded with data, it's important that students know how to draw conclusions based on data. The project allowed students to collect data that is relevant to their class and then compile and visualize it using Excel. This type of project also helps students see math at work outside the math classroom."

"I'm really glad we did this project, and hope we come back to it in future years to make it better," said Rolnick. "It is a unique way of introducing students to some basic skills in social science that also helped them to engage with a relevant dataset they collected, and widened their sense of the broader MICDS community's views on the state of the St. Louis metropolitan area."

Cross-disciplinary collaboration is a chance for students to use critical skills of thinking and analysis while incorporating multiple subjects. "What they are building in one section of the MICDS campus will absolutely come in handy in other sections," Federman said. "We're also teaching them how to study a city, so they can use what they learn about St. Louis and apply it more broadly to other places both in the United States and around the world."

This sort of study, where students learn to combine their knowledge from two separate subjects to make better sense of the world, hopefully leads to a polymathic life full of curiosity and continued learning and the ability to think critically about information presented from a variety of sources.



# Calculating the Code

## Programmable rovers transform geometry

A new device, the TI-Innovator Rover, rolled onto campus, and MICDS eighth graders gave it a spin. Students use their TI-Nspire handheld graphing calculators to program the educational robotic vehicle, allowing them to explore math, science, coding, and STEM topics through hands-on learning.

**JK-12 Math Department Chair Diane Broberg** was instrumental in bringing the rovers into the curriculum and said, "They allow students to combine coding and math, which provides logic and reasoning skills. They also allow students to learn the syntax needed with coding, which helps them evaluate their understanding by watching them move to complete their challenge. For some, it may be the springboard that will get them excited about computer programming."

The rover is a small car-shaped device with a hub or "brain" inside that can be controlled by the TI-Nspire handheld calculator. The handheld contains an entire library of Python code to explore. For this experiment, students simply used one



line of code and were able to adjust the programming to make the rover drive up to an object and get as close as possible without knocking it over. The challenge was that the only line of code they could change was time, so they had to figure out how far the rover would travel in one or more seconds and adjust accordingly. Broberg said, "With the rover programming, students don't need to ask a teacher if they are correct. Instead, they can run the program themselves and see if it worked."

**Middle School Math Teacher Jody Marberry** said, "This experience was a great way for kids to have an opportunity to code for the first time in a fun and non-threatening way." The goal of the exercise extends beyond learning to code; it allows for risk-taking, trial and error, and building independence and confidence.

In the future, Marberry said that the exercises would become increasingly more complicated, creating tables to find patterns







and calculations involving rate of change, measurement, and more problem-solving collaboration. The rover holds endless possibilities with sensors similar to a robotic vacuum cleaner, holes to hold markers that can draw while moving, and more.

**Cooper Newton '27** liked the fun and challenging nature of working with the rovers. "It looked intimidating at first, and we were using calculators to program our rovers which is not a very normal thing for me, but once I got the hang of how it all worked, it was very fun," he said. "It was awesome trying out all the different programs and seeing what they could do. I hope in the future we will use it more often." **Lola Compton '27** also enjoyed the challenge. She said, "It was a lot of fun to see what worked and what didn't for each rover. Eventually, my class realized that each rover moves slightly differently than the rest, which meant that the correct answer to the challenge was different for each group."

In another session, students used Python code to instruct their rovers to construct geometric transformations and draw shapes on whiteboards. Their rover lab was the Black and White Hallway in Danforth Hall, an open, airy space that contrasts part of the history of MICDS with a high-tech math project.

"The students developed algebraic rules for geometric transformations (rotations, reflections, and translations)," said Marberry. "The activity asked students first to apply what they had learned to construct a geometric figure (like a triangle) using coordinates by programming the rover to 'drive' to the points." Each rover held a dry-erase marker on the front, allowing the rovers to draw figures on whiteboards.

"Students then had to adjust the code to have the rover transform the figures," she said. For example, some students reflected their triangles over the x-axis, while others programmed their rovers to rotate the figure 90 degrees clockwise. Still other teams had the figure "slide" across the board through a translation. Marberry said the activity provided students with hands-on, real-time feedback on their ability to perform the transformations and allowed them to explore various strategies for programming the rover to move based on specific requirements.



*"It was a lot of fun to see what worked and what didn't for each rover. Eventually, my class realized that each rover moves slightly differently than the rest, which meant that the correct answer to the challenge was different for each group."*

**LOLA COMPTON '27**

**Luke Peritore '27** enjoyed the project that took learning out of the classroom and into his hands. He said, "I learned a lot from the rover project. I learned how shapes can reflect across an axis. I learned more than a normal class because it was hands-on and interactive as well."

**Reina Banerjee '27** agreed. "I thought the rovers were really fun to code, and I learned how to transform triangles using Python code!" she said.

Marberry and Broberg are dedicated to fostering a creative problem-solving atmosphere for math and other subjects to help students become 21st-century learners, and the rover drove the point home. Marberry said, "This was a totally collaborative, exploratory event and a catalyst for so much more in the classroom. The students are eager for more, and for us as teachers, it spurs the most wonderful math conversations."





Stacy Bourne '85, architect, mentor, daughter, gardener, coach, and instigator of social change hasn't changed much since she first came to school at Mary Institute in fourth grade, but the size and scope of her dreams, and the impact she makes on the world, has increased exponentially.

She's still always on the go (one of the reasons her mother moved Stacy and her brother, **Sterling '83**, to private school), more comfortable outside than in, and excited to meet and work with new people.

Bourne had skipped a grade in her city public school and admits that she and her brother, who had also skipped a grade, were starting to get into trouble. They were with older students and bored in class much of the time. Sterling went first, landing at St. Louis Country Day School, and since Bourne wanted to do everything her big brother did, she soon found herself at Mary Institute right next door. She laughed as she recalled the change. "I have to wear what? A dress? Can we rethink this a little?" The transfer was perfect for Bourne, teaching her exactly what she needed to corral her energy and play to her strengths.

"My mind goes 150 miles per hour, but I'm grounded," she said. "Mary I made me grounded, taught me to think and plan. It was a really wonderful opportunity to plan long-term and to set goals and achieve them." She was an outstanding athlete and a self-described mediocre student, landing in Friday and Saturday detention for "goofin' off." Once she had to fill an entire blackboard with the words, "I will not throw notes across the hall." She picked up a lot of lessons, though, that she carries with her even today.

Mrs. Miller, the first teacher Bourne had upon entering Mary I, made an impact. "At the time I thought she was difficult," Bourne said, "but as an adult, I can appreciate the lessons she





taught me, including proper English and diagramming sentences and how you present yourself. I have come to really appreciate her a lot." Later, her basketball and track and field coach, Mr. Llufrio, helped her turn excess energy into success in the athletic arena. He became one of Bourne's first mentors, and she enjoyed reconnecting with him at her 20th class reunion.

Perhaps it was a college counselor who unwittingly made the biggest difference in Bourne's life. With Sterling's encouragement, she took a drafting class at Country Day, and it was in that class that she began to see how she could use her interest in art and geometry to build a career. Her teacher, Mr. Hanewinkel, kept her engaged by changing up the class each day. She quickly saw how she could use art to make a living, and began applying it to other parts of her life. "At the time, I had a little job at McDonald's," she said. "I decided the store was designed incorrectly and laid it all out and took it to my boss." Her boss admitted he had never seen anything like that before, and Bourne knew she was onto something. Her next project was to design a house for her grandmother who used a walker. She knew nothing about ADA compliance, just that everything needed to be bigger and wider to accommodate the walker. Senior year she designed a community center for her north St. Louis neighborhood. Clearly, giving back through architecture was in her blood.

She took this career path back to her college counselor at Mary I, and after the counselor told her, "Stacy, girls

don't become architects," Bourne was determined to prove her wrong. Bourne cuts her some slack today. "She was in her 60s and the chance of her seeing a woman architect was next to none," she allowed. "She was trying to give me a reality check, but I was dead set on becoming an architect since 10th grade after she told me that."

"The fact that I got to do something different and it came out of my brain, not some formula, appealed to me," she said. "I could do this every day; I really love it. It's a combination of art, creativity, and geometry, and between those three things, I was good." She used her love of art to paint the senior lounge, perhaps her favorite place to hang out indoors (outside, you'd often find Bourne with the dolphin statue in the Beasley playground). "I love all things art—painting, pottery, blown glass, watercolors, and pottery—so I enjoyed changing that space as much as possible."

She also learned how to interact with people from all walks of life at Mary I. Coming from the Natural Bridge and Goodfellow area, which was predominantly black, she was now immersed in an entirely different world. "It was a great integration into white America," she said. "I can work with everybody, any race, culture, age...I got you. All of that was broadened with my experience at Mary I." She credits the School with teaching her how to communicate effectively, how to stop and use her brain rather than following where the wind blew. She learned to be discerning, to notice differences, and

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Bourne's senior yearbook is full of images that show how involved she was in school life.

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AND ACHIEVE THEM.”

STACY BOURNE '85





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to take culture and background into account when interacting with others. "Everybody's carrying something but we tend to think everybody lives like us and they don't," she said. "We had white, Armenian, and Asian students, and that's when I learned to sit down and talk to others, to ask questions."

Armed with an arsenal of energy, an idea that she could make an impact on the world, and a firm foundation of Mrs. Miller's English lessons, morals, values, and "those things I know now come half from home and half from your school environment," she headed to Tulane University in Louisiana. Her choice of college led her directly to her career when, shortly before graduation, she was hired by a Tulane alumnus with an architectural firm in the Virgin Islands. The islands had just been battered by Hurricane Hugo, which left behind utter devastation. Bourne hadn't planned on moving from the continental U.S.; in fact, she had counted on landing somewhere, anywhere, and then seeing the country by car. With only one job

offer in hand, she moved to the islands and soon thought, "This isn't going to cut it. You can do everything there in seven days," she said, "and when you're 23, that's not enough." What was enough, though, was the work. The hurricanes kept coming, which brought more work that Bourne found interesting and fulfilling.

Once a hurricane devastates a community, the people affected need much more than to simply rebuild what they lost. Bourne sees her work as a vital part of social change: hurricane-resilient architecture sets communities up for long-term sustainability despite the ravages of climate change. "I've been in the Virgin Islands for over 30 years, and what I've come to understand is that I could fix your house and my mom's house and my house, but that doesn't help our community. Our *whole community* needs to be restored, so it's bigger than fixing random homes. It's about fixing communities into reliability, ensuring banks, churches, stores, and schools are resilient and ready. It's up

to communities to tell us what they need." With every project, she carefully considers other factors that may need mitigation. Is the building in a flood plain, or on a shore where it will constantly get battered? What happens when the sea level inevitably rises?

She also takes a pragmatic approach to calculating the costs of rebuilding sustainably: is the investment in the project worth the outcome? She sometimes counsels clients to save their money and move to higher ground or out of the area entirely. "Hurricane recovery takes five years," she explained, "and when the next storm comes—not if, but when—will you be more resilient? Are you able to leave a legacy? When your home is destroyed, it impacts generational wealth." Storms not only damage housing and infrastructure, Bourne notes, but they widen the socioeconomic gap if we can't restore communities.

By the time she was 26, Bourne had studied hard, passed the Architect Registration Examination, and earned her license. By 27, her boss followed his wife home to France, and Bourne was on her own, having inherited the remaining projects and his company. "I had to learn on the fly how to run a business. I had worked with the clients under his leadership, and I did the work, but what I didn't understand the business aspect," she said. She found a mentor to help, and The Bourne Group was launched. She went on to earn an MA in Architecture and Urban Design from Washington University, and an MA in Architecture from Tulane. She had thought that hard

A photo from one of Bourne's project proposals: restoration of the Reichhold Center for the Arts at the University of the Virgin Islands.







“

THE TRUTH IS THAT LIFE IS THE JOURNEY, NOT THE ARRIVAL. WHEN I TALK TO YOUNG PEOPLE, I TALK ABOUT A CONTINUOUS PROCESS. LIFE IS NOT A SIMPLE CHECKLIST; IT GOES ON AND ON.

”

STACY BOURNE '85

work and perseverance would result in arriving, as in “you set a goal and you arrive.” What she learned was much more complicated. “The truth is that life is the journey, not the arrival,” she said. “When I talk to young people, I talk about a continuous process. Life is not a simple checklist; it goes on and on.”

Perhaps what kept Bourne in the Virgin Islands so long was that she took time to listen to the people there, learning more about them. The habit she learned at Mary I led her to become personally invested in her clients’ success. She noted that the common theme after devastation, after asking, “what am I supposed to do?” was “we left because we had nothing.” She met people who had been out of their homes for years after a hurricane, who thought their houses were constructed of concrete and instead learned they were wood stud, which doesn’t resist hurricane-force winds. “I worked on compiling all that in a way that made sense so as we move forward, we can help people in meaningful ways,” she said.

Bourne can’t recall a favorite project, because they all start out as favorites. Perhaps her favorite project is whatever she’s currently working on. At the time of the interview, the Bourne Group was in the final signing stages for their largest hurricane resiliency project

yet, and she was enthusiastic about an increased ability to effect change. It’s a partnership with a client, and offers an opportunity to rebuild hurricane shelters on a scale she’s not able to do individually. She sees the project as the starting point, and what they learn from it can be used across the Gulf states in the U.S.

In the meantime, she has moved back to St. Louis full-time to take care of her mother, blending her family of two dogs with her mother’s two. “Four dogs is a lot of dogs,” she laughed, “especially in one area.” She recently began a coaching program called Inspired by Stacy, where she mentors licensed women in architecture to grow their firms. She attended a conference last year where she learned that according to 2020 statistics, only 23% of architects are women, and 89% of architects don’t have a business plan. This, to Bourne, much like her work in the Virgin Islands, is about creating sustainability and resilience for marginalized groups.

She’s also trying to figure out if she can garden in the midwest like she did in the Virgin Islands. “I grew all my own food,” she explained, rattling off a list of produce that would make the Jolly Green Giant envious: lettuces, collard greens, eggplant, bell peppers, rosemary, thyme, mint, corn, passion

fruit, mangoes, papayas, cucumber, kale, and tomatoes. “I don’t even eat eggplant and tomatoes,” she confessed. “I just wanted to see if I could grow it.” She gives away everything she doesn’t eat herself, and enjoys seeing others benefit from her work. “I like to see it germinate, fight to come out of the ground,” she said. “It reminds me to come out of the ground. When I see it bloom, that means something is coming. It’s the fruit of your labor, of what you’ve invested. I like the analogies that it makes to life.”

Bourne advises younger generations to be honest about needing help. She said, “The minute you have enough courage to open your mouth and be honest, it brings more opportunities to you, and more motivation. We just need to broaden our brains.”

Stacy Bourne has spent her lifetime broadening her brain, adapting to what life throws at her on her journey, and finding ways to help others along the way. “I don’t want to do meaningless work,” she admitted. “I’m at the point where I work on things I want to work on. That’s why it’s good to diversify... you love all your projects.” She’s an architect for sustainability and resilience, of course, but perhaps more than that, she’s a builder of people and communities.



# MICDS Teachers Become Students

## Summer experiences enrich the classroom

Each summer, many of our teachers use their time away from campus to become learners themselves. They take advantage of family vacations, sabbaticals, and professional development funds to grow their own experience, and they return each fall excited to share their new findings with their students. The summer of 2022 was no different, and a few of our amazing teachers shared what they learned last summer.



**LAURA PUPILLO, LOWER SCHOOL SCIENCE**

"Over the summer, my family and I traveled 6,000 miles from our farm in Cedar Hill to Washington state and back. Along the way, we deepened our scientific knowledge as we interacted with numerous unique ecosystems. In South Dakota, we hiked the Badlands and the Black Hills and learned how these two places are connected. In Montana, we visited Glacier National Park, which is full of glacier lakes and streams and teeming with wildlife. And a surprising turn in the weather gave me some ideas for enhancing the third-grade weather unit. In Washington, we were greeted by the Pacific Ocean for the first time. We stayed on the Quileute tribal lands and were able to take in their preserved and protected beaches full of tidal pools which were exploding with aquatic life. Experiencing a rainforest for the first time was invigorating and gave me some great photo opportunities to share with second graders when we study biomes."



**WILLIAM BANDER, MIDDLE SCHOOL SCIENCE**



William Bander dedicated time last summer to improving Middle School science for teachers and students. "I spent most of June doing an inventory of the eighth-grade science supplies," he said. "I began the process of going through and cataloging all the materials stored in the eighth-grade science wing. This included two classrooms, an office space, a storage closet, two display cases, a chemical storage room, and an attic. The task was enormous, and Bander made huge strides in organizing a massive amount of materials stored on the second floor of the Middle School science wing. "Some treasures that I found included several hot plates that had gone missing, portable immersion heaters, hand-crank generators, hundreds of magnets, and a few jars of unknown liquids," he said. He discarded broken and unusable materials, making way for more valuable equipment to be properly stored. As cabinets, shelves, and floor space were made available, he was also able to clean off several years of accumulated dust and dirt. "While such a job is less than glamorous, it reduces the headache for teachers desperately looking for missing supplies and cuts down on the frivolous cost of buying items we already have in stock," Bander said. "I look forward to next summer when I can hopefully finish the job in the eighth-grade area, and establish a precedent for other locations in need of inventorying."

*"Experiencing a rainforest for the first time was invigorating and gave me some great photo opportunities to share with second graders when we study biomes."*

**LAURA PUPILLO, LOWER SCHOOL SCIENCE**



### PATRICK HUBER, UPPER SCHOOL ARTS

While Patrick Huber didn't complete a formal sabbatical as he's done in the past, he took advantage of the summer to spend 10 days in Italy with his wife, Emily, who is also our May Day Director. "It was a great opportunity to recharge my teaching battery," said Huber. "I got to bask in the presence of much of the art and architecture that I teach in AP Art History, I got to do some drawing, we did a pilgrimage to St. Peter's (always good for the soul), and I generally spent some quality time in my happy place."



*"It was a great opportunity to recharge my teaching battery."*

PATRICK HUBER, UPPER SCHOOL ARTS

### DR. SALLY MAXWELL, ASSISTANT HEAD OF SCHOOL FOR TEACHING AND LEARNING

MICDS is part of The Network of Complementary Schools, which offers a community of like-minded educators and students as a valuable resource. Dr. Sally Maxwell seized the opportunity to visit several complementary schools last summer, to connect with other educators and learn about alternative ways to lead, teach, guide, and help students. Perhaps the most intriguing school she went to is Saint Benedict's Preparatory in Newark, New Jersey. The co-ed K-12 school is run by Benedictine monks who firmly believe in empowering their students to lead both themselves and each other. "Students serve in a leadership capacity in every part of the school, and are the first point of contact for disciplinary issues," she said. The school's culture is built largely through this sense of shared, difficult endeavors, and because it's been around since 1868 and is staffed by monks who commit their lives to this one location, students come to think of it as a second, lifetime home. "It's community forever," Maxwell said, "and such a profound, beautiful, and powerful commitment to kids." A self-professed "school nerd," Maxwell appreciated the opportunity to see how other educational institutions work, collaborate over shared challenges, and connect with other teachers who strive to stay child-centered every day.



### COURTNEY CHECK, UPPER SCHOOL ENGLISH

The World Peace Game (WPG) teaches children the work of peace by fostering the concept of peace not as a utopian dream but as an attainable goal to strive for, and by stimulating the creative development of educational tools for this effort. It supports the development of collaboration and communication skills for resolving and transforming conflicts, and the development of the skills of compromise, all while accommodating different perspectives and interests. Courtney Check visited a Montessori school in South Carolina last summer, where a seasoned facilitator of the WPG demonstrated how that game is played. "It is an experiential learning simulation where students are put into four different fictional countries and their job is to facilitate world peace," Check explained. She is working on plans for an Eliot Summer Academy course and a Winter Term option. In the game, student players try to resolve over 20 interconnected global crises, learning just how complicated foreign relations and diplomacy are.

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**ALEX ROLNIK, UPPER SCHOOL HISTORY**

Alex Rolnick enjoyed the Reacting to the Past Conference at University of Colorado, Boulder this past summer. "It was a fantastic experience—among the best professional development I've had the opportunity to attend," he said. Although there were focus sessions on pedagogy, the experience is intended to showcase the experience of "playing" historical simulation games. Rolnick participated in a session on the partition of India, and another on the industrial revolution in England. "I learned a lot about both historical topics through participation in the role playing, discussions, and debates, and came away with great ideas for how to improve my own work with role playing history in the classroom," Rolnick said. "I was inspired by the conference to build out the AAPC role play I created last year, and spent hours doing research and working on it, and I'm excited to roll it out as a central element of my African History class this coming year. I'm also hoping to use one of the games in the Reacting Consortium's library as the basis for a Winter Term class focused on role-playing history in 2024."



*"I learned a lot about both historical topics through participation in the role playing, discussions, and debates, and came away with great ideas for how to improve my own work with role playing history in the classroom."*

ALEX ROLNIK, UPPER SCHOOL HISTORY

**STEVEN CRUMB, UPPER SCHOOL WORLD LANGUAGES**

"This summer, thanks to a generous grant from the Rivinus family, I had an amazing opportunity to travel to Senegal," said French teacher Steven Crumb, who began learning French when he was growing up in Oklahoma. Senegal is the former capital of French West Africa with a vibrant cultural scene and over 60 years of stable democracy whose peaceful transitions of power stretch all the way back to independence in 1960. He discovered that while French is definitely spoken in Senegal, it's not quite as widely used as he thought. To communicate with a wider range of people in Senegal, it's better to speak Wolof, one of the main local languages spoken by about 80% of the population. Crumb found a palpable, strong sense of community and a collectivist mentality everywhere he went; but he was also constantly aware of his own difference as a White person in sub-Saharan or Black Africa. "In Senegal, I was a 'toubab,' a word used to refer to foreigners, especially White people," he said. Crumb was grateful to experience the famous Senegalese teranga (hospitality) he'd heard so much about. Teranga means much more than hospitality; it includes notions of respect, community, solidarity, and sharing. He met "Yaye" Selle, the grandmother of **Coumba Diallo '22**. "She welcomed me into her home and served me more delicious food than any human could ever physically consume. And despite her speaking no French and me speaking no Wolof, I've never felt more welcome in someone's home," he said. Crumb shared his experience with Upper School students and said, "I hope you'll stay open to the possibilities that your education will bring you, especially the ones you can't yet imagine."







## Seniors Paddle Across Polk

Kicking off Spirit Week with a splash

The annual Senior Boat Race launched waves of school spirit to kick off Spirit Week. Each senior advisory built a boat out of cardboard, duct tape, and plastic, hoping it would hold strong and stay afloat on the journey across Polk Pond. In a series of heats, many boats tipped and floundered, while others navigated all the way across while cheers and laughter filled the air.

In the final heat, the Weidenmiller advisory, aka The Weidenmilla Killa Whales, prevailed and took home the trophy with **Mac Stevens '23** rowing as captain of the S.S. Nantucket.

**Upper School World Language Teacher Kelly Weidenmiller** said, "From the moment I stepped on campus as this group's advisor in 2020, they told me they wanted to win the boat race as seniors. It was incredible to watch them brainstorm ideas, research how best to build cardboard boats, find a design for inspiration, and use math and science knowledge to adapt it all to the materials' dimensions. Every member of the advisory contributed, and it was so fulfilling to watch them achieve the goal they had set for themselves."

Following the race, seniors continued the tradition of jumping in and cooling off in Polk Pond.





# History of St. Louis Teaching Team Honored

The American Historical Association (AHA), the largest professional organization serving historians, honored the MICDS History of St. Louis teaching team as the 2022 recipient of their award for K-12 teachers. The Beveridge Family Teaching Prize, established in 1995, is bestowed by the AHA on one individual or group each year, and recognizes excellence and innovation in elementary, middle school, or secondary history teaching, including career contributions and specific initiatives. The AHA, committed to history education and the professional work of historians, selected the History of St. Louis teaching team from a wide pool of nominees to receive this award for the work they have done in crafting the course, now in its fourth year.

"We're thrilled to be recognized by the American Historical Association with this honor," **JK-12 History & Social Sciences Chair Carla Federman** said. "When we originally designed this course, at the center of our planning was the MICDS mission of helping students be responsible citizens who can meet the challenges of the world with confidence and embrace all its people with compassion. Studying local history gives students the opportunity to connect with their community, build empathy, and enhance their sense of agency, all while they delve into the connections between past and present."

Federman leads the team, which also includes **Jason Asher, Max Campbell, Andy Cox, Alex Rolnick, and Elizabeth Wells.**

"This is a well-deserved recognition of the significant effort that this teaching team puts into ensuring that this class is both a highlight of our curriculum and an extraordinary opportunity for our students to wrestle with authentic and immediate issues in their community," **Head of Upper School Scott Small** said. "Between organizing the field trip in September to daily ensuring our students are thinking critically and compassionately about the city and our region, these teachers put time and energy into a truly impressive endeavor."

The team thrives on collaboration, and the History of St. Louis course is one of the best examples of how faculty bring their unique skills to create a powerful learning experience. For instance, Rolnick is a transplant to St. Louis, and he has enjoyed learning about his new home while offering an outsider's perspective to the class. "As someone who only moved to St. Louis in 2021, I love how I will drive down a road or visit a site of interest, and have an 'aha' moment, connecting what I learned from my colleagues and their materials, or in a book, to a physical place," he said. "I loved seeing students do the same thing during our St. Louis tours."

The AHA chose to award this year's prize to the team not only for their collaboration, but for their innovation and focus on inquiry-based and student-centered learning that ties past to present. Every MICDS student takes History of St. Louis in the fall of their junior year, where they build a variety of History & Social Science skills while also becoming problem-solvers and



change-makers. In addition, while exploring urban studies, students can take advantage of local resources. For instance, students spend a day touring various parts of the city in September, and throughout the semester, they hear from individuals and panelists who are leaders and experts in the city. Students have the chance to participate in discussions with business executives and politicians, social workers and storytellers, and more.

The Beveridge Family Teaching Prize also recognized the course's ability to adapt as events in the region take place. For instance, last year, after news of COVID-19 funds flowing into St. Louis emerged, teachers took advantage of the timing and had students build a grant proposal, recommending uses for those funds based on what they had learned. This project focused on allowing students to be problem-solvers in a real-world situation, while also requiring them to incorporate the historical knowledge that they'd gained over the course of the semester in building their proposals. Rolnick said, "I'm in only my second year of teaching the class, and it's been awesome to see how open the original members of the team are to making changes. I know we'll continue to revise the curriculum to ensure students are actively engaged in developing deep, interesting, and relevant knowledge of St. Louis history."

**Dr. Sally Maxwell, Assistant Head of School for Teaching and Learning**, sees the History of St. Louis class as a powerful model of team teaching and instructional design. She said, "It helps students understand St. Louis as a unique place to grow up, a case study that helps them become researchers who know how to ask questions and collect data on the economic, social, and political history of a city, and a microcosm of the forces and tensions that make up American history. We are so proud of this class and see it as an exemplar of how to be a teacher, student, and citizen."

"Our hope is that students leave this course with a better sense of the region in which they live, but also an understanding of how that came to be, an ability to apply that knowledge to other cities, and a recognition that they as individuals have a role to play in their community," Federman added. "We're honored to accept this year's Beveridge Family Teaching Prize."

Congratulations to this talented team of teachers for their well-deserved recognition by the American Historical Association!



## Art Teacher's Work Exhibited Locally

The artwork of **Upper School Fine Arts Teacher & Gallery Director Denise Douglas** was included in a group art exhibition last summer at Duane Reed Gallery, one of St. Louis' top resources for collectors, consultants, artists, museums, and curators. Both of the pieces she exhibited were sold. She said, "It was a huge achievement as an artist to be asked to include my work by such a prominent gallery."





# A Good Teacher Can Change Everything

Emily Farfan shares her love of Spanish



**Emily Farfan** has a small piece of artwork framed and sitting on a corner of her classroom desk. It was a gift from her mother during her first year of teaching, and its simple message serves as the cornerstone of her educational philosophy. It pictures two butterflies, one taking flight, with a quote, "A good education can change anyone, but a good teacher can change everything."

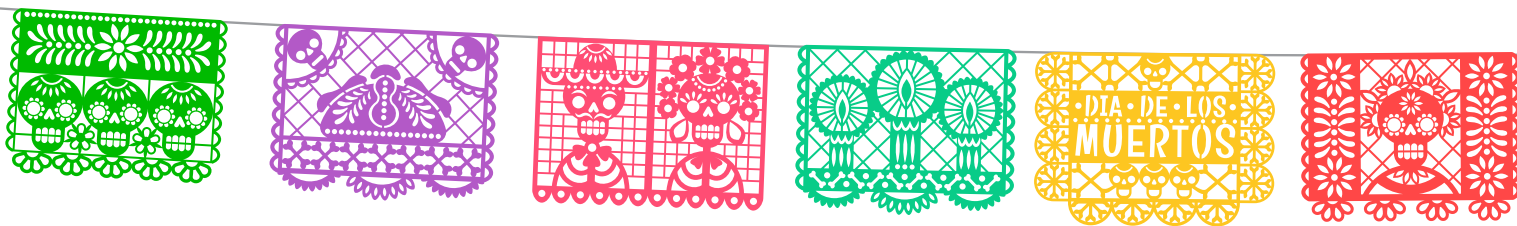
While students still refer to her as "Ms. Coppersmith" since her wedding last fall, they will soon adjust to calling her Mrs. Farfan, the same Spanish teacher who cares deeply about her students while expecting curiosity and excellence in the classroom.

## A journey to teaching

Farfan's love for teaching was inspired by her second-grade teacher. "Mrs. Ladd was warm and friendly, and I always felt loved by her. She had cool centers in class, a computer with Oregon Trail, and a cooking center where I made potato pancakes on an electric griddle. When we behaved, she would give us Double Bubble bubble gum with the trust that we wouldn't stick it on the desk," she said. In college at Nebraska's Concordia University, Farfan was a Spanish and Communications major focusing on journalism and public relations. Despite a six-week study abroad program in Segovia, Spain, she wasn't quite sure what she wanted to do with her degree. She knew she loved learning and speaking Spanish and the challenge it provided. She also knew she wanted to be something other than a journalist at a desk all day. She worked at a small Christian publishing company until she found the St. Louis Spanish Language Immersion School. Having yet to learn where that would lead, she tried it out. She loved the classroom experience and decided to pursue her teaching certificate, eventually landing at MICDS.

Ten years later, Farfan is an integral member of the MICDS Middle School team and the World Languages department. "I feel at home teaching at the Middle School level. The students are so much fun. They aren't 'too cool for school' yet, and there is still a child-like innocence that's really playful," she said. Her obvious goal is to teach the content, but as a language teacher, she wants students to feel comfortable with the ambiguity of learning a new language and taking risks. Farfan shared, "You might not know all the ways to say exactly what you want to say. But finding the way to express how you want to express it is the joy of communicating in another language. I want students to be excited about the language and not feel like it's a grind. It's not all about the vocabulary and grammar; it's about communicating."





## High expectations and care

Judith Kleinfeld coined the term “warm demander” in 1975 to describe an approach for teachers to hold students to high achievement standards while demonstrating genuine care for them as individuals. This approach positively influences student success and is one that Farfan takes to heart. Farfan also has the flexibility to teach students that rise from the Lower School into the Middle School and new students from other schools joining seventh grade, one of the main entry points at MICDS. She said, “Our JK-6 Spanish program is well elaborated, and students come in knowing vocabulary and are ready to take it further. Teaching beginners is fun because kids are usually really excited. I get them at an impactful point in their schooling where they dream about how to use Spanish and where they can go. But for all students, I connect with them. I ask what their background is with Spanish and what they are looking forward to in learning Spanish as it helps me understand their goals. I also want to build relationships with them and take an interest in them and what they do outside school. Through that relationship, they all feel more comfortable in the classroom and more willing to engage with what we’re doing because they know I care about them and that I’m interested in who they are as a person.”

## More than language: culture

Apart from the ability to speak, read, and write in another language, the World Languages department prioritizes exposing students to the cultural aspects of language. “Within the Spanish-speaking world, there are 21 different countries that speak Spanish,” said Farfan. “Each has different cultural practices, foods, etc., depending on its location. Learning about the culture, people, music, traditions, and cuisine is extremely important to students having a holistic experience with world languages. To prepare them for being citizens of the world, they need to learn about people who are not the same as they are. At this age, the language classroom is conducive to that.”

Every Wednesday is Música Miércoles, when Farfan introduces students to a song related to the thematic unit or a grammar concept they are currently working on in class. They study the artist, their origin, and the lyrics’ cultural elements. Then, during special cultural holidays, Farfan designs activities for students related to Día de Los Muertos, Holy Week celebrations in Spain, or Noche de Rábanos in Oaxaca, Mexico, where people create elaborate carvings of nativity scenes using giant radishes. She also addresses simple yet complex cultural customs like where and when to greet with a handshake, a kiss, or a wave.

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## Resources to reinforce learning

As the use of technology has rapidly evolved in the last two years, Farfan has taken full advantage of the many resources available. "We play various online games as a class and individually, and we spend time in the language lab where students participate in partner practice. They use headphones and don't necessarily know who is on the other end. They love getting paired up to have a conversation. We also go around the room and participate in 90-second speed conversations. It's a lot of fun and a great way to practice conversational skills," she said.

A highlight of the language experience at MICDS is traveling in an exchange program. While this only happens once students reach Upper School, Middle School students have opportunities to connect with visiting exchange students, which is always a rewarding experience. Farfan shared, "They get to have conversations with individuals from a Spanish-speaking country—teens who look just like them! Hearing native speakers are different, nuanced, and a lot more fun for them than classroom speaking."

## Beyond the classroom

Farfan's love of culture blends deeply into her professional and personal life. Her husband, Carlos Farfan, who also happens to be the son of **Lower School Spanish Teacher Ines Schultz**, is from Peru, so they speak Spanish when they are with his family. She and Carlos enjoy eating Peruvian food and trying out new, local, Spanish restaurants. In 2015, Farfan and **Middle School Language Teacher Natalie Griffin** attended a professional development opportunity in Oaxaca, Mexico, attending Spanish classes and Día de Los Muertos celebrations for five days. She also served as a chaperone in 2017 for the Upper School exchange trip to Spain.

Beyond the Spanish program at MICDS, Farfan is a Middle School After School Academic Program staff member and director of two summer programs, Eliot Summer Academy (ESA) featuring the Global Online Academy, and Rams Sports Camps. "ESA is a great way for students, especially new students, to meet teachers and peers and experience the campus and level of academic work here. The Rams Sports Camps are one of the more robust outlets for summer athletics. I enjoy problem-solving, and my classroom skills translate to the administration role. It makes for a busy summer, but I don't mind it and appreciate the routine. There is a different energy on campus in the summer that I enjoy," she said.







## A legacy of language

Farfan's love remains in the classroom. "When you're teaching a class, there is so much that goes into instruction, leading a class, teaching content, assessing, and getting a gauge on student learning. Teaching is interactive, and I enjoy the energy I receive from students and colleagues. It's really rewarding to teach kids multiple years in a row and watch them grow from sixth to seventh grade and continually know where I can push them further," she said.

In her ten years at MICDS, she relishes watching world language students move up to the Upper School and graduate into life beyond. "It's wonderful to see our students, many of whom I taught, speaking Spanish, navigating and engaging with the language, and figuring their way around the world. I see a little bit of myself in that. I was that kid who loved Spanish and wanted to keep taking it. But, as a teacher, I feel proud that they also find joy in it, and I love watching them grow with it."

Farfan excels at creating a culture of warmth and high expectations, laying the groundwork to impact students beyond the classroom and becoming "the good teacher who can change everything."



**"When you're teaching a class, there is so much that goes into instruction, leading a class, teaching content, assessing, and getting a gauge on student learning. Teaching is interactive, and I enjoy the energy I receive from students and colleagues. It's really rewarding to teach kids multiple years in a row and watch them grow from sixth to seventh grade and continually know where I can push them further."**

EMILY FARFAN, MIDDLE SCHOOL  
SPANISH TEACHER





# Eighth Graders Celebrate “Just Because”



Last fall, MICDS eighth graders were surprised with the School's first-ever "Just Because Day!" The eighth-grade teaching team created the day to show their Middle School students how much they are cared for and appreciated as a whole class. Students were given the day to take a break from the daily pressures of school to relax, have fun, and get to know new and old classmates. Students celebrated with a special breakfast and lunch while enjoying bounce house obstacle courses, kickball, connect four, spike ball, and a surprise visit from the ice cream truck.

The class was asked to think about gratitude throughout their surprise day and encouraged to share their gratitude with each other. "It was awesome to see the many opportunities our 8s took to 'rising up' with manners and appreciation for each other. You could feel the positivity in the environment," said **Callie Bambenek, Middle School Science Teacher**. The surprise day ended with a chance for the eighth-grade class to silently reflect on how they can carry out gratitude outside of school and perhaps help plan a "Just Because Day" in their own homes.







# Exploring Interests at ClubFest '22

Upper Schoolers gathered in the fall for ClubFest '22, an annual event where students promote their favorite clubs and activities and "shop" for new clubs and volunteer opportunities. Students dressed in different color themes for each grade and enjoyed musical performances, demonstrations, and candy and treats.

Clubs and activities create enjoyable extracurricular experiences where students can assume responsibility as participants or leaders with others who share a common interest. Guided by a faculty sponsor, students participate in and perform all duties involved in running an organization, learning to lead, exploring the global community, and mastering commitments.

To start a club, students discuss their idea with a faculty or staff member, acquire support from a faculty sponsor, and submit a formal application that is reviewed and voted upon by the Activities Committee. The Committee reviews the strengths of the club, the benefits it provides the MICDS community, goals, redundancies (conflicts with another club), and ensures that it serves the mission of the School.

MORE THAN

# 70

clubs and activities are available to Upper School students to foster an environment of community and joy.





# Homecoming Gathers the MICDS Family

Homecoming at MICDS is always more than a football game. It's a community-wide opportunity to gather, celebrate, and have tons of fun. Everyone from our littlest learners in Junior Kindergarten to our outstanding leaders in the Senior Class shows off their Ram Pride, and we love welcoming all our families, both current and alumni, to campus.



## Food Trucks

Friday night was right for dining! Various food trucks offering everything from pizza and hotdogs to Cajun fare and dessert were arrayed behind the MAC for our students and their families. With tables set up inside and outside, and thanks to the tarps and blankets of several enterprising families, everyone was able to enjoy a delicious dinner while reconnecting with old friends and making new ones.



## Pep Rally

The entire school gathered in the MAC for a fantastic pep rally that featured rousing performances by our cheerleaders and an introduction of our varsity athletes. Small stuffed ram awards were given to those students who had expressed outstanding school spirit throughout the week, and several other students joined a highly-competitive egg race.



**Thank you to all our Rams fans who cheered on our teams and to all who helped with our vibrant homecoming festivities. Join us next year for more Ram Nation fun when all our varsity competitions will be hosted at home.**

*Go, Rams!*



## Parade and Bonfire

As night fell, guests started to hear the classic notes of bagpipes and drums of the Saint Louis Caledonian Pipe Band. This old Codasco tradition still rallies Rams fans to watch the cheerleaders and football players process to the bonfire field. Everyone gathered around while the senior football players lit the bonfire. The entire team then linked arms to sing the Codasco fight song: "Hear the crash, see the flash!" The Rams were ready to take on the Bombers!



## Fun Run

Rams were back at campus bright and early, bedecked in yet more red and green, for the annual Fun Run between the MICDS and John Burroughs School campuses. This is another cherished tradition where the families and alumni from both schools enjoy a spirited race or a leisurely walk together. Ready...set...go... it's then off to the races for the varsity and junior varsity games!



## Carnival & Barbecue

The family carnival on the MICDS campus behind Olson Hall is an annual tradition for our little Rams, who enjoy face painting, inflatables, games, and balloon artists. They wear themselves out and then enjoy a barbecue lunch behind the MAC with their parents and older schoolmates. The community enjoyed hamburgers, cheeseburgers, hotdogs, veggie burgers, chips, and Ted Drewe's frozen custard in a picnic atmosphere between cheering for our varsity teams competing on the JBS campus and the junior varsity teams competing at MICDS.



## Ram Run

Homecoming culminated in the Varsity Football game, kicked off by the Ram Run. Students decked in white charged into the stadium at JBS, filling the student section and cheering on their team with gusto. The stands were packed for a great game where the Rams defeated the Bombers 44-3.



# Seniors Give Time & Energy

Day of service builds connections, enhances opportunities



Seed St. Louis Community Garden

The Class of 2023 participated in Upper School Community Day by volunteering their time at local organizations, enhancing their intellectual, social, and emotional learning opportunities beyond the classroom.

**Director of Global Learning & Upper School Community Service Erin Hamill** said, "We were excited to be able to send our seniors out into the community again this year to volunteer at various nonprofit organizations in the St. Louis area. We haven't done this since September 2019 due to the pandemic. Seniors paired up with their advisory groups, which was an excellent way to bond as a group, all for a good cause. The organizations were thrilled to welcome our students back this year and gave an overview of their mission and the work they do before the groups volunteered to make it a more meaningful experience."

**Upper School World Language Teacher Lily Childs** took her group to Dewey International Studies Elementary School. Students enjoyed working on gardening, cleaning the surroundings of the campus, and reading books in classrooms. **Aanya Tiwari '23** had a memorable time gardening with Dewey's fourth graders. "We shoveled and raked their plots with hopes to make room for new plants and friendships," she said. "Following a tough two hours of gardening, we spent our last hour reading books with them. Their excitement was evident when they were shoveling plots and picking out plants, making TikToks with us, catching bugs, learning how to say new words, braiding our hair, running around the playground, and the list goes on! As always, volunteering remains fulfilling in every way." One student from Dewey shared, "The best thing at school is to learn new things!"

Three senior advisories visited KidSmart, a St. Louis institution for over two decades that provides free essential tools for learning, meeting a genuine need for students in the region. Students spent the morning preparing and filling backpacks with school supplies, while a few seniors prepared inspirational cards to share with younger students. Another group of students did



Dewey International Studies Elementary School





minor yard work around the facility. **Upper School Math and History & Social Sciences Teacher Aaron Proctor** said, "All the MICDS kiddos were hard-working and appreciative of this awesome opportunity!" **Upper School History Teacher Tanya Roth** added, "Getting to spend time with our students by providing support in our community was a great experience. I was excited to see how well the students stepped up to give back and give their time and attention to the staff at KidSmart."

Another set of advisories went to the Seed St. Louis Community Garden in Dogtown. Students dove into various garden maintenance duties to help the organization transition to raised garden beds. They broke down tree branches, removed and moved rocks, cut and dug up unwanted plants, and moved mulch. "My advisory quickly learned just how laborious gardening can be!" said **Upper School History Teacher Kristin Roberts**. "We all got our hands dirty and worked up a sweat, moving rocks and digging up mulch and plants. Many tasks also required teamwork, especially moving rocks and large sunflowers. My advisory was TIRED afterward and was ready for the air-conditioned bus. However, it was a great bonding experience for all of us to do something more challenging together."

Promise Community Homes welcomed several seniors to support their work providing housing for citizens with intellectual disabilities. Students worked on landscaping efforts for one of the homes. "While I worked, I remembered that all the work I was doing for this house was helping to provide more housing and freedom to the disabled community," said **CJ Goot '23**. "I understood



that the work translates into better lives for more disabled Americans. It inspired me to do a great job for these individuals."

MICDS students also participated in community service at Nurses for Newborns and the St. Louis Area Foodbank.

"Watching the enthusiasm in which the senior class participated in a day of community service for different organizations around St. Louis was pretty inspiring," said Senior Class President **Peter Grace '23**.

*Thank you, Class of 2023, for serving the St. Louis community!*



# Celebrating Chinese Mid-Autumn Festival

As fall approached, and with it, the harvest, **Upper School World Language Teacher Lily Childs** and her students celebrated the Chinese Mid-Autumn Festival. The important holiday is comparable to Thanksgiving and is celebrated with family and friends gathering together when the moon is the fullest and brightest of the year. A relatively new MICDS tradition since 2015, the Festival gathered members of our School community to make and share mooncakes, one of its hallmarks. In Chinese culture, a round shape symbolizes completeness and reunion. Thus, the sharing and eating of round mooncakes among family members signify the completeness and unity of families. The cakes are given a thick filling; this year, Childs used nearly 12 pounds of ingredients, including Oreo truffles, taro, and red bean, to fill the cakes.





# Collaborate Sculpture Inspired by Chihuly

October's "oohs and ahs" are usually reserved for autumn leaves, but Beasley third graders were wowed by the vibrant colors and curled edges of their own creations. **Sarah Garner, Lower School Arts Teacher**, molded a lesson on sculpture based on the work of famed glass-blowing artist Dale Chihuly.

"I love the images of Chihuly's work that really show the scale and how large his glass sculptures are," said Garner. The collaborative sculpture the third graders completed was inspired by Chihuly's sculpture, *Fiori de Como* (Flowers of Como).

The students studied Chihuly and his art before moving into the hands-on process. They watched a video about how glass is made from heated sand and how Chihuly creates his designs and oversees glassblowers who work on his sculptures. "The students know that just as adding heat to sand turns the sand to glass, we add heat to our plastic pieces, and the floral sculpture is created," said Garner.

For years students have been exploring the question "What is a sculpture?" so when they see sculptures, they can easily talk about them. "Chihuly's art has also been inspirational to me, and I wanted the students to be able to experience how transformative art can be, not only in its messaging but also in the transformative properties the materials can have," Garner explained.

An important concept in the art studio is that artists are a part of a community that supports one another. While each piece is beautiful by itself, students collaborated to put their individual pieces together into one large sculpture that really makes a statement.





# Eurydice and Orpheus From a New Perspective

By Katherine Rose Ellenhorn '26

If you are a fan of Greek mythology, great character work, haunting stories, or beautiful music, *Eurydice* is for you. The show was performed in Vincent Price theater, the first blackbox show since *The Curious Incident of the Dog in the Nighttime* in 2019. Directed by **Patrick Huber, Arts Teacher**, and **Eliza Dorf '23**, *Eurydice* tells the story of two lovers: Orpheus (**Grant Nicholson '24**), a brooding musician, and Eurydice (**Robyn Davies '26**), a smart and intellectual girl who loves to read.

The audience sees Eurydice's side of the well-known story, a rare perspective as the tale is typically told from Orpheus's point of view. She tells her story of her love, hardship, and loss as she marries her husband then dies, descending into the underworld. On the Vincent Price stage, Eurydice encounters talking stones, the River Lethe in the form of a raining elevator, and a berating from the King of the Underworld.

Later in the show, Eurydice reunites with her father. Intertwined between heartbreaking scenes with Eurydice and her father, Orpheus gives intriguing monologues about longing for his beloved. He goes mad to find her and save her, but the crisis of the story is that it might be too late.

In addition to Eurydice and Orpheus, other characters included Eurydice's father (**Charlie Fischer '24**) and The Interesting Man/Child (**Anik Jukanti '25**). Also included: the three stones, The Big Stone

*This article first appeared in The Voice, the student newspaper of MICDS, and has been slightly edited for MICDS Magazine.*







(Livi Thomas '23), The Small Stone (Ash Aranha '23), and The Loud Stone (Lilia Oulamine '26).

All of the actors did a wonderful job bringing their characters to life with surprising depth and emotion. Even the Stones struck a chord with the audience. The Interesting Man, who guided Eurydice to the underworld, is mysterious and thrilling in his own sense.

Along with the two leads, I would like to applaud Fischer in his beautiful performance as Eurydice's father, a surprisingly important role. At the beginning of the show he sits mostly in the shadows watching and longing to be with his daughter on her wedding day. When he reunites with her later there is a sense of familiarity between the two. Later on he gives an extremely intriguing monologue that describes not just the yearning to forget but the importance of remembering.

Along with the great character work, the music, all acoustic, not only provides great backing tracks to the scenes, but tells the story in its own right. All musicians (**Lauren Bell '23**, **Grant Highland '23**, **Ava Janes '23**, and **Miles Rainwater '23**) did a fantastic job at portraying the story through the use of music, not only as a soundtrack, but as an experience all together. The show wouldn't have been nearly as great without them as they added another layer of storytelling to the already heartbreaking tale.

In all, *Eurydice* was an introspective and transient show. The modern and complicated take on the Greek myth is like no other.





# A Wall of Kindness

If you were to pick one word to draw, color, and post on the wall as a reminder of kindness, which word would you choose? Hope? Smile? Peace? Love? Beasley artists put compassion to paper as they answered that question in the Art Studio.

After reading the book *Hey, Wall: A Story of Art and Community* written by Susan Verde and illustrated by John Parra, third graders learned how art and artists can positively impact a community. "Even young artists have a voice and a message they can share through their artwork," said **Lower School Arts Teacher Sarah Garner**. The students were tasked with creating a graffiti wall with a word of positivity in the hopes of making an impact in the Beasley and larger MICDS community.

With pencils to draw, Sharpies to make bold and strong lines, and crayons to add color, the artists got to work on their pieces for the "Kindness Word Wall." They chose three colors that would blend well together, either as neighbors on the color wheel (analogous colors) or from a color family (one color in three shades of hues—such as three shades of blue). The young artists then focused on blending the three colors to create two new colors.

The words of art are on display in the Beasley Halls, bringing joy and warmth to all passers-by. It also reminds students of the impact they can make every day.

"Artists have a powerful voice through their artwork. Our third-grade artists are sharing their messages of joy and kindness to spread positivity in our Lower School community," said Garner. "It is so important for our students to know that they can make an impact in our community through their voices and art and lead lives of purpose and service."







## Olivia Polk '14 Shares Modern-Day Fairytale

When **Olivia Polk '14** was in kindergarten, she never thought she would grow up and write a book. Inspiration struck in college, and a story poured out into a children's book, *Millie the Magical Stone Skipper*. Polk is introducing Millie to the world, and one of her first stops was the MICDS Lower School.

Polk visited with Senior Kindergarten and third-grade students, where she read the story of Millie. This Wild West tale inspires young readers to try new things and live purposeful and authentic lives. With the help of a wise frog, Millie harnesses her own power to persevere and help others.

**Lower School Librarian Thomas Buffington** was delighted to have Polk as a special guest. "Our students were thrilled to hear the story about Millie and learn about Ms. Polk's perspective as an author," he said. "Her visit connects wonderfully to our current unit of study, as the students have been learning about the roles of authors and illustrators in the writing process, alongside creating and illustrating their own 'books.'"

One of the perks of introducing Millie to a broader audience is connecting with young readers and paying it forward. "Getting to know kids better and promoting reading and a love of learning is an important mission for me," said Polk. "My former teachers—Lynn Mittler, Susan Good, and Tex Tourais—all inspired me to major in English, and now my biggest passion is storytelling. MICDS does an outstanding job of honing writing skills and instilling a love of reading and writing, and sharing Millie's story, in addition to my own story, has been a great experience."



#RamNation

2022

# Rams Rewind

FALL SPORTS SEASON RECAPS



## Girls Cross Country

Head Coach: Jim Lohr

*A Season Full of Championships*

The 2022 Girls Cross Country team had an outstanding season. It all culminated with Senior Captain **Julia Ray '23** winning her second individual State Cross Country Championship. Ray won the MSHSAA Class 4 Championship after winning the Class 3 Championship in 2019. She completed an unparalleled career here at MICDS as a four-time All-State honoree, a four-time MSHSAA District individual Championship, and the 2021 Gatorade Player of the Year for Cross Country. Ray won the Harriet Green Award given to the team's most inspirational athlete and was named to the All-Metro First Team. She has been the face of the program for the last four seasons and has elevated

the expectations for the future. **Grace Coppel '25** raced herself to a top 25 finish and earned individual All-State honors this season. Coppel earned All-District honors for the second year in a row and was All-Metro League for the second time in as many seasons. The MICDS Team qualified for state competition with a third-place finish at the MSHSAA Class 4 District Championship. **Bridget Clennan '24**, **Abby Wycoff '24**, and **Addie Small '25** were all individual state qualifiers, along with Coppel and Ray. MICDS won the Metro League Conference meet for both JV and Varsity divisions. They won the Priory Invitational with a perfect score of 15 and took the first eight individual places, with **Katherine Royce '24** claiming the individual title. They finished the season with an 11th-place finish as a team at the State Championship. **Happy Phatak '23**, **Annagayle Senn '23**, and **Jane Cohen '23** did a wonderful job captaining the team and providing leadership and motivation.

## Boys Cross Country

Head Coach: Chris Rappleye

*Highlights Include Second Place Team Finish at Priory Invitational*

The MICDS Boys Cross Country Team closed out the 2022 season with **Liam McCarthy '24** advancing to the State Meet. He finished the course in under 18 minutes in punishing conditions that included wind gusts in excess of 30 mph. McCarthy earned All-Metro league honors with his seventh-place finish at the conference meet, and his state qualification resulted from a 19th-place finish in the Class 3 District 3 meet. The team was led this year by captains **Will Seemiller '23** and **Arnav Jhamb '24**. Seemiller, a four-year varsity runner, closed his season and MICDS Cross Country career at the district meet by running his season's best time, finishing in 19:53. Team highlights included a second-place team finish at the Priory Invitational, led by McCarthy's first-place individual finish.





01

## Cheerleading

**Head Coaches:**

**Emilee Lemp Ivie '06 &**

**Sydney Eisenstein '05**

*Spirited Athleticism into Post-Season Play*

MICDS Varsity Cheer had an outstanding fall season cheering on the Varsity Football team. A season highlight was during Spirit Week when the cheerleading squad performed two dances with complex stunts at the all-school pep rally. The team extended their spirited athleticism by supporting post-season play, stacking more pushups on the board during the Rams' 537-point season. The cheer program continues to grow in numbers and its level and variety of stunting difficulty with more than 30 student-athletes in the program. The Rams look forward to a successful winter season of routines and stunts supporting Varsity Basketball!



02



03



04

## Cyclocross

**Head Coach: Chris Ludbrook**

*Earning Podium Spots Right Out of the Gate*

Rams Cyclocross kicked off the season in fine fashion this year, earning podium spots in the first three weeks of the SuperPrestige Cyclocross Series in Illinois. **Amara "Quinn" Autry '23** took second in the first race of the season. The following two weeks found **Sawyer Merlin '25** on top of the podium, followed by **Connor Paine '24** and **Ash Falk '26** rounding out the top three spots. Most of the athletes moved up to more competitive divisions as the races returned to the west side of the Mississippi in October. While older, more experienced athletes challenged the team, they were still able to find success and make significant improvements in skills and fitness. The team also helped raise funds to support cancer research by participating in Pedal the Cause and supporting the Casey Saunders Foundation by riding in the Oreo Roubaix to help children of all backgrounds access the fun of bikes. As the season wrapped up, the team was pleased to honor **Ash Aranha '23** as the program's first four-year Varsity athlete.

01. The MICDS Girls Cross Country Team qualified for state competition with a third-place finish at the MSHSAA Class 4 District Championships.

02. The MICDS Boys Cross Country Team closed out the 2022 season with Liam McCarthy '24 advancing to the State Meet.

03. MICDS Varsity Cheer extended their athleticism during post-season play, stacking more pushups on the board during the Rams' 537-point season.

04. Rams Cyclocross earned podium spots in the first three weeks of the SuperPrestige Cyclocross Series in Illinois.





## Football

Head Coach: Dr. Fred Bouchard

Success in New Class 5 Division

The 2022 version of the MICDS Football Rams entered the season in a brand new place. Due to the MSHSAA success multiplying factor, the MICDS Football program was placed in Class 5 for the first time in over 100 years of Rams football history. Having combined for an overall 19-2 record the previous two seasons as a Class 4 participant gave the Rams a head start into the season. Season highlights include a 45-3 win over John Burroughs for Homecoming, giving the Rams a six-year winning streak versus the Bombers and a 122 to 10 score differential the past three years. In the State Quarterfinals, a scrappy Cape Girardeau Central team traveled to O'Hara Stadium and beat an injury-decimated Rams team 10-14, giving the team a final season record of 11-2. **Steven Hall '23** leaves MICDS as the All-Time Leading Rusher and the All-Time Leading Scorer. **Winston Moore '23** is the top five career athlete in both categories and broke the single-season scoring record this past season with 190 points. **Cortlin Dalton '23** leaves MICDS among the all-time leaders in total tackles, and **Cam Lester '23** and his eight interceptions are among the best individual seasons in that category. The following Rams earned All-Conference First Team: Hall, Moore, **Nate Schuckman '23**, and **Davis Schukar '24** represented the offense, and **Cortlin Dalton '23**, **Tyler Petersen '23**, **Carter Enyard '24**, **Cameron Lester '24**, and **Luke Allgeyer '25** represented the defense. Second Team honors include **Harrison Mandell '23**, **Dorian Reddic '23**, **William Carpenter '24**, **Peyton Simon '25**, and **Tyler Tschudy '24**. In addition, **Marcus Coleman '23**, **Peter Herzog '23**, **Devyn Rodgers '23**, **Brian Gould '25**, **Adrian Ritchey '25**, and **Miles Coleman '26** were named Honorable Mention selections. Class 5 honors include Lester on All-State First Team, Hall, Dalton, Allgeyer, and Schuckman on Second Team, and Moore on Third Team.



## Field Hockey

Head Coach: Lynn Mittler

Tough Schedule Results in Remarkable Growth

Varsity Field Hockey faced a tremendously tough schedule this season, traveling to Louisville and Chicago to play four eventual state champions and nationally-ranked teams. Their growth throughout the season was remarkable, as exhibited by their improved performance against John Burroughs, forcing them to the brink of elimination with a 4-3 loss in the quarterfinals of the Midwest Tournament. **Whitney Akred '23**, **Erica Engelhardt '23**, and **Maggie Gonzalez-Navarrine '24** were Metro League Honorable Mentions. **Kendall Curry '23**, **Ella Etherington '24**, **Ellie Lochhead '24**, **Virginia Portell '24**, and **Caroline Birkel '25** made the Metro League First Team. Many players continued residence on the National Field Hockey Coaches All-Academic Squad announced in January.

01. Due to the MSHSAA success multiplying factor, the MICDS Football program was placed in Class 5 for the first time in over 100 years of Rams football history.

02. Varsity Field Hockey exhibited remarkable growth throughout the season with numerous Metro League awards.





## Girls Golf

**Head Coach: Diane Gioia**

**New team, new experiences, new leadership, and new milestones**

This season was supposed to be a rebuilding year for the Girls Golf Team due to the departure of four varsity players from the previous season. The season began with three players who had some varsity experience—**Julie Qian '24**, **Kelly Zhao '24**, and **Morgan Withington '25**—along with five new players added to the varsity squad, including **Aeryn Jarrell '23**. While the team started the season 1-5, all players consistently improved their games to finish with three straight match victories, ending the season with a 4-5 record. Newcomers **Mac Froedge '25** and **Claire Kaiser '26** contributed significantly to this success, while **Zoie Tolson '24** and **Ella Moses '25** stepped in unexpectedly at the end of the season to round out the team. Withington and Froedge each earned medalist honors twice during the season and led the team to a fourth-place finish in the District Championship. Froedge finished in 10<sup>th</sup> place during the District Championship, which earned her a trip to Columbia, Missouri, for the State Championship, where she finished T-50. The future of this program is quite promising now that the players have experience, confidence, and a true love of the game! Coaches Gioia and Wells are excited for next year, and the promise of even greater success lies ahead. Congratulations to the team for learning the game so quickly during competition and supporting each other during the highs and lows of the season.

## Boys Soccer

**Head Coach: Mike Lagow**

**Strong Second Half Against Powerhouse Opponents**

The 2022 MICDS Boys Varsity Soccer team came on strong during the last part of the season. The Rams continue to play some of the best soccer schools in the area, and the last two regular season games resulted in hard fought one-goal defeats to powers SLUH and Kirkwood. The determined play continued into the District playoffs where the Rams upset Parkway Central 1-0, and then they pushed state-semifinalist Whitfield for 80 minutes before falling short of taking down one of the best teams in the state. Thank you to all the seniors for their contributions this season. The Rams got acrobatic goal keeping from **Ammar Haroon '23** in net, and spirited play from **Max Birkel '23**, **Christian Ford-Urenda '23**, **Jason Klutho '23**, **Zachary Lippert '23**, **Harrison Mandell '23**, **Phillip Ralph '23**, and **Mac Stevens '23** on the field. The senior players will be missed, and we are deeply thankful for their contributions over their careers.



01. Girls Golf consistently improved to finish with three straight match victories, ending the season with a 4-5 record.
02. Rams Varsity Soccer came on strong during the last part of the season with an upset in District playoffs and battling one of the best teams in the state semifinals.





01. The Boys Swimming and Diving Team closed the year in ninth place in the Class 2 State Championships with several individual placements.

02. Girls Tennis finished second in the Metro League Tournament with several athletes taking home the top finishes in singles and doubles play.

03. MICDS Volleyball earned second place at Districts with four players receiving All-Conference honors.

## Boys Swimming and Diving

Head Coach: Chris McCrary

*A Charity Invite Win and Strong Finishes at State*

The Boys Swimming and Diving Team closed the year by winning the MICDS end-of-season charity invite and finishing ninth in the Class 2 State Championships. **Jeffrey Ge '24** was the team's top performer at State with a second-place finish in the 100 breaststroke, with **Ian Boon '25** (50 free, 100 breast) and **Owen Limbrick '23** (100 back) also scoring for the Rams. Limbrick, Ge, **Sam Ellenhorn '24**, and Boon combined in the 200 medley relay for a fifth-place finish and were the Rams' highest-scoring relay at the meet. **Oscar Sorkin '25** was the team's only diver competing at State, and he came within half a point of qualifying for finals in his first appearance at State.

## Girls Tennis

Head Coach: Brad Heinemann

*A Great Season for Rams' Tennis*

The team had an excellent result in the Metro League Tournament, finishing in second place. **Stella Kreisel '23** and **Mikaela Mikulec '24** won their Singles flights at #1 and #4, respectively. In Doubles, Mikulec and **Rachel Li '24**, along with **Chelsey Nwamu '23** and Kreisel, won the #1 and #2 Doubles flights. The Rams were placed in an extremely tough district this year. The top four teams in the state had to battle it out to qualify for sectionals. In the semifinal against John Burroughs, the team lost two of three doubles matches but returned to beat them in singles with wins from Mikulec, Li, Nwamu, and Kreisel. In the finals against St. Joseph's, the Rams fell 3-5 in a close, hard-fought match to the defending and eventual Class 3 State Champions. In individual districts competition, Kreisel and Nwamu had an impressive run to finish in fourth place in Doubles, while teammates Mikulec and Li finished second and qualified for the Individual State tournament. Mikulec and Li ended their season with second-place medals at the Class 3 Individual State Doubles tournament. The season record was 12-4, with two losses coming at the hands of the defending and 2022 Class 3 State Champions. Mikulec was selected as Co-Player of the Year for the Metro League. Li, Nwamu, and Kreisel were selected to the First Team, and **Bennett Baur '25** was selected to the Second Team.

## Volleyball

Head Coach: David Owens

*Unexpected Success and 2nd Place at Districts*

The Rams Volleyball program had quite the 2022 Season. Led by a brand new coaching staff with a little different expectations, this volleyball program experienced some new and probably unexpected success! The team played a ton of volleyball matches which made them have to get better on the fly quickly. The Varsity team won nine matches; the most won in one season in quite some time. The team rolled to the District Finals while just coming up short in a very good match against John Burroughs, losing in four sets. Metro League Postseason All-Conference honors include **Hannah Forsberg '23**, First Team All-Conference, and **Paige Morris '23**, **Kamryn Reed '23**, and **Ishika Kanjerla '24**, Second Team All-Conference. The coaches are excited for the future of MICDS Volleyball!



## Varsity Football Shares Halftime with Beasley Friends

On a beautiful Saturday last fall, the Rams Varsity Football team shared their turf with Beasley students and MICDS alumni for a special halftime experience. Junior Kindergarten through fourth-grade students were invited to join the action on the field at halftime in Ron Holtman Stadium. "One of the greatest strengths of our community is the thread that connects us at all levels," said **Assistant Football Coach Andy Kay**. "Our athletes are at their best when the energy and enthusiasm from the Beasley school are fully on display. That energy inspires us every day to be our best selves." Lower Schoolers, known that day as "Bleacher Creatures," had a ball channeling that positive MICDS spirit and energy as they practiced passing, punting, and kicking while guided by young MICDS alumni.



"The sense of community was so apparent, and it was a perfect time for our entire school to get a great sense of being interconnected as a JK-12 school," said **Head Varsity Football Coach Dr. Fred Bouchard**. "It made for an awesome atmosphere."

After testing their new football skills, Beasley students raced through a tunnel of football players and enjoyed popsicles as they settled down to cheer on the Rams for the third quarter. Students young and old had a blast at the game, topped off with a win against Lutheran South for the Rams.



## Patrick Huewe Named 2021 USPTA High School Coach of the Year

**Patrick Huewe, Varsity Boys Tennis Head Coach, JK-12 World Languages Department Chair, and Upper School Spanish Teacher**, was awarded the United States Professional Tennis Association (USPTA) High School Coach of the Year award for the Missouri Valley region, which encompasses Missouri, Oklahoma, Kansas, Nebraska, and Iowa.

"I'm grateful and honored to share this award with all of the players and coaches in our program because, ultimately, any individual award relies on the hard work and success of so many people," said Huewe. "The tennis program in 2021 had some amazing individual and team achievements which were firsts in school history. Besides intensive training to develop players on the court, the MICDS Tennis Program focuses on developing a team mentality in a traditionally individual sport. Through this process, our players and coaches emphasize sportsmanship, selflessness, team unity, and integrity. As a result, we hope to instill in our players a love of tennis that will last a lifetime."



# Make MICDS a Part of Your Legacy

## A Simple Gift, A Significant Impact

Your will is one of the most important documents you can prepare. It dictates how your assets and possessions will be divided after your lifetime. It ensures your loved ones are financially protected should something happen to you. It provides peace of mind for your family. A will also is the first step in creating your legacy.

### USE YOUR WILL TO GIVE

In addition to caring for loved ones, you can also use your will to extend your support to the organizations you care about most. This gift is simple to make—all it takes is one sentence. You can also update your wishes as life changes to ensure your will meets your needs. Plus, a gift in your will doesn't require you to part with assets today, but it allows you to make a big impact on the work we do at MICDS every day.

### TO MAKE THIS GIFT:

- Contact us to request sample language to use to make your gift.
- Make an appointment with your estate planning attorney to create your will. If you already have a will, your attorney can draft a codicil to add your gift to the existing document.
- Notify us of your intention. It would be our honor to thank you and welcome you into our Eliot & Thompson Society. Plus, your generosity inspires others to follow in your footsteps. Wishes of anonymity will be honored.



## Create Your Legacy

When you include MICDS in your will, you create a legacy of giving and ensure we can continue our work well into the future. Contact Elizabeth Coulter at (314) 995-7416 or [ecoulter@micds.org](mailto:ecoulter@micds.org) today.





# MICDS *Connect*

**On-line networking for alumni and students:**  
**[micdsconnect.org](http://micdsconnect.org)**

**MICDS Connect allows you to reconnect with former classmates and use the trusted MICDS community to expand your professional network**



## **Reconnect**

Check out our alumni directory—find and re-engage with fellow MICDS alumni.

.....



## **Give Back**

Introduce, employ, and offer to act as a mentor to our graduating students.

.....



## **Expand**

Leverage your professional network to get introduced to people you should know!

.....



## **Advance**

Advance your career through inside connections working in top companies and access to exclusive resources.

.....



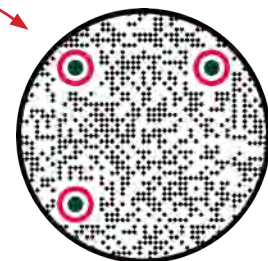
## **Find Jobs**

Post openings and find job leads.

.....

**Questions? Contact Louise Jones at [ljones@micds.org](mailto:ljones@micds.org) or 314-995-7380.**

*Connect now!*  
*[micdsconnect.org](http://micdsconnect.org)*







# Why We Give

## Senior Parents Share Their Motivation to Support MICDS

This year, a new event was created to honor the parents of our senior class: an informal evening allowed the Class of 2023 parents to hear from **Head of School Jay Rainey** and one of their own, **Julie Ralph, CP '21, '23**, in addition to connecting and reconnecting with each other. The Hermann Courtyard was filled with lively conversation, reminiscing, and laughter, a perfect way to start a milestone year in their journey at MICDS.

Among the photos of the class of '23 throughout the years designed to spark memories and a banner with each student's signature, Rainey spoke about how the Class of 2023 is a special group of curious, smart, kind, and community-minded young people. We are proud to have them serve as leaders in our Upper School community this year.

Partnership with parents is crucial as our faculty and staff guide students through college applications, big decisions, and all the fun that comes with being a senior, from the Homecoming bonfire to the senior boat races right on through to graduation.

Julie Ralph, a member of the Senior Parent Gift Committee, reflected on her youngest child's final year at MICDS. She shared a touching moment about how she scrolled through the Class of 2023 online directory and looked at all the faces of the students she watched grow up. She spoke briefly about the long-standing tradition of senior family support for the MICDS Fund, and encouraged her fellow Class of 2023 parents to come together to achieve 100% participation this year. She concluded with a toast to a fantastic year for this inspiring class.

We are grateful to our Class of 2023 senior families for continuing the long-standing tradition of support for the MICDS Fund. Their gifts are an inspiring testament to MICDS' strong community spirit. Other senior parents have since shared what motivates them to contribute to their children's School.

Other senior parents have since shared what motivates them to contribute to their children's School.

*"We are so grateful for the opportunities and education that MICDS has provided and continues to provide our children. In particular, we appreciate the growth we have seen academically, socially, and physically to create good citizens and productive young people on their way to adulthood. We give because we want to be a small part of sharing this wonderful place with other youth in our community."*

RACHEL PRESTI &  
JEREMY WILLIAMS P '23, '26



“We give in honor of our senior, Chelsey, as an expression of acknowledgment and appreciation to the MICDS teachers, staff, and diverse student community who have collectively nurtured, challenged, and shaped our seniors to go out into the next phase as confident global citizens. Our gift is about stewardship and helps to ensure that the MICDS community remains strong for the many senior classes of the future.”

CHONDA & FIDEL NWAMU P '20, '23

“We give because MICDS provided our daughter, Madolyn, with a great education and wonderful experiences and we want the same for her two younger sisters who have years ahead of them at MICDS.”

KELLY & STEVE MACKIN, P '23, '26, '32

*“Since we moved to St. Louis three years ago, MICDS has always been a welcoming and inclusive family. We are doing our small part by giving back to help the School continue its excellence in education and serve the community.”*

SONG YAO & HONG KE P '23



“The reason we felt it important to give to the MICDS fund in honor of our two seniors is because it’s a tangible way to give back to a place that has supported our boys in so many countless ways throughout their time there—academically, socially, emotionally, and psychologically. We hope that together, these gifts will enable MICDS to continue their mission for years to come.”

IVY & JOSH MANDELL P '23 '29



# Hoops, There it Is!

## MICDS Madness Tips Off on March

Get ready for the young alumni fundraising competition of the year!

Alumni in the classes of 2008-2018 will battle it out for the overall crown while also collectively making a difference and creating opportunities for discovery for MICDS students via support of the MICDS Fund.

You've been waiting the whole year for this one shining moment so buckle up and get ready for the MICDS Big Dance—now with Venmo!

**Save the Date: March 2-8, 2023, Game On!**

MICDS Madness augments funds already raised by the classes of '08-'18 so if you'd like to be an early (Larry) Bird and make a gift now, it will still count toward your Madness class totals.



*Get on the Leaderboard early!*

## Reunion Weekend 2023

May 4-6, 2023



## Save the date

### Join your classmates and share fun memories

1943-80th

1948-75th

1953-70th

1958-65th

1963-60th

1968-55th

1973-50th

1978-45th

1983-40th

1988-35th

1993-30th

1998-25th

2003-20th

2008-15th

2013-10th

2018-5th

To help organize your class activities, call 314-995-7312 or email Louise Jones at [ljones@micds.org](mailto:ljones@micds.org)



# Class Notes

NEWS FOR MARY INSTITUTE  
AND SAINT LOUIS COUNTRY DAY  
SCHOOL ALUMNAE AND ALUMNI

The following pages reflect  
notes submitted through

**October 10, 2022**

Submit your news for the next issue to:  
[classnotes@micds.org](mailto:classnotes@micds.org)



## Alumni/ae Deaths

THROUGH JANUARY 4, 2023

OUR DEEPEST SYMPATHIES TO THE  
FAMILIES OF ALUMNI/AE WE HAVE LOST.

Helen Callahan Faser '40, July 22, 2022

Katherine Gatch Wheeler '42, June 3, 2022

Georgia Dunbar Van Cleve Colwell '47, November 23, 2022

Dorothy Morris Hussey '48, April 28, 2022

Thomas Tavenner '50, December 5, 2022

Phyllis Mesker Maritz '51, August 30, 2022

William Whittemore '51, October 31, 2022

Richard Jackson '54, September 27, 2022

Joseph Trigg '54, December 3, 2022

Serena Stewart '56, August 10, 2022

John Wielandy '56, July 23, 2022

Suzanne Butler Sherer Wonham '56, September 10, 2022

Paula Jane Vollmer St. John '57, August 13, 2022

Katherine Norcross Wheeler '57, October 23, 2022

James Dodds III '58, September 7, 2022

William Dyer '59, February 3, 2022

Jo Anne Larkin '66, September 20, 2022

Carolyn Penningroth Johanningmeier '67, September 13, 2022

Virginia Weidle '67, September 10, 2022

## Faculty Deaths

William Yonker, CDS Fine Arts Teacher, August 11, 2022

Barbara Montgomery, Beasley Lower School Teacher, October 2022

## Births and Adoptions

WE WELCOME THE FOLLOWING CHILDREN TO OUR MICDS FAMILY.

**01. Dan Levin '00** and Lisa  
Brooke Sophia, August 17, 2022

## Weddings

CONGRATULATIONS TO THE FOLLOWING ALUMNI ON THEIR RECENT NUPTIALS.

**Jay Marshall '64** and Elizabeth Mantych,  
November 25, 2022

**Martha Kaufman '89** and Jeffrey I. Siwak,  
May 29, 2022

**02. Robert (Bobby) Bloch '00** and Virgil Robert Reel,  
September 10, 2022

**03. Darby Wade Grant '04** and Samuel Taylor Thorne,  
July 30, 2022

**04. Sloane W. Schaefer '12** and Dustin B. Threlkeld,  
September 7, 2022

**05. McCaig Dove '13** and Justin Lloyd,  
September 7, 2022



### GETTING MARRIED? EXPECTING?

We'd like to help you celebrate, but we can't print news about future weddings or babies. When your plans become reality, please let the Alumni Office know and we'll gladly print your news after the fact, and all share in the excitement!







1950<sub>MI</sub>**SALLY WEBER WURDACK**

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The Class of 1950 at 90 is amazing: at least two are still driving, others gardening, cooking—and guess who just joined a new church and is singing in the choir? Politics and the whole world are of concern. We improvise, reorganize, delete, regulate, and have time for our many memories. I have contacted **Carolyn Crego Brown**, **Carol Kerckhoff Switzer-Wilson**, **Janice Kindorf Meyer**, **K. K. Wallace deCompiegne**, and **Ruth Grand Decker**. If more of you will contact Louise Jones in the alumni office at 314-995-7312, she will forward your contact information to me, and I will be delighted to contact you and catch up.

I thought it would be fun to take a trip down memory lane remembering our senior class song.

*Ob Alma Mater, to thee we sing,  
Our inspiration in days of spring,  
In autumn's gladness old friends once more.  
In winter's coldness an open door.*

1954<sub>MI</sub>**SUSAN SPOEHRER ELLIOTT**

sselliott@sseinc.com

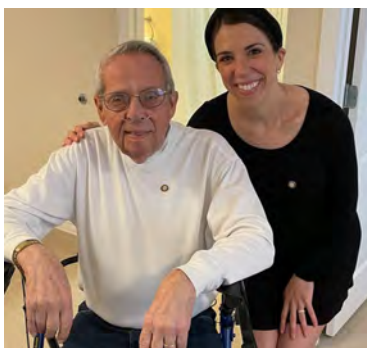
**Susan Spoehrer Elliott** is pleased to report: “We are blessed to have been in Florida for the past three years. It’s hard to find any place better when I can play golf, ride my bike, work out in the fitness center, and pick up dinner that has been cooked for us every night. The weather has been great, and fortunately we didn’t have any consequences from hurricanes Fiona and Ian. As far as our family is concerned, our daughter **Kathryn Elliott Love** ’84 is doing super work legally, and our daughter **Elizabeth Elliott Niedringhaus** ’87 is running our company, SSE, in a spectacular fashion. As for the grandchildren, **Elizabeth Love** ’16 is at medical school in Texas; **Amelia Love** ’18 is teaching English at the moment

in Zermatt, Switzerland; and **Helen Love** ’21 has started her sophomore year at Boston College. **Thomas Niedringhaus** ’19 is a senior at Boston University playing lacrosse and **Jack Niedringhaus** ’22 is a freshman playing baseball at Xavier University in Cincinnati, Ohio. Jack was the last of our fifth generation to graduate from MICDS as my grandmother, **Silta Hofmann Baur**, graduated in 1895.”

**Claire Pieper Taylor** reports: “Hi everyone! The Gatesworth is home to several 1954 classmates. I moved in just as COVID-19 struck. We were kept well and healthy by the dedicated staff. Now we have **Franny Brown Stuhl** and **Kitsy Borders Moore** as residents. There are lots of other Mary Institute grads here, too.”

1954<sub>CDS</sub>

The late **Joseph E. Trigg** ’54, inductee of the first CDS Athletic Hall of Fame class in 1967, with his granddaughter, **Lauren Waterbury Turley** ’11, who was a 2022 Athletic Hall of Fame inductee.

1956<sub>MI</sub>**ANN CASE**

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On a sad note, **Serena Rhinelanders Stewart** and **Suzie Butler Wonham** died this past summer. Our class sends deepest sympathies to their families. Serena spent 4-1/2 years at MI. She will be remembered for her fun-loving

personality. Suzie joined our class in 10th grade. She will be remembered for her smile and athletic ability.

On a happier note, **Lolly Desloge Hogan** still lives in Yachats, Oregon, with her two Welsh Corgis, one French Bulldog, and one rescue horse named Carl. Her home overlooks the Pacific Ocean.

**Nancy Noland Kurten**’s oldest granddaughter, **Lauren**, was married in Wisconsin. The ceremony was held “al fresco” under the oaks. Nancy says the weather was perfect.

**Susie Fischer Yoder**’s daughter, **Ginny Yoder Murphy** ’81, has moved with her husband, **Tad** ’80, to Decatur, Illinois. Susie survived Hurricane Ian staying with a friend and is back in her home in Naples.

My daughter, **Cathy Case Heine** ’80, qualified for the Nationals in Pickleball in Indian Wells, California. She was ranked #1 in her age group and playing level last year.

Send me your news, please.

1958<sub>MI</sub>**LIBBY MCDONNELL**

elizabeth@mcdsl.com

Dear Girls! We will be celebrating our 65th Reunion from MI during the weekend of May 4-6, 2023! Please make plans to come, especially you out-of-towners!

We are included in the Golden Rams Luncheon for 50th–80th classes on Thursday, May 4, and then will have our private classmate dinner that evening. Friday night, May 5, will be an all Reunion Celebration dinner at the school.

We will be sending out more information and details to follow—hope most everyone can make it!



## 1958 CDS

**DANIEL FEINBERG**

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**Hut Carspecken** passed away July 29, 2022 at his home in Atlanta, Georgia. He is survived by his wife of 57 years, **Peggy Logan Carspecken '61**; his two sons, Hut and Hugh; and four grandchildren. Hut graduated from Princeton University in 1962 and from Washington University Medical School in 1966. He served our country as a doctor in the Vietnam War, then moved to Atlanta to have a career as a plastic and reconstructive surgeon.

**Jim Dodds** passed away September 5, 2022, unexpectedly. He is survived by his two sons, Dave R. Dodds of Glen Carbon, Illinois, and Christopher G. Dodds of Ellisville, Missouri; Dave's wife, Betsy, along with grandsons James Darl Dodds and Paul Evans Dodds; and Christopher's wife, Iryna, along with granddaughter Nova Genesis Sanders. Jim had a full professional career that included running the family bank followed by teaching science courses at John Burroughs and Priory schools.

**Frank Elliott** is enjoying life in Tacoma and plans to join us for the 80th reunion.

**Bill Hall** has a named award established by one of his former students at Duke University. The Bill Hall Prize for Excellence in Graduate Student Research is an annual award recognizing one or two senior graduate students who have made impactful and excellent contributions to knowledge. Bill is a former primary faculty member of the Department of Neurobiology and was an extraordinary electrophysiologist and anatomist who made seminal contributions to our knowledge of the circuitry and function of the superior colliculus.

**David Hanks** is curator of the exhibition *Capturing Louis Sullivan: What Richard Nickel Saw* at the Driehaus Museum in Chicago, Illinois.

**Bud Hirsch** went on a photography trip to the Czech Republic and Budapest in September.

The trip was led by his son, Jeff. Seven advanced photographers spent time in Prague and in the countryside, and several days in Budapest. His images are available through his website. All in one place: photos, poems, rants, travel diaries: <http://www.hirschwrites.com>

**Charlie Valier** spends most of his time writing at his home in Charlevoix, Michigan. His memoir from his time in the Missouri legislature was published in the July issue of the *Missouri Historical Review*, and on June 29, he received the ICON award from the *Missouri Lawyers Weekly*. Charlie also wrote an essay, *Seeking Asphaleia*, for the *Yale Class of 1962* publication.

## 1959 CDS

**ARTHUR LUEKING**

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I attended the final game of the Cardinals' regular season and was there to witness the ceremony held for the retirement of Albert Pujols and Yadier Molina (two Cardinal icons, for you baseball non-fans). **Bill DeWitt** spoke eloquently about the impact these two men's careers had on baseball, the team, and the city of St. Louis. The entire event was spectacular and was a tribute not only to the honorees but also to Bill and the team management. Well done!

**R. K. Barton** spent part of the past summer taking a grand tour of Europe beginning at Lake Como, venturing to an Italian vineyard and through the Austrian alps, and ending with a river cruise down the Danube to Prague. Just to make us stay-at-homes feel bad, he shared photographs of his journey as it progressed. I look forward to seeing him during his upcoming visit to St. Louis.

The monthly Zoom meetings continue to flourish with 14 classmates online at the session. If you haven't logged on (and I encourage you to do so), email **Butch Welsch** at [bwelsch@welsch-heatcool.com](mailto:bwelsch@welsch-heatcool.com), and he will send an invitation. These sessions take place on the first Friday of every month, but if you're in town and

feel inclined, you can attend the regular lunches at Lester's every Monday at 11:30ish. Please attend one or the other so I have more material to work with for this column.

## 1961 MI

**CHARLOTTE MASTIN ELLIS**

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From **Diane Diederich Metz '61**: I survived Hurricane Ian in Fort Myers, Florida. A Category 4 storm is indescribable. Thank goodness I am here in a retirement community whose mission is safety for the residents.

## 1963 MI

**ANN KEELER POUCHER**

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**NETTIE ORTHWEIN DODGE**

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Not much news this time—granted I didn't give you much time to respond. But that's okay because you will soon be getting information on our upcoming 60th (gulp) reunion May 4-7, 2023, in St. Louis.

We hope everyone is aware that both **Nancy Rodgers McGrath's** husband Chip and son Ben have had books published recently. I have read them both and enjoyed them a lot. Check them out: *The Summer Friend* by Charles McGrath and *Riverman* by Ben McGrath.

**Nettie Orthwein Dodge** retired from ranching in Wyoming. She sold her ranch and all the equipment and moved to Longmont, Colorado. This will be great for me, Keeler, because I will be able to see her more. In the retirement realm, **Suzanne Franklin Corry** is still loving it and enjoying her spot. She wishes, however, that she had a few more old pals close by. **Barbara Martin Smith** also expressed that she "longs to be in touch with those who shared an adventure or two with me."



**Allison Bradbury Kitchen**, in Tyler, Texas, is happy that her granddaughter and family are moving back to Houston. She and Jim plan to spend Thanksgiving with the couple and their three daughters—all red heads!

**Hila Hampton Green** and Dan did some traveling this summer: to St. Louis to see their sons and five grands and to Balboa Island where they rented a house for just the two of them. They are both healthy and busy—Hila designing her jewelry and Dan with his painting.

**Dudley Roulhac Grove** is living “quietly” in St. Louis. Her list of activities is anything but quiet! She made jewelry after being accepted at the John Burroughs Unique Boutique. All her sales went to three organizations for which she volunteers: Froebel Academy Literacy Elementary School, The Black Repertory Theater for children’s performances, and The Laughing Bear Bakery, which offers jobs for formerly incarcerated men and women. Jim can be found at his computer or working on his old car or old boat.

**Peggy Blanke Henderson** has decided that she has “hit the wall” as a homeowner and is contemplating moving into a retirement community. She hasn’t decided yet whether it will be in North Carolina or Colorado but is looking forward to quizzing Franklin when we get together in May.

On a much sadder note, I think you all know that we lost **Ann Haigler Rittenbaum** this year. We all send love and sympathy to Jim and her children and grandkids.

I, **Ann Keeler Poucher**, am hale and hearty, having had my knee replaced this summer. It went well, although the result was a couple of lost months. At least it feels 100% better and I have almost forgotten the pain, which is good because I will need to do the other one next spring!

Looking forward to seeing as many of you as can possibly make it to the 60th reunion in May. There are fun plans afoot, and you don’t want to miss it!

## 1963 CDS

### JOE CAMPAGNA

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### JAY HENSLEY

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As the class prepares for our 60th reunion in the spring of 2023, two of our rank have taken on the responsibility of compiling biographies of all whom we were able to locate and who agreed to participate in the biographies. Our hats go off to **John Allman** and **Mark Webber** who, to date, have gathered 50 biographies centering on what has transpired in our lives since June 1963. As you might imagine, some of the biographies were quite brief while some read like a doctoral dissertation, but what is striking is that we, as a class, have done some really remarkable, off-the-wall things since leaving the school.

Because so much of our efforts has gone to gathering the biographies, Joe and I have chosen not to solicit individual offerings for this issue of the Notes—leaving the biographies to ultimately be turned into a bound volume for us to purchase, hopefully in time for the spring alumni reunion. Once again, we thank John and Mark for their monumental effort.

## 1964 MI

### JANE COX

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### ANNE STUPP MCALPIN

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We are afraid it’s “slim pickings” for Class News copy this time. Please plan to enjoy and report exciting activities before our spring edition so the great Class of 1964 can look livelier.

**Mimi Ferriss Wilson** sent news of her family: “I think I wrote that my daughter, Katie Wilson, and Amil Martin had a baby boy in August 2021. He’s adorable. I have eight grandchildren: seven boys and one girl. They

range from one to 13 years old. We’ve been in Ottawa since 2004 and like it a lot. It’s the capital of Canada.”

A phone call to **Barbie Macdonald Stamper** found her walking with **Carter Simpson Noel** and **Marianne Schultz Galt**. Goodness! At our age, they can exercise and talk at the same time, and all three can hear from the same cell phone. On another note, **Becky Jones Fouke** called this morning and mentioned that “Young” **Luke ’88** received two new knees yesterday. Just think—now it’s not only our own joints that are a concern, but our children’s as well!

Between the two of us, we have heard from **Penny Forney Canny**, **Anne Greve Sadler**, and **Mary Vogt McBride**. Jane reports that **Cherie Hagnauer Pautler** has been so good to her granddaughter’s soccer team that she’s called “Grandma Cheryl” by all.

Since the devastation of Hurricane Ian, we’ve heard from two Florida classmates. **Cindy McDonald Gamblin** wrote, “Those of us in Pinellas County are very thankful that we dodged a bullet when Hurricane Ian did not make landfall here as predicted. I never lost power. We did have strong winds and some debris but not as much as I expected. I live in a non-evacuation zone as my house is at 40’ elevation. Looking at the pictures from Ft. Myers and Sanibel is disheartening. All of us feel for the people who have been displaced.”

Our **Carolyn Michel (Punkin) Hirsch** reported, “We have survived Hurricane Ian here in Sarasota. My cat, Mortie, and I evacuated and stayed with friends who live six miles inland. My husband was safe, recovering in Sarasota Memorial Hospital. Lots of tree damage to my property, but my house is fine and the electricity has finally been restored. I am still doing theater and won another award for a short film I was in, so the beat goes on.”

A recent lunch provided a sighting of **Betsy Payne Biggs**. She and Jack were relocating from Michigan to Florida. They stay at the pool house at Hunter Farms, and it’s always great to have them home. Speaking of Hunter Farms, **Kimmy Thompson Brauer**, our class reunion cheerleader, urged us to say: “Our 60th reunion



is quickly approaching! We have three nights and one brunch already planned and paid for, and we hope that our class will make the effort 'to meet us in St. Louie.'"

On a sad note, we have learned of the death of our classmate **Susan Kahn Bromberg's** father, Dr. Lawrence Kahn. Dr. Kahn, we think, was our oldest living parent and had attended our most recent reunions.

More Class Notes to come, and count on a St. Louis trip May 2-5, 2024.

## 1965<sub>MI</sub>

**PEGGY DUBINSKY PRICE**  
nitereeder@hotmail.com

By now, most of us have celebrated our 75th birthdays. Hope everyone partied in style.

**Linda Glick:** The big event for us was the birth of my grandnephew, Louis Jacob Carey. He is the grandson of my sister, **Trudi Glick Carey '74**. He'll be raised bilingual, English and French, so that will be an interesting process. I just returned from a trip to Annapolis to visit my daughter Jan and meet my latest great-grandchild. As for me, I'm volunteering in person again, so everything seems back to normal.

**Suzy Shoenberg Cronholm:** Sadly, my husband Bob passed away in June 2021. It is hard to believe it has been more than a year, but on a joyful note, our son just had his first baby—a boy! Our daughter's beautiful daughter and son are 13 and 10, so I am looking forward to toddler antics after a long spell in-between. Fortunately for me, they all live in the Bay Area.

**Connie Shapleigh Martin:** I love my simple life in San Diego. No news, but I remembered my best caper I pulled on the late **Ann Jacobs Biraben** in sixth grade when I put a live snake in her desk. I waited for Mrs. McDowell to say, "Open your desks!" An amazing scream came from my target! I was able to apologize at a reunion—the 35th or 40th—when she reminded me that I'd never said I was sorry!



01. Linda Glick '65 with her granddaughter, Rachel Stanik, and great-grandchildren Leah, Bodhi, and Navy.

02. Oldie but Goodie: The Class of '65 surprises Mr. and Mrs. Beasley with a balloon bouquet in May 1965.



**Irene Leland:** I recently completed four projects: my audiobook for *The King's Kid*, two children's books—*Fashion in Animal Land* and *The Little Dress That Longed to Be Sold*—and my revival of Joey's story, *The Maze Comes to Life!* I served as spokesperson for a documentary about the life of Elaine Presley and added two Best Song awards from Akademia for my original *This Is All* and my cover tribute of Olivia Newton-John's *I Honestly Love You*.

**Bobbi Buell:** Love having our new weekend home in Guerneville close by.

**Jane Atwood Whitehead and Nancy Burkham Williams** survived Hurricane Ian in the Naples/Bonita Springs area in spite of losing power for over 12 days.

**Susan Caspari Carnwath:** Did the book club drop off the world or is it just me? Isolation has been difficult for the social and chatty! I have been participating in an "economics with justice" group that wants to continue meeting on Zoom even though the plague, like all other plagues, is mostly over. I'm trying to start a new group that will meet in person. In July, all my boys and family traveled to Germany where we celebrated Number 2 son's marriage.

Summer book favorites: *Lessons in Chemistry* by Bonnie Garmus and *The Maid* by Nita Prose.

**Donna Schultz Heidbreder** recommends *Unthinkable* by Jamie Raskin and *Lady in Waiting* by Anne Glenconner. If anyone would like to lead and restart our class book club, let me know!

01. Irene Leland '65 with her Legacy Award from Akademia for timeless music.

02. Rett Rogers, son of Bobbi Buell '65, with Mary Chapin Carpenter.



## 1969<sub>MI</sub>

**JILL GOESSLING DOWD**  
dowd5@sbcglobal.net

▲ **Alice Beckers Muckerman '69** sent the photo above from a zoo trip of 19 people to Churchill, Manitoba, to view the polar bears that included four MI graduates who span 18 years: **Gayle Bodine Garrett '74**, Muckerman, **Cindy Shoenberg Peters '67**, and **Carolyn Frank Henges '56**.

## 1970<sub>MI</sub>

**TINA VERALDI**  
tina.veraldi@gmail.com

**Nathalie Pettus** is working on projects at Overlook Farm in Clarksville, Missouri, that continue to evolve: "I am now making my five inns there available for short- or long-term lease. It's time to me to move away from the one-night inn stays to something allowing much deeper enjoyment. This will give me greater freedom to explore activities that I have wanted to try for a while. And, after a hip replacement this spring, now is the time for adventures, no more waiting! I'm excited!"



**Judy Jacobs** wrote, “Mihaly and I are still remodeling the 1904 farmhouse we bought in SE Portland last year. It’s been a rather stressful experience punctuated by a bout of COVID-19 and a few other minor mishaps. What makes it worthwhile, however, is that we can be near my son Jeremy, his wife, Erin, and my grandson, Kenwyn, who turned two in August. Josh is still in Brooklyn but we see him fairly often. We hope to hit the road once more—maybe Mexico or South America.”

**Lawrie Conant Chiaro** says, “I’ve been enjoying retirement and re-inventing myself. I conduct a music appreciation class at several assisted living centers. I thought I was going there to be of service to the elderly, but when they started asking for the Beatles and Bob Dylan, I realized I’m like them—I’m the elderly, too! I love my life in Los Angeles. I also love my visits to see family in St. Louis. Life is good.”

**Cathy Trauernicht** reports, “After losing two elderly, beloved labradors, my husband and I decided to raise one more puppy. Augie is our fifth Lab over 36 years. We’d forgotten how sharp puppy teeth are, but otherwise he’s a delight! We knew our travel days would be curtailed once he arrived, so we enjoyed lovely trips to Boston, Rhode Island, and Maine last summer. Our daughter is posted to Japan with the U.S. Navy. Our son continues to live and work in Boston.

I, Tina Veraldi, am settling into my new place, and it feels like home. My cousin, **Meg Jolley ’69**, sent a wonderful song written by Lawrie Chiaro to celebrate it! It was great! The song is really fun, as Meg and my daughter got together to supply the details for the lyrics.

## 1970 CDS

**PAUL C. ANAGNOSTOPOULOS**  
paul@windfall-software.com

Salutations to all the classmates, family, and friends reading this installment of the CDS ’70 Class Notes. I hope these Notes find you healthy and living at least a slightly more normal life.

Our annual mini-reunion took place October 13 at the Racquet Club of St. Louis, per tradition. Thanks again to **Dave Oetting** and the other members of the club who host us each fall. And thanks to **Wes Mellow** and **Ernie Planck** for affording me lodging while I was in St. Louis.

I was remiss in my duties for the last Class Notes and neglected to include this information from **Stu Clark**. He wrote, “Hello to my CDS classmates! I am alive and well, having lived in Lafayette, Louisiana, for the last 42 years. My wife, Ann, and I (married 47 years) have three kids and seven grandchildren who live in Louisiana near us. Like most of you, I hit my 70th birthday this year. It’s a good time to slow down from work (Merrill Lynch for 37 years) so I can take more time off for vacations with Ann, golf, and visiting the grandkids.

**Henry Bangert** moved from Louisiana, Missouri, to Kent Island near Annapolis. Two of his children live nearby. He tells us: “Our youngest son, Jon, and his wife now live in Baltimore. His wife’s family are long-time DC-area residents, so we expect them to remain in Maryland for the long term. Our youngest daughter, Samantha, and her husband have lived in NYC for a few years and seem to want to stay there.” His other children—Henry, Graham, and Jessica—are doing just fine, as well.

I received the annual email from **Jeff Miller** about his latest fishing trip: “**Ed Potter** and I have recently returned from Montana, where we did battle with some sizable trout. We were east of the most storied Montana trout rivers and that was intentional. We saw only a few other anglers during our four days. We drove hundreds of miles in a terrible rental car and subsisted on a diet composed mainly of cheeseburgers and pizza in establishments that were saloons first and restaurants second.”

**Mark Johnson** reported in with information about his upcoming book: “My first (and possibly last) stab at fiction was released on November 14 by Down & Out Books, my aptly-named publisher. *Bad Day on the Bayou*, a crime novel, begins with the discovery of teenager Antwan Driggers’ body found handcuffed to a fence in an Alabama swamp. His throat was slit.

The cuffs belong to Russ Hampton, a burglary detective with the Mobile Police Department. Hampton had cuffed Driggers to the fence in order to pursue a second fleeing suspect into the swamp.” **Ernie Planck** and **Cap Grossman** gave the manuscript a thumbs-up.

I was happy to hear from **Larry McDaniel**: “Please let our classmates know that my daughter Claire was appointed by the governor to fill a judicial vacancy in Bernalillo County. She’ll be handling felony cases as well as our two grandboys. If anyone gets caught up in a felony beef in Albuquerque, be sure to let me know so she can recuse herself. We still follow the law here in New Mexico. Otherwise, we’re riding bikes and holding the line against creeping fascism.”

All is well here in Carlisle. I’m about 90% retired, just finishing the production of the fourth edition of the only book to have won an Academy Award. Well, I suppose it’s really the authors who won the award. Take care and stay safe.

## 1971 MI

**LAURIE JACOBSON PROVOST**  
laurie.jakewithme@juno.com

After our Fabulous 50th (plus one) in May, things have been relatively quiet. I heard from all the writers in class, then Mother Nature stirred things up.

**Ann Hardy Aschauer**: “That last night of reunion when we were dancing to the oldies got me excited about Marty’s and my big party next summer, celebrating 50 years of marriage, three children, and five grandchildren. We’re already putting together our playlist. My reunion visit with **Lele Woolsey Springs**, discussing audiobooks, inspired me to get my own books on audio! This fall, I’ll be recording the first book in my trilogy, *Counselor*. My first children’s book, *From Grumpy to Grateful*, is on its way.”

**Lucy Ferriss** wrote *The Misconceiver* 25+ years ago. The novel addresses what might happen in a world where *Roe v. Wade* is overturned.





01. Debbie Smith Fitzgerald '71 and Babs Claggett Wagner '71 shop at the home of Beth Trueblood '71.

02. Kathy Fordyce Peake '71 and Molly Coe Niven '71 at the gathering for Molly's late husband, David.



It became collateral damage when another of Lucy's books was involved in a lawsuit. After the Supreme Court decision of June 2022, *The Washington Post* drew attention to *The Misconceiver*, and it is now available again. "All proceeds that come my way from this miraculous reissue go to help shore up reproductive rights," says Lucy.

A few weeks after the reunion, Jon and I, **Laurie Jacobson Provost**, spent three weeks in Europe: Copenhagen, Prague, Stuttgart, Barcelona, and Paris. Magnifique! I spent the rest of the year hawking my latest book, *Top of the Mountain: The Beatles at Shea Stadium 1965*. I attended Beatlefest Chicago and in the spring, will attend the fest in New Jersey—the world I dreamed of living in when I left fifth grade and Miss Wall told me to "forget about the Beatles over the summer."

**Debbie Smith Fitzgerald** recently got together with **Babs Claggett Wagner** and **Beth Trueblood** for a little in-home shopping fun. Debbie picked out a few things for her trip next spring to France, including Burgundy, Paris, Normandy, the Loire Valley and Provence. She and Art canceled last year due to the war in Ukraine. Turned out to be the best thing for Art, who needed a hip replacement. He's recovered now and ready to go! Bon voyage, mes amis!

**Sally Braxton Schnuck** and Terry welcomed a new granddaughter, Eva Elizabeth (Evie), in March.

**Peggy and Michael Crawford '70** joyously celebrated the nuptials of their youngest daughter in November.

When Hurricane Ian decimated Florida, I reached out to make sure our classmates were safe. **Wendy Richards Echols**, **Cynthia Avon Bennink**, **Hopic Jones Welles**, and our dear drama teacher, **Sue Blue**, were all good.

So was **Alex Kingzett**: "We were preparing for the worst, and thankfully we dodged a bullet again. Jim and I are hanging in there, and I continue to compose music daily. He has written a great book, *Dark is the New Black*, about what happens when the Grid goes out. Chilling to be sure. His tumor has been in remission, so we take little side trips to the Caribbean Islands to celebrate. My mom, **Suzanne Mullins Morris** '42, is hanging in there, and we all visited her for her 98th in October. She is still living at home!"

Then **Bartow Lammert Molloy** wrote to tell us that **Susan Hotchkiss Jones**, who lived on Sanibel Island, was not as lucky as the rest of our Floridians. "It looks like her house is a total loss. She escaped to Pointe aux Barques, Michigan, to her sister's summer home and is trying to figure out what to do now. Her attitude is amazing! She has a few clothes, her dog, and some items she threw in the car, but it appears everything else is gone.

And our belated condolences to **Mary Dubuque Desloge** and **Laurie Wolff Miller** on the loss of their mothers; and to **Molly Coe Niven**, who lost her husband, David. **Katherine Fordyce Peake** joined her in Golden, Colorado, for a gathering and remembrance. Molly reports, "The gathering was wonderful, with close to 85 people outside in the foothills—music, poetry, and folks from every chapter of his life spoke. David was a poet, sailor, geologist, fisherman, artist, golfer, teacher, craftsman. I'm moving forward—taking my vitamins: vitamin N for nature, vitamin M for music, vitamin L for continuing to learn, vitamin C for staying connected with friends and family, and especially Vitamin G for gratitude for 45 years of a rich and engaging life with David. We were pals."



1973<sub>MI</sub>**MADELEINE BIRMINGHAM COLE**

mbirmcole@mac.com

From **Pat Short Hornsby**: “Fortunately, we here in Broward County on the southeast side of Florida were relatively unaffected by Ian (tropical storm winds, heavy rain, and scattered tornado activity only). We are heartbroken over the devastation our neighbors across the Alley are enduring, and all hands are on deck down here to help with recovery efforts. Many thanks to Jay Rainey and the MICDS family for reaching out.”

1975<sub>MI</sub>**KAT SCHNEIDER-CLARK**

katc@swbell.net

**LISA DENNING COULTER**

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Hello to our wonderful Class of '75,

It is with unspeakable sadness that we share the passing of John and **Allison Brightman Patella's** beloved son, Sammy Pharr Patella, on April 8, 2022. Sammy was a shining light in this world that will continue to shine forever. Our hearts go out to Allison, John, Niko, Mavrik, and the entire family.

We are also sad to share that **Beth Sasser Eley** lost her dear father recently. We know many of us have such fond memories of Dr. Sasser and send our condolences to Beth and her mom.

We send our condolences also to **Celeste Dubuque Sprung** on the loss of her dear brother, Joe Dubuque. Celeste, we are thinking of you and are very sorry for your loss.

**Patience Phillips Schock** had lots of happy news to share: “**Corthay Zakrzewski '12** and her husband, Jack, eloped in 2020, had a wedding shebang in 2021, and are nesting in Denver. She is a marketing strategist/brand manager for Favor, and Jack is a general surgery



(l-r) Boo Kistner Henderson '75, Lisa Dennig Coulter '75, Peggy Collins Rassieur '75, Beth Sasser Eley '75, Christy Bishop DeJohn '75, and Liz Howard de Laperouse '75.

resident. Meanwhile, **Lunsford '13** returned this summer from another deployment to the South China Sea. He is an anti-terrorism officer on the USS Sampson, a destroyer, based out of Everett, Washington. **Bevis '74** published a book, *Eternal Questions: A Maybe Interesting List*, under his nom de plume, Iwanna Twainbee. My big adventure this year was a four-day silent retreat—no calls, texts, or emails. Even our meals were silent. We count our blessings every day.”

**Cindy Armstrong** also shared, “I’m so happy to be home! So fun to be close to my MI friends again. I live next to Castlewood State Park. My Lab and I enjoy walking most every day. Richard, my oldest, his wife, and my two grands, Daisy and Henry, moved to Pacific, Missouri. My youngest, Tom, his wife, and my grand, Zoey, live in Duluth, Minnesota, which is a wonderful place to visit. I’m a clinical field supervisor in the Department of Education.”

**Martha Scott Roeder** let us know that she didn’t have much to report but that she enjoys the occasional dinners with classmates. Always fun!

As for your class agents, **Kat Schneider-Clark** says that she is yearning to perform again but that working full time at Walter Knoll Florist has left little time. We hope you find the time soon, Kat—we miss your performances!

**Lisa Dennig Coulter** says, “I’m happy to share that this last year has been full of blessings! My daughter **Elizabeth '03** married Trip Lilly in September in a wonderful destination celebration. They live in New York City, which is always fun to visit. My son **Chris '05** and his wife, **Elizabeth Moore Coulter '08**, have a darling son, my first grandchild, Christopher. They live close by, and I’m so grateful to see them often. My daughter **Caroline '08** married **Blake DeCola '05** in a beautiful wedding in September 2021, and I love that they also live close by. My youngest, **John '13**, is living in Chicago and loves it there. I am also happy to report that my mom, **Geraldine Froemke Dennig '50**, is doing well! I still love working at Janet McAfee and have been very busy with the exciting real estate market these last couple of years. I got to see **Kim Lilly Wylie** recently—it was so fun to catch up and hear all about her darling grandchildren! And like Patience, I count my blessings every day.”



1979<sub>MI</sub>

Jack and Margaret Trigg Waterbury '79 welcome new grandbabies, Mason Scott Waterbury, son of **Chris '08** and **Dr. Krissy Wymore Waterbury '08**, and Lillian Phelps Turley, daughter of Landon and **Lauren Waterbury Turley '11**. Great grandparents are **Joseph '54** and Gail Trigg, **Jackson Waterbury Jr. '55**, and the late **Suzanne Butler Wonham '56**.

1979<sub>CDS</sub>**PETER GULLBORG**

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Your Class Agent, **Pete Gullborg**, continues to play in the legal arena, now serving as deputy general counsel at Perficent, overseeing litigation and risk. The pandemic put a kibosh on semi-regular lunches with **Bob Potocnjak**, **Tom Egan**, **Marshall Burstein**, and **John Martin**; that and Poto is now residing at Guantanamo, albeit as a contractor. Although he was technically in confinement briefly when he locked himself in his basement over a weekend.

**Tripp Hardin '79** writes to say that he now has two of his progeny in the Middle School at MICDS: **Matthew '27** in eighth grade and **Hannah '30** in fifth grade, which had him in attendance at the pep rally/bonfire in September. I will begin efforts for Tripp to receive a special discounted rate for our fiftieth, as he will more than likely be the only one in this class who will be paying tuition in 2029.

**Jay Litsey '79** has been in Houston in the oil patch for 22 years, working in sales and marketing. He and Anne have been married 31 years, with three sons, 19, 23, and 27 years of age. Jay was on a Zoom call with **Michael Caine** and **Doug Marshall** last year. Jay notes that while he is balder than when at CDS, he is also slimmer, which is a swap he is happy with.

1989<sub>MI</sub>

**Martha Kaufman Siwak '89** sent in this lovely photo from her wedding to Jeffrey I. Siwak on May 29, 2022: (l-r) **C.C. Fox Lowery '89**, **Kelley Cochran Laughton '89**, **Stacey Lohr Graves '89**, **Martha Kaufman Siwak '89**, **Jill Shuert Buchanan '89**, and **Amy Guenther Baker '89**.





## 2000 MICDS

**LINDSAY HAFFNER EAGLETON**

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**JULIA SCHALFLY LILLY**

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**Robert (Bobby) Bloch** married his partner, Virgil Robert Reel, on Saturday, September 10, at an art gallery on Macklind in St. Louis. The reception was at Sasha's Wine Bar on De Mun. **Heather Riggan**, **Matthew Chacko**, and **Michael Roman '01** were in the wedding party. Also in attendance at the wedding were: **Allegra Clement-Bayard '91**, **Lindsey Biesterfeld Luby**, **Abigail George '01**, and **Justin Durel**.



01. Michael Roman '01, Heather Riggan '00, Matthew Chacko '00, and Bobby Bloch '00 celebrate at Bloch's wedding.

02. Lindsay Biesterfeld Luby '00, Heather Riggan '00, Bobby Bloch '00, and Allegra Clement-Bayard '91 at Bloch's wedding.

03. Darby Wade Grant '04 married Samuel Taylor Thorne in Cape Cod, Massachusetts.

04. McCaig Dove '13 married Justin Lloyd on September 17, 2022, in Bay Harbor, Michigan. The bridal party included Alex Ettinger '13, Merrill Hermann '13, Annabelle Cella '13, and Imon Stevenson '13.

05. Charles Cella '13, Devin Chabot '13, Michael Baker '13, John Coulter '13, Sohil Desai '13, William Moorehead '13, and Andrew Schaberg '13 celebrated the marriage of classmate McCaig Dove '13.

## 2004 MICDS

**MATT KRAMER**

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**LIBBY MARTIN**

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Family and friends from St. Louis, Missouri, Washington D.C., and many other states gathered at the home of the groom in Cape Cod, Massachusetts, on July 30 to celebrate the wedding of **Darby Wade Grant** to Samuel Taylor Thorne. Soccer teammate **Beverly Markwort Murphy '04** gave a reading during the outdoor ceremony surrounded by the natural beauty of a Cape Cod summer with lush gardens of seasonal blooms. Following a honeymoon to Rome and Positano, Italy, the couple resides in Washington D.C.







## Alumni Board of Visitors Evaluate Campus Master Plan

The MICDS Board of Visitors gathered on campus on October 27 and 28 to consider “What elements of our MICDS campus are our strengths, and how might we elevate our profile?” After two years of convening on Zoom, this group of dedicated alumni returned to their alma mater to examine the MICDS Campus Master Plan by touring the campus, observing classes, and visiting with students, faculty, staff, and administrators. They presented their recommendations at the conclusion of their annual meeting. Thank you to **Lele Engler '96** for serving as our in-town Chair and to the rest of the board for their thoughtful contributions.



The Alumni Board of Visitors enjoyed visiting classrooms and talking to students around campus.







# Athletic Hall of Fame Returns

The annual MICDS Athletic Hall of Fame Induction Ceremony was held on Friday, September 23, 2022, and 62 individuals, ten teams, and four coaches were honored. More than 225 alumni, family, and friends attended this festive event in Brauer Hall, celebrating the history of athletics at our School. The individual inductees represented a variety of sports from the 1940s to the 2000s, and the event marked the 55th anniversary of the first Hall of Fame induction, which took place in the fall of 1967. Athletics has been and continues to be an essential part of the educational experience at MICDS. The inductees were celebrated for their character, dedication to themselves and their teams, and commitment to their sports.

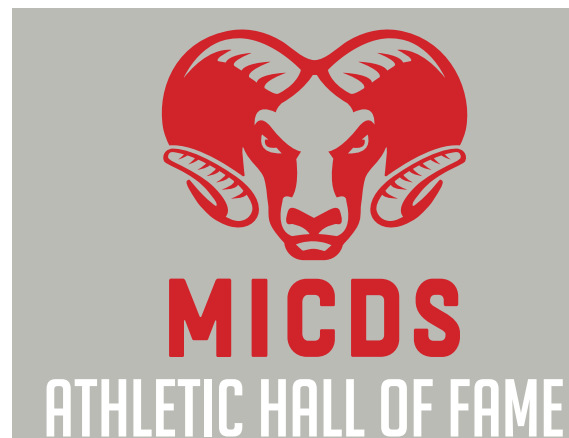
> To view additional photos and the full list of inductees, visit [micds.org/athletics/hall-of-fame](https://micds.org/athletics/hall-of-fame).

*Congratulations to all!*

**62**  
INDIVIDUALS

**10**  
TEAMS

**4**  
COACHES



©Photos by Jerry Naunheim Jr.





## MICDS Visits the Windy City

Chicago area alumni gathered at the Racquet Club of Chicago on Wednesday, September 28, to visit with each another and **Head of School Jay Rainey**. Alumni living in southern Wisconsin and the North Shore of Chicago even made the trip to the city to catch up on the latest happenings at MICDS. Graduates from the classes of 1961-2015 mingled over hors d'oeuvres and toasted the great teachers of Mary I, Country Day, and MICDS. It was wonderful to connect with our alumni in the Windy City!



01. John Elson '61,  
Terry Scherck '62,  
Rick Maechling '85

02. Nick Nunley, Katherine Spataro '11, Taylor Glover '12, Corey Theiss '13, Jay Rainey, John Coulter '13, Jordan Taylor '14, Max Platin '13, Vivek Biswas '11

03. John Coulter '13, Elizabeth Moore Coulter '08, Ozzie Ferozuddin '14, Jordan Taylor '14, Max Platin '13, Corey Theiss '13







04. Sam Winkler, Frances Jones Winkler '10, David Jones '15, Rachel Lee, Scott Rola, Rheanna Henson '12, Suyoon Lee '12

05. Taylor Glover '12, Jack Howell '12, Rheanna Henson '12, Suyoon Lee '12

06. Jay Rainey, Jack Howell '12





# A Reflection on the Class of 1951

By Laurence Day '51

**In our twilight years, a reflection of things past and things to come as CDS sharpened our minds and created our leadership skills is overdue.**

Eighty years ago in 1943, 14 classmates scurried from eight CODASCO buses to initiate Class 8 (fifth grade) in the Lower School. A vast campus of architecturally superb stucco buildings in a quadrangle enhanced by a host of athletic fields on Brown Road in Berkley adjacent to the runways of Lambert Field, this was the shadow of the English public school fashioned after Eton and Harrow. It was knicker pants, "Mister," and "yes, sir." Never split the infinitive or dangle the participle. Squire Hecker's auto failed "D." Parents came to athletic events and dramatic productions, but never weekdays unless by invitation and appointment. Our education was left entirely to our educators.

Born in the darkest depths of the Great Depression with capitalism on its knees, isolationism rampant, we were awakened on December 7, 1941. Close were we to many who gave their lives during four years of WWII. Our heroes were FDR and Winston. Our battle news sources: three daily newspapers and radio. TV in infancy. Cells were in humans, not phones. We knew of the battles of Midway, Guadalcanal, Okinawa, Iwo Jima, the air raids on Frankfurt and London, AND Hiroshima, the Nuremberg war crimes trials, as well as we knew the back streets of the Central West End, zone eight, geography we passed on the side. Sons of St. Louis corporate, professional, educational, and social nobility, we were anointed with a sensitive maturity beyond our young years. Racial and gender equality in education, et al, was still crawling slowly toward the nine Justices on THAT Court.

As the curtain rose in Class Eight we took our seats in the orchestra rear. Fortunate in extreme we were to have First Violinists and Choral Masters in the best of two possible worlds. Half the faculty spent their total exceptional teaching lives at CDS. Guiding us were professors **Bob "Hobo" Hobbs, Evan Phillips, Roy Battenberg, Eugene "Squire" Hecker, Hugh Johnson, Gordon Browne, Bob Reeve, Fred Werremeyer, Don Webb, Clark Fitzgerald, Clarence Wells, "Mr. Mac" McCreery,** and athletic director **Bob "Pop" Hughes.** The other half were 28- to 30-year-old military veterans of D-Day, Holland, The Bulge, Pacific Naval battles: the likes of **Ernie Savage, Charlie Twitchell, Bill Parquette, Bill Punam, Mark Tuttle, John Joline, Charlie Roberts,** and **Bob Myhrum,** graduates all of Harvard, Yale, and Princeton. Stunned and grief-stricken were we to learn in October 1950 of the death of our math and history teacher and varsity football coach, Marine Lt. **Grant "Tubby" Ellis** called up in August and killed at the invasion of Inchon in the Korean War. Tubby was All Eastern football guard at Penn and Cornell. Yes, our experiences evoked a crucial war-born maturity beyond our years.

Conducting from the podium of our CDS orchestra was the inestimable, esteemed, and farsighted headmaster, **Robert Cunningham.** Highest Honors in English, Phi Beta Kappa, Princeton '25; Rhodes Scholar Queens College Oxford; LtCdr Naval Air Combat Intelligence, and Office of Scientific Development, Bob won the Pulitzer Prize for "Scientist Against Time," weapons development faster than Japan and Germany. He taught three years at Princeton and two at Exeter Academy



upon coming to CDS. At our graduation Bob lifted us with, "You have quietly gone on doing a good, yes, a remarkable job. These are trying days. Life however consists of trial. May you keep close to you the wisdom of a wise man: 'Life must always be a great adventure with risks on every hand: a clear-sighted eye, a many sighted sympathy, a fine daring, an endless patience are forever necessary to all good living.'"

Our class grew to 52 total but as many left for eastern boarding schools and public schools over eight years. We graduated 31. For the next round we headed to Kenyon, Grinnel, Iowa State, Michigan, Purdue, Trinity in Hartford, Connecticut, Washington University, Amherst, Wesleyan, Cornell, Brown, Yale, Harvard, and Princeton. And after that we spent a few more years flying bombers and fighters, sailing on fighting ships, and crawling under barbed wire in the Air Force, Navy, Army, and Marine Corps. Then some on to higher ed for trademarked advanced degrees.

What was most remarkable about our highly diverse and remarkable class of future internationally renowned scientists, mathematicians, educators, teachers, lawyers, financiers, physicians, architects, editors, writers, corporate executives, sales agents, government officials, politicians, farmers, jazz musicians, and mailmen was we saw ourselves as merely unremarkable, using our CDS hard-earned basic nuts and bolts education to apply our best efforts with no medals bestowed or marching bands blaring. Our reward was our own self-satisfaction. And have joyous fun in work and play along the way. In that we were automatic PhDs.

I talk monthly with **Dick Funsch** in Princeton and **Dick Strickler** in La Jolla, California, ring up **Dick Webb** in Georgia and **Harry Estill** in Ladue, **Burghheim** on the upper east side of NYC, and others if they pick up the phone. And we all are just fine, relatively physically active, mentally acute, with a few bumps and grinds, none ever complaining and doing better than we could even expect at this young age. And who really wants to hear of health again and again, ad nauseam.

I conclude this historical CDS journey to engage younger generations of CDS and MICDS students who know scant about the Class of 1951. And in peace and prayer with a lasting salute and tribute to our sixteen mates who graduated who have gone to a higher calling watching over the rest of us: **Bob Abbott, Jock Bartley, Richie Bry, John Chapman, Bill Engman, Danny Gale, Barry Jackson, Dan Lane, Bob Latta, Wilder Lucas, Don Meyer, Rob Ord, Bob Saunders, Stu Slavin, Bill Smart, and Dave Wallingford**. And others also on a wing and a prayer in their highest calling up "there" who were among us but left for other educational experiences at far flung academies: **Jerry Bange, Guy Borders, Audie Knapp, Lew Nelson, Chapin Newhard, Tommy Pettus, Charlie Polk, Terry Shepley, and Allan Whittemore**.

In the future (and if I am still scribbling), I hope to elaborate on the careers, work, and play of many which we may find fascinating for what we did not know of our best of friends who lived after college and the military in all parts of the country, making their mark with CDS written indelibly in their consciousness.



## Fred Nelson Retrospective

Messing Gallery presented the work of retired arts teacher Fredrick Nelson as the opening exhibition of the 2022-2023 year in a retrospective exhibit, *Biography: Works on Paper (1970-2020)*. Nelson is an accomplished artist whose works have been exhibited nationally and internationally, including in more than 200 private, public, and corporate collections. In 2016, he retired from teaching photography full-time at MICDS after 30 years of dedication to his students. He continued part-time until 2020. It was a joy to celebrate Mr. Nelson's gifts of artistry and expertise to the MICDS community!



Photo courtesy Rice Athletics

Photo by John Strohsacker



01



02



03



04



05



06

**01. Curtiss Reed Jr. '72**, President of CRJ Consulting Group, L3C, and Executive Director, Vermont Partnership for Fairness & Diversity, has been awarded the VBSR Terry Ehrich Award for Lifetime Achievement. The award honors business leaders for their positive social and environmental impact.

**William Q. "Bubba" Singleton '77** narrated the title (under his professional name of Bill Andrew Quinn) *Beyond Baseball's Color Barrier* by Rocco Constantino for Tantor Audio, and it received a nice review from Audiofile Magazine.

**02. Cami Thomas '11** won the *St. Louis Business Journal* 40 Under 40 Award. Thomas, a film producer, director, and writer, is the founder and owner of My Friends and I—a visual storytelling and video production company launched in 2016—that has worked on projects for City Museum and Big Brothers Big Sisters of Eastern Missouri. She served as director for a piece with Microsoft and has previously worked for Tesla and Red Bull before taking on video production full-time. Thomas regularly donates hours of service and offers discounted rates for local nonprofits on a case-by-case basis.

**03. Olivia Polk '14** was recently featured in *St. Louis Magazine* to celebrate publishing her first children's book, *Millie the Magical Stone Skipper*. The book explores themes of selfhood, empowerment, and helping others. The story is set in Teton Valley and serves as an ode to St. Louis.

**04. Leah Thomas '13** was recently named to the 2022 Time100 Next list of Phenoms and Ebony's 2022 Power 100 List as a Community Crusader for her work as an intersectional environmentalist. Last summer she spent time with a group of digital creators at the White House discussing intersectional environmentalism, climate justice, and more with President Joe Biden and Vice President Kamala Harris.

**05. Delaney Schultz '18** was profiled in a Rice University publication for her contributions to the school's soccer program. "Since first stepping foot on the Rice campus, the fifth-year senior midfielder has left her mark on the soccer program, earning all-Conference honors three times and helping lead the team to the Sweet 16 of the 2021 NCAA tournament."

**06. Graham Bundy Jr. '19** tied a United States record with six goals as the USA downed England 17-3 in the 2022 World Lacrosse Men's U21 Championship in Limerick, Ireland. Bundy's six goals tied the U.S. record at the junior level (previously U19). Bundy, a first team All-American at Georgetown this season, scored the six goals on just seven shots and also added an assist for a seven-point game. He served as co-captain and was selected for the First Team All-World.





**07. Coumba Diallo '22** was featured in *Ladue News* for making a lasting impact on metro area teens in foster care through art. Diallo launched a creative outlet for foster youth to promote self-expression and mental health stability through a partnership with the Foster & Adoptive Care Coalition. The project involved Diallo collecting art supplies to assemble 150 art kits with creative prompt cards, earning her a Gold Award from the Girl Scouts of Eastern Missouri. The Girl Scouts' website describes that award as "the mark of the truly remarkable—proof that not only can she make a difference, but that she already has."



**08. Tommy Hall '22** and his company Beyond Creative partnered with NBC, Samsung, and Fortnite to create "Tonight at the Rock—Powered by Samsung Galaxy," a Fortnite gaming experience that includes a highly-detailed replica of Rockefeller Center and the *Tonight Show with Jimmy Fallon* offices, *Tonight Show* games, and exclusive Fortnite games. Hall currently lives in Ireland and travels extensively for Beyond Creative's projects.



## Alumni/ae Play in NYC

### St. Lunatics Kickball Team Represents MICDS

About 40 MICDS alumni living in New York City gathered last summer to form the St. Lunatics, a kickball team playing in the West Village. "We played on Wednesday nights and always headed out together after to celebrate the win (and losses, but happy to report there were only two)," said **Arjun Dundoo '14**. "We made it to the championship but fell short—there's always next year! After the season ended, we capped it all off with an end-of-season banquet, filled with awards and endless Italian food. It was an amazing time and so great to see MICDS alumni from the class of 2010 all the way to the class of 2017 come together and have a blast. We can't wait for next season!"

**Olivia Polk '14** said, "It was such a joy to continue our Rams athletic careers here in the Big Apple! Every Wednesday, I looked forward to meeting up with MICDS grads of all ages at William F. Passannante Ballfield and capping off our games (mostly wins!) with a cold beverage at Deninos or Blue Haven around the corner. One of many highlights was overhearing an opposing pitcher say to her teammate, 'Everyone on the St. Lunatics went to high school together...how cool is that!'"

### St. Lunatics Players from MICDS

Arjun Dundoo '14  
Bobby Hermann '14  
Steve Staley '14  
Jackson Judd '14  
Peter Warren '14  
Lindsay Catsavis '14  
Charlotte Jones '14  
Gabby Putnam '14  
Emily Kyman '14  
Olivia Polk '14  
Julia Ross '14  
Abby Desai '14  
Eloise Stephens '14  
Casey Hyken '14  
Taylor Singer '15  
Callie Danforth '15  
Annabel Warren '17  
Gaines Bundy '17  
Ben Edwards '16  
Whitney Williamson '17

Banks Pflager '16  
Trey Ross '13  
Mimi Shepley '13  
Natalie Singer '13  
Merrill Hermann '13  
Cameron Catsavis '11  
Christian Catsavis '12  
Sloane Schaefer '12  
Kate Rouse '10  
Caroline Stephens '10  
Katherine Desloge '12  
Will McMahon '16  
Harrison Smith '15  
Blake Briscoe '11  
Hannah Thiemann '11  
Michael Baker '13  
Devin Chabot '13  
Bryce Potter '10  
Nealey Wallis '12



THEN  
— & —  
NOW



**The Alumni Dining Hall opened for St. Louis Country Day School students in 1958. Operations were overseen by a registered dietitian and student “waiters” helped serve family-style meals. In 2004, through a gift from the CDS Class of 1954, the dining hall was expanded to accommodate more students a decade after the merger with Mary Institute. Today, the dining hall is managed by experts in independent school food service, a dedicated crew that supports students with food allergies, composts food waste, and works with local farmers and vendors. As in 1958, the dining hall remains a social hub for students, faculty, and staff to nourish connections.**