

MICDS

THE MAGAZINE

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MICDS Spirit Abounds!
Homecoming 2023 unites our community

p. 44

Features:

6

Flowers and Pumpkins in Beasley

Cross-curricular learning
soars with a theme

20

Harmony in Education

Callie Bambenek shares her love
of science

32

Happy birthday, STEM Building!

Ten years of creative learning

38

Drawn to a Life of Art

Jim Lee '82 Follows His Heart

In this issue:

MISSION MATTERS

- 02 | A Message from Jay Rainey
- 03 | Headliners
- 10 | Academic Excellence
- 24 | Faculty Excellence
- 42 | Our Community
- 54 | The Arts
- 58 | #RamNation
- 64 | Vibrant Future

CLASS NOTES

- 68 | For the Record
- 79 | Events
- 81 | Alumni Accolades



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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MARY INSTITUTE &
SAINT LOUIS COUNTRY
DAY SCHOOL ALUMNI



Dear MICDS Family,

One day not long ago, I was minding my own business in Beasley when I felt a tug at my jacket. I peered downward. “I am five!” announced a small individual who had materialized before me. This was, apparently, a momentous disclosure—and a contagious one. “I’m five, too!” said a second person suddenly to my right. “Me too! I’m five!” This third declaration came from...where? Behind me? I wheeled around. Seconds earlier, only a row of colorful backpacks had occupied this hallway, but now it proliferated with children. Those affable trolls in *Frozen* had nothing on this crowd.

I decided to engage them. (“When in Rome,” the wisdom goes.) “That’s very interesting,” I said. “I’m 53.” “And I’m five!” came a reply by way of conversation—followed by a claim to veteran standing: “I’ve been five a long time.” Half a decade was old hat to this fellow. With nearly every assertion, a full hand’s worth of miniature fingers extended emphatically before my eyes, lest I lack the capacity to fathom, absent such digital representations, how very considerable the number five is indeed. One student, though, appeared relatively disconsolate. I asked her what was the matter. She frowned a little. “I’m only four,” she said, and I thought perhaps her eyes welled up in the confession—but maybe it was my own eyes? Four years old in a five-year-old world? Oh, the humanity!

The title character of Saul Bellow’s 1959 novel *Henderson the Rain King*, Eugene Henderson, divides all of humanity into

“Being” people and “Becoming” people—and counts himself among the latter. “Being people have all the breaks,” he says. “Becoming people are very unlucky, always in a tizzy. The Becoming people are always having to make explanations or other justifications to the Being people. While the Being people provoke these explanations.” Henderson, who is propelled ceaselessly by the restlessness of his heart (“I want, I want, I want!” it urges him), envies the relative contentment of the Being people. They call to mind for him the closing lines of Walt Whitman’s poem *The Mystic Trumpeter*: “Joy in the ecstasy of life! / Enough to merely be! enough to breathe! / Joy! joy! all over joy!”

Like Henderson, we are necessarily Becoming people at MICDS—becoming five years old (a full hand’s worth of fingers!), becoming learners, becoming friends, becoming adolescents, becoming critical thinkers, becoming purposeful, and becoming responsible adults “who can meet the challenges of this world with confidence and embrace all its people with compassion”—with hearts insisting “I want, I want, I want!” all the while. The pages that follow feature plentiful examples of becoming: Middle School investigations into “wild weather”; professional accomplishments of teachers and staff; moving performances in the arts; thrilling successes in athletics; and more. Curious minds and hungry hearts compel us into the future. Have you never heard of an Ozobot? Read on!

We are also, however, Being people at MICDS, and you will discover in these pages, too, reflections of alumnae and alumni, reports from Homecoming weekend, and similar accounts not of discovering the future but of recollecting or experiencing anew the moments and traditions of a common past. This is the balance we must constantly strive to find between yearning to become our future selves (“I want, I want, I want!”) and happily being our present selves (“Enough to merely be! / Joy! joy! all over joy!”). Who among us isn’t, after all, a four-year-old in a five-year-old’s world?

In the early 1990s, the musician Adam Duritz was inspired to write the song *Rain King* for his band Counting Crows after reading Bellow’s novel. “After all the dreaming,” Duritz sings, “I come home again.” To be both Becoming people and Being people at once is captured in this lyric, I think. Dream and come home again. Dream and come home again. This is our continuing project at MICDS.

Happy reading, and best wishes to you and your loved ones through the winter season.

Jay Rainey
Head of School

Congratulations to Our Class of 2024 First College Admit

With the senior class, fellow Upper Schoolers, faculty, staff, and family cheering, **Derin Whitaker '24** was thrown into Polk Pond by his friends. The traditional Pond Toss celebrates the first senior accepted into college, and Whitaker's acceptance to the University of Arizona put him on the dock. He kept his college options open, subsequently receiving acceptance to other schools. "The toss into the pond was very fun! It reaffirmed being a senior and coming to the end of my high school journey," Whitaker said. His friends flanked him for this momentous occasion. Senior **Davis Schukar '24** threw Whitaker in with a helpful push from **Vikram Checka '24** and support from other friends.



Congratulations, Derin!



Board of Visitors Examines the Arts

A small but dedicated group of alumni spent two days on campus recently as members of our Board of Visitors (BOV), a group of out-of-town alumni who help MICDS further its mission and promote the general welfare of the School. Each year, the BOV tackles a different priority, reading and researching their topic before visiting campus.

This year, our BOV alumni explored "Cultivating the Transformative Power of the Arts." The Arts are strong at MICDS. Grown from beloved traditions at both Mary Institute and Country Day School, our Arts program offers a level of depth and breadth of artistic development that stands out among local schools.

As we restore normalcy post-pandemic, MICDS recognizes the power of the Arts to heal isolation and help our community reconnect.

Our visitors contemplated two questions: How do we ensure students gain the most benefit from the Arts at MICDS? Where should we direct our resources to provide cohesive programs for all levels of development, supported by spaces that best serve students across all of our campus?

Thank you to the BOV for their time and valuable recommendations. We look forward to continuing to grow the Arts at MICDS.



2023 Board of Visitors Team

Those marked with an asterisk attended our in-person session this year

Jamie Corley '05 – BOV In-Town Chair*
 Jon M. Austin '77*
 Katherine (Katie) Watt Banahan '02
 Courtney Blankenship '89*
 Wendy Brafman '87
 Susan (Suzie) Leydig Brickley '90
 Matthew (Matt) R. Brooks '92*
 Jack Burkhardt '07
 Caroline Noel Cooper '92
 Noah E. Croom '83
 Marie Dennig Crouch '80
 Andrew (Drew) A. Flanigan '03
 Bill Guerri '74*
 Holly Holtz '68*
 Vishnu S. Kalugotla '10
 Andrew (Drew) D. Lieberman '78*
 Jay Mason '64*
 Leslie Davis Niemoeller '79
 Ndidamaka (Ndidi) G. Oteh '00*
 Kristin Collins Pate '01
 Megan Hamilton Rabbitt '96
 Tal Merbaum Recanati '82
 Peter (Bo) B. Rutledge '88
 Avinash (Avi) G. Samudrala '98*
 Henry (Terry) J. Scherck III '62
 George M. Stein '78
 Michael (Mike) C. Witte '62*





Seniors Race a Cardboard Fleet

The senior boat races set sail on day one of Spirit Week, launching waves of school spirit for all to enjoy. With vessels made only of cardboard, plastic, and duct tape, senior advisories picked their captains and raced each other for the annual maritime adventure on Polk Pond. Class President **Willy Carpenter '24** served as the event emcee, and per tradition, **Upper School Arts Teacher Patrick Huber** served as the DJ, spinning tunes from surf rock to yacht rock.

The competition included races in four preliminary heats, where each ship tested its seaworthiness and speed before the final round. Boats tipped, took on water, and churned flotsam and jetsam in the murky water, with only a select few making it to the opposite bank. The Coco-Begrowicz advisory took home the coveted trophy with **Max Garcia '24** paddling.

Upper School and eighth graders joined the viewing area for the tide of celebrations, while the seniors closed the event with a collective dip in the pond. Congratulations to the pond-faring students, and many thanks to our senior parent volunteers for providing snacks and cool shades!

Beasley Embraces Themed Weeks

Cross-Curricular Fun Leads to Learning



Learning Blooms During Flower Week

It was a week of growth as Flower Week sprouted and spread roots!

MATH

Our mathematicians did a lot of counting during Flower Week, with younger classes exploring patterns with flowers and others conducting measurement experiments using petals. Second, third, and fourth graders learned about the Fibonacci sequence (check out a ram's horn!) and completed a scavenger hunt.

MUSIC

"In the music room, all grade levels learned the song *From A Seed in the Ground*," reported **Dr. Katy Nichols, Lower School Music Teacher**. "The song is cumulative, and each verse discusses a part of the flowering plant life cycle. Fourth graders led the school in the motions as we sang the song for our Flower Week kick-off assembly.

"Students in first-grade music class studied how bees are pollinators of flowers. They practiced being flowers, where the bee landed on each flower to a steady beat. Students also listened to *The Flight of the Bumblebee* by Rimsky-Korsakov and pretended to be bees flying around the flowers with their yellow ribbon wands.

PHYSICAL EDUCATION

"In PE, we played a game called Steal the Seeds, similar to Capture the Flag, only using bean bags as seeds," shared **Jim Lohr, Lower School PE Teacher**. "We then had a class where kids ran with flower pinwheels around a track. One day, we built flowers designed by students in a group out of the equipment we use in Physical Education. We played flower-themed music in class, and the mood around flower week was awesome."

WORLD LANGUAGES

"My students learned about tropical fruits and flowers," said **Señora Soledad Villagómez, Lower School Spanish Teacher**. "They practiced colors by looking at the flowers that will later become fruits. The students learned about Pitaya (dragon fruit), Maracuyá (passion fruit), Mango, Papaya, Piña (pineapple), and Guava. They practiced the question "Te gusta ..." (Do you like...?) and the answers "Si me gusta"



(yes, I like) or “No me gusta” (No, I don’t like it). Later, students in fourth grade tasted a few of these fruits.

ART

Everyone created a flower project that week,” explained **Lower School Art Teacher Sarah Garner**. “In first grade, students drew dandelions using line and texture. We then added color by blending chalk pastels. In second grade, students used lines to create flowers and added color with lines to create movement. We also learned to fill the space as artists and how to create a composition by overlapping flowers. In fourth grade, we created sunflowers with positive messages. We learned that artists can express messages through art and how to add texture and blend colors using oil pastels.”

LIBRARY

“In the Library, we used the flower theme all week in our lessons,” said **Thomas Buffington, Lower School Librarian**. “We picked out fun read-alouds to share with our students, including *The Very Greedy Bee* by Steve Smallman and *The Curious Garden* by Peter Brown. With our younger friends, we crafted flowers from art and maker supplies, which was a fun way to incorporate choice and creativity early in the school year. With the older students, we created and explored a page on LibGuides (Library website), which allowed the students to practice with multiple essential digital platforms.”

SCIENCE

Junior Kindergartners sorted flower parts and used unifix cubes to measure flowers. Senior kindergarten students explored what colors exist in nature, drawing pictures along a rainbow walk. **Lower School Science Teacher Laura Pupillo** said, “SK dissected sunflowers from our science courtyard. These sunflowers had just made seeds, so we pulled seeds for planting in the spring. How exciting to plant seeds we harvested earlier in the year!”



First grade explored the connection between pollinators and flowers. “What does a pollinator feel like?” drove their lab. Students tested various textured materials in mock pollen powder to see what materials were best at collecting pollen. “We all agreed that our soft materials were best,” said Pupillo. Later in the week, first graders returned to the courtyard to count pollinators and explore their favorite plants in greater detail. Students loved exploring pumpkins, sunflowers, and tomatoes in the garden.

Second grade was preparing to launch into their study of monarchs, so Flower Week provided the perfect opportunity to explore the Monarch Waystation, where they saw just how many organisms call this place home.

Third Grade spent time cleaning and preparing milkweed seeds. “They had a blast opening milkweed pods and separating the feathery fluff from the seed,” said Pupillo. They dried the processed seeds for Beasley students to take home to plant their own milkweed gardens. With a few extra seeds, students participated in a milkweed seed race in which they used straws to blow their seeds through different obstacles in search of a good patch of ground for planting. Third-grade students visited the Waystation



to do an official citizen science pollinator count. Students chose a single flower and counted how many pollinators they observed.

Fourth Grade learned how to preserve cut flowers by exploring the chemistry of flower preservation. Students researched facts about preserving cut flowers and chose their independent variable to test. “They also observed the biodiversity of our Waystation,” said Pupillo. “Using a hula hoop as a perimeter, students drew the plants they saw and used a plant guide to ID their plants. These maps will be a valuable resource as we observe how the garden changes year to year.”

>> continued on page 8



>> continued from page 7



Pumpkin-Palooza

With pumpkin and gourd-related activities across all disciplines, students immersed themselves in these vined, squashy, orange orbs from story time to science.

One centerpiece of the week grew from the book *Pumpkin Circle: The Story of a Garden* by George Levenson, which details in rhyme the life cycle of a pumpkin, from the time the seed is collected from a pumpkin in the fall, through its planting and growing, and finally harvesting.

MATH

Students used and grew their math skills in different ways, such as measuring a pumpkin's height, circumference, and stem, counting the ribs, estimating the weight, counting seeds, and even rolling them down a hill to check their speed and velocity. **JK-12 Math Department Chair Diane Broberg, Lower School Science Teacher Laura Pupillo, and Lower School Coordinator of Instructional Technology Robyn Williams** made a math talk video using many pumpkins grown on campus.

SCIENCE

Students prepared early for Pumpkin Week by planting and tending to the pumpkins in the Lower School science courtyard. They had large and small pumpkins and a few volunteer pumpkins from last year's fourth-grade pumpkin rot experiment. The students loved watching the pumpkins grow and counting them at harvest time.

Junior Kindergarten students designed jack-o-lantern faces for carving. Once carved, they added baking soda and vinegar inside the pumpkin for a foamy surprise eruption. Second graders carved mini pumpkins and used them to race in the Pumpkin Boat Regatta.

It was 3D pumpkins for our third graders! Students used Tinkercad, with help from Williams and Pupillo, to create catapults that were perfect for a Friday morning launch. For the math crossover, students compared how weight impacts launch distance—heavy (a candy pumpkin that is about the same dimensions but is three times heavier) vs. light pumpkin (3D printed). Fourth grade continued with the popular theme, “How to Rot a Pumpkin the Fastest.” For an added storytelling component, students read the book *Rotten Pumpkin – A Rotten Tale*

in *15 Voices* by David M. Schwartz and chose parts of the story to record themselves in fun voices. Pupillo shared, “The book covers the entire decomposition process of a pumpkin, including scavengers and various types of molds and yeast. The kids loved working with this book!”

LITERACY

Lower School Literacy Coordinator Liz Crowder helped facilitate a storybook decorating activity involving pumpkins. “Each class voted on their favorite character from their favorite read-aloud book for their grade level. Then, they decorated their pumpkin as their favorite storybook character. The pumpkin characters were announced and displayed at our Pumpkin Week assembly,” she said.

Many students also enjoyed pumpkin-themed activities in the library, reading books such as *Stumpkin* by Lucy Ruth Cummins, *The Ugly Pumpkin* by Dave Horowitz, and *The Rough Patch* by Brian Lies. While our youngest learners enjoyed pumpkin-themed crafts, the older students explored pumpkin and Halloween-themed digital resources. **Lower School Librarian Thomas Buffington** said, “We love using our Library resources to connect to our thematic weeks to provide a holistic learning experience for the students!”

ART

Art was a game of “How many ways can you create a pumpkin?” with **Lower School Art Teacher Sarah Garner**. Our littlest learners painted still-life pumpkins and learned a batik process using chalk and oil pastels to make a surprise pumpkin finish. Second and fourth graders learned about the artist Yayoi Kusama, who loved creating pumpkins with dots. Students dotted their pumpkins and added them to an “infinity background.” Third graders gained perspective by drawing a pumpkin with oil pastels from a birds-eye view.

PHYSICAL EDUCATION

In P.E., **Lower School Teachers Jim Lohr** and **Susan Orlando** had the students burn off their Halloween energy with fresh takes on favorite games: Steal the Candy, Poison Mats, Pumpkin Patch Throwdown, Ghostly Pumpkins, and Monster Ball.

MUSIC

Lower School Music Teacher Dr. Katy Nichols led each grade in sharing spooky, silly, and chilling songs at the Halloween assembly.

The grand finale of Pumpkin Week was an afternoon of exciting pumpkin presentations and scientific reactions for all Lower School students to enjoy. JK led the Lower School in a sing-a-long of *Five Little Pumpkins*, and representatives from each class presented their character pumpkins from their favorite books. Then Broberg, Pupillo, and **JK-12 Science Department Chair Paul Zahller** rolled out some astounding science experiments. They used a Handibot to carve an MICDS Ram logo into a pumpkin, helped a pumpkin erupt with “elephant toothpaste” (a gas, liquid, and dish soap concoction), recruited teachers to help with their pumpkin projectile launcher (a gigantic slingshot), and made a pumpkin explode using a physical reaction.

Broberg told the students, “Science, technology, engineering, and math are all very close friends. Like us, they can work together to accomplish things faster and more accurately or improve the outcome.”

Weaving pumpkins into all areas of the Lower School helped make it a meaningful experience for students and

teachers alike. From *Pumpkin Circle: The Story of a Garden*, “We can be sure of this: It’s a circle without end. It’s pumpkin seeds to pumpkins to pumpkin seeds again!”



Tornadoes, Snow, and Rain...Oh My!

Sixth-Grade Scientists Take on Wild Weather



Wild weather scenarios are no match for our sixth-grade science students, who tackled a STEM challenge to build a shelter using specific criteria and constraints. "We started Science 6 with an intro unit on how to think and process like a scientist and engineer, having them practice specific scientific engineering practices (SEPs): develop and use models, ask questions, communicate information, and analyze data," said **Middle School Science Teacher Callie Bambenek**.

The students set to work on teams, designing, building, and testing a shelter that would protect people from at least two types of weather (sun, thunderstorms, snow, blizzards, hail, tornadoes, and hurricanes) and included a way for people to get in and out. (Items were placed inside the shelters for testing, so entry and egress were especially important!)

They could use only the materials provided and had only 30 minutes to build. Each shelter had to fit on a foundation whose dimensions did not exceed six inches by six inches. The shelters also had to be secured to the foundation without assistance from their designers.

After construction, each team sketched and labeled a diagram of their design and made notes regarding materials and construction methods used. They listed the weather and disaster types they tested their shelters against and rated each with a success score (1 = not successful, 2 = somewhat successful, and 3 = very successful).

Careful analysis followed the testing. Students had to state what was successful about their designs, what they would change and why if they created another shelter, and what information might help them improve their designs. Finally, they compared their shelters against those of their classmates, determining what was the most effective design and why. They also looked for patterns to see what worked well, what didn't, and what new material might be suitable for future designs.

Bambenek gleefully served as the Weather Conductor, pouring water and ice cubes and using a hair dryer to simulate storms, much to the delight of her students. What a fun way to incorporate the scientific principles they've been learning!





Fun with Pets!

Junior Kindergarten Explores Habitats

Pets are a big part of many families; our community is no different. Our students enjoy spending time with their cats, dogs, lizards, turtles, hermit crabs, guinea pigs, hamsters, snakes, mice, and more.

Junior Kindergarteners explored all things “pet” as part of their habitats theme. The *Pet & Vet* lesson encouraged students to celebrate their pets—both the real ones and those of a stuffed animal variety—while learning in many creative ways.

“During this unit, our JK students each brought a ‘pet’ to school as we set up a veterinarian’s office in our dramatic play area, created pet portraits, wrote animal adventure stories, and showed them how we do school,” explained **Bridget Wallace**,

Lower School Teacher. “The JKers do a

wonderful job caring for their pets in the vet office and helping them learn about their wonderful school!” They even hosted a special visitor: the neighboring guinea pig in third grade came by for some pets and fun.



Little Classes on the Prairie

If you've driven into the northern-most parking lot off Warson Road and looked to the right, you may have seen a sign poking out of the tall plants: Prairie Restoration Area. The hill is vibrant, with a variety of plant life and small creatures that enjoy a prairie lifestyle. Like the rest of our campus, this area is blooming with opportunities to learn, and **Upper School Science Teacher Christine Pickett** tasked the students in Problem-Solving Biology with an up-close and personal investigation. "This was for our Ecosystem Components and Health Unit based

on the United Nations Sustainability Goal 15 about biodiversity and terrestrial ecosystems," said Pickett. The students determined whether the MICDS Prairie Restoration zone is a healthy representation of a Missouri Prairie.

First, the classes observed the Prairie Restoration Zone at MICDS. From there, they hit the Biggs Family Makerspace to design and build a quadrat to determine the percent of ground cover in areas of the

zone. A quadrat is a frame, traditionally square, used in ecology, geography, and biology to isolate a standard unit of area for the study of the distribution of an item over a large area.

After learning about random sampling with quadrats, the students located the randomly selected areas of the prairie zone to investigate. They carefully photographed their quadrats, uploading their tagged images to a central Google folder for the class. With their images, students could analyze what





they saw, determining which species were present and in what percentages. They then input their findings into a shared class data sheet.

A thorough analysis requires comparing data from one sample to another. That's why Pickett and her colleague, **Upper School Science Teacher Andi Galluppi '10**, headed to Shaw Nature Reserve to gather information. They also used quadrats and photographs, uploading the images to the database for students to study. This helped the teams determine if the restored prairie on the campus of MICDS is a healthy and representative prairie ecosystem. They compared and contrasted the data from each location to determine if the restoration zone at MICDS is similar or different to the prairie at Shaw Nature Reserve before conducting a Chi-Square analysis to determine whether the difference is significant.

"I find the identification of plant species in the prairie interesting," said **Megan David '25**. "We learned how the school prairie relates to a prairie in Shaw Nature Reserve, and observing the species found in the prairies (what's different between them) is fun."

"This lesson incorporates the following Integrated STEM Practices (ISPs) into student learning: use critical and creative thinking to define challenges and seek solutions, collaborate and use appropriate tools to engage in iterative design, communicate solutions based on evidence and data, and recognize and use structures in real-world systems," explained Pickett.

Data is great, but it's more powerful when shared effectively. The final steps in this project involved producing a website that documented the investigation and provided solutions and actions to give to an authentic audience of school

community stakeholders for the continued restoration of the school prairie. They also composed a letter to **Head of School Jay Rainey** that explored the two on-campus investigations they concluded: an earlier project involving Polk Pond and this Prairie Restoration Zone analysis.



"I find the identification of plant species in the prairie interesting. We learned how the school prairie relates to a prairie in Shaw Nature Reserve, and observing the species found in the prairies (what's different between them) is fun."

MEGAN DAVID '25



What's the "Matter" with TKE?

In **William Bander's** Middle School science classroom, eighth-grade students donned their safety glasses and delved into Thermal Kinetic Energy (TKE). Thermal energy arises when the molecules and atoms within a substance vibrate more rapidly due to increased temperature. This increased motion leads to kinetic energy, which is the energy associated with moving objects.

During the class, students engaged in three hands-on laboratory experiments to grasp real-world applications of TKE.

TKE and Water

For this experiment, students were presented with three beakers of water, each at a different temperature: cold, room temperature, and hot. Their task was to predict how a few drops of food coloring would behave when added to water of varying temperatures. Would the dye diffuse quickly or slowly? Would it remain near the surface or sink to the bottom? Did temperature make any difference?

TKE and Metal

In the next experiment, students set up four metal strips on a dish of ice cubes made of aluminum, copper, iron, and nickel. They meticulously measured the temperature of each metal strip every minute.

Meanwhile, another group of students examined a rod with a brass sphere on the end and another with a ring. They tested how easily the sphere could pass through the ring. Then, using a heat source, they heated and cooled the sphere and repeated the test to observe any changes in its ease of passage through the ring.

These experiments aimed to determine which beaker held the highest and lowest levels of TKE and investigate whether matter comprises moving particles and how their speed varies at different temperatures.

Benjamin Hannah '28 said, "I most enjoyed the experiment involving the metal balls. I liked visually seeing the changes in the balls, and I felt that it was an excellent example of how TKE interacts with atoms and molecules." **Isolde Scoville '28**



enjoyed the water and metal sphere lab the most. She said, "During the sphere experiment, we put the metal sphere in a metal ring, and it fit through easily. We put the sphere in the fire and then put it in the ring, and it didn't fit through! We learned that the TKE can actually make something bigger!"

Mabel Dando '28 also thought the lab was exciting.

"Something I found interesting was how when we put a jar with yellow liquid into hot water, the yellow water rose, but when we put the yellow in the cold water, it sank. My favorite experiment was when we got to put a metal ball into the fire, and after two minutes, the ball grew and was unable to fit into the ring that it used to be able to fit in," she said.

The lab got **Tommy Kastor '28** thinking about other objects and their heat conductivity. "The experiment I liked the most was where my group tested how TKE moved in different metals. It was interesting how the different metals transferred heat at vastly different speeds. This made me wonder what substance conducts heat the best, like, what substance would be the best for a toaster to perfectly toast as fast and efficiently as possible," he said.

Bander connected these experiments to everyday structures that people encounter, such as bridges with expansion joints that react differently in various weather conditions. He also prompted students to consider how climate change might impact older roads and structures lacking these expansion joints.

Congrats to our energetic students for getting to the bottom of the matter with TKE!

"During the sphere experiment, we put the metal sphere in a metal ring, and it fit through easily. We put the sphere in the fire and then put it in the ring, and it didn't fit through! We learned that the TKE can actually make something bigger!"

ISOLDE SCOVILLE '28





I Can Make Your Hands Clap!

Articulated Arms Offer Hands-On Learning



What's the best way to learn how arms work? Get your hands dirty! Well, not really dirty, but doing the type of hands-on work that brings learning to life.

Middle School students in Science 7 explored more than just arms, actually. They tackled the skeletal and muscular systems of the human body. To kick off this unit on the first day of class, students dissected raw chicken legs to examine how muscle and bone are attached and work together to allow humans to move. **Maia Grant '29** said, "I never knew much about this. Learning about my own body gives me chills. It's really cool."



Less than two weeks later, they were ready to try building their own robotic arms. After learning how hydraulics work, the seventh-grade scientists divided into groups of three to create arms that bend and straighten with a variety of provided parts. "The assignment makes it way easier to understand how arms, in general, move," said **Preston Robinson-Williams '29**. "Also, when we built it (the robotic arm), we talked with each other about where the pieces would go to match our own arms."



The students had time to collaborate until they figured it out, gaining a deeper understanding of how bones and muscles work together. **Crystal Su '29** said, "It was trial and error, and kind of frustrating because you keep getting it wrong. You eventually get it to work, and it helps you understand how muscles work."

After building their arms, the students created videos explaining the connections between their robotic arm and their biological arm, describing which part of the articulated arm represents a tendon, which part is a joint, and how they are similar. They used Adobe Express to make videos that included images, video clips, explanations, and their justifications for the similarity.

Rylan Gardner '29 appreciated the project. "It is more hands-on," he said. "It helps you understand what makes both the robotic arm and my arm move."

Put your hands together for a round of applause for the learning these young scientists are doing. And think about the muscles and bones that work together when you do!





Ozobots Take Over!

Second Grade Learns Robotics and Coding

Picture a little, round robot about the size of a golf ball. It follows marker-drawn pathways on a simple piece of paper. Based on the colors in the path it comes across, it responds with particular movements, speeds, and lights.

"Ozobots are small, programmable robots that introduce students to basic robotics and coding concepts," explained **Robyn Williams, Lower School Coordinator of Instructional Technology**. "They can follow lines drawn on paper and respond to specific color-coded commands. The tiny bots also promote problem-solving and critical-thinking skills among students."

Second graders were introduced to the Ozobot hardware, becoming familiar with its different sensors and lights, where to find the power button, and the general operation of the Ozobot, including calibration. They learned how to place their Ozobot on a path drawn with markers and observed how the robot followed the line using optical sensors. Students also experimented with drawing longer colored lines to watch the robot's lights change color as it moved over the different areas.

"Then, we added to their concept of basic programming logic by adding color-coding commands," said Williams. "Students learned that if they placed short color combinations together in the middle of a black follow line, the robot would read the command and act accordingly. If the robot didn't respond as intended, the student needed to troubleshoot. As the lesson progressed, students were challenged to create their own maze for the Ozobot

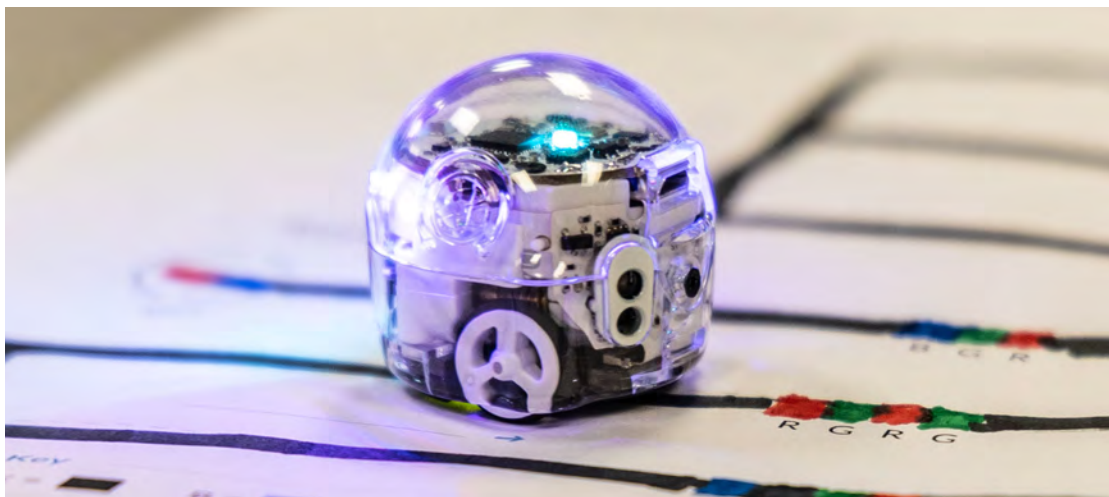




to follow while adding a series of codes for the robot to read." Then, students worked in groups to create larger, more complex paths for their robots.

Seeing the programming skills play out with the Ozobots was fun! "Watching the students' faces light up when their robots zoomed around the table or did a tornado spin exactly as they had programmed it to was exciting," said Williams, "but it was even more satisfying when something didn't go according to plan, and students worked together to figure out what went wrong, try again, and then it worked."

All this practice and new skills lent themselves nicely to the St. Louis Landmarks project the students went on to tackle. They used the Ozobots to navigate around a large map of St. Louis with their landmarks built on it.



Harmony in Education

The Journey of Middle School Science Maestro, Callie Bambenek



Hitting All the Right Notes

When **Middle School Science Teacher Callie Bambenek** began teaching, she consistently gave her first student a failing grade. "Growing up, our family had a piano. I would 'teach' my dad how to play, and I would flunk him so he would stay on as a student. I was afraid I wouldn't have anyone left to teach if he became too good of a piano player. Now, as an adult, I'm sure he was playing awful on purpose, even though he swears he tried his best. I also quickly learned that once you're my student, you're always my student," she laughed.

In her eleventh year at MICDS, Bambenek clearly remembers those core, pivotal piano teaching moments, and she piled on more positive imprints through each teacher she had while growing up. "I never really had a bad teacher. In fifth grade, I was so enamored with all my teachers that I asked my mom if she got to pick my teachers. The answer was obviously no. I was just that lucky to be surrounded by people who loved teaching," she said.

She was sold after seeing a film about teaching in urban environments in sixth grade. A vital element of the film that Bambenek carries with her and infuses into the classroom daily is ensuring all students' basic needs are met. She said, "Maslow's Hierarchy of Needs drives my desire for social-emotional awareness in the classroom."

Tuning Hearts and Minds

Bambenek deeply believes that a positive culture breeds positive academic growth. People who work with her know this is her motto. To create a passionate academic community, she first establishes a safe culture built on empathy, equity, trust, and service. Then, she surrounds that with a commitment to the social and emotional growth of not only her students but also herself. With caring words of high expectations, moments of compassion and understanding, and gestures of encouragement and acknowledgment, relationships form and matter.



"In a world of how fast can we understand something, make gains, or get to the next level, there's always a 'what's next' mentality. It's really important to slow down and sit with it. Be okay with showing someone a strategy to figure things out. Visible thinking strategies are super important to create an environment where students feel safe. Many learners take risks in their learning environment because they feel safe before doing it.

Former MICDS Learning Specialist Mead Ploszay was a great thought partner on mental strategies, especially how to make your thinking 'visible,'" she shared.

Partnering with a cohort of other Middle School teachers and spaces on campus has given Bambenek and the team opportunities to deliver more non-traditional assessments and project-based learning options as well. She enjoys the challenge and gets excited about processing instruction and content in a different capacity.

Chords of Impact

Teaching middle school is arguably one of the toughest arenas. Students are on a bridge from elementary to high school, changing rapidly with puberty and the formation of personalities. Yet, this is the sweet spot for Bambenek. She shared, "Middle school was when I really started liking science. Mike Tiffany at Ferguson Middle School was a phenomenal teacher and so energetic. He somehow got us excited about metric conversions. That's when I knew I wanted to teach middle school. Years later, as an adult, I saw Mr. Tiffany out in the wild, and I HAD to tell him how much he had impacted me. I thanked him and told him I now teach metric conversions to a Ludacris rap song because he indirectly taught me to make connections to student interests."

Bambenek added, "Upper school is a beautiful, magical balance of several pressures, and middle school is like the road to discovery. Middle schoolers are so eager all

the time. They want to feel noticed. They're curious. They want to think that they're discovering something and want to know you're right there next to them," she said. Bambenek wholeheartedly believes in the F.A.I.L. acronym, First Attempt In Learning, and holds herself to the same standard. She even encourages students to tally her mistakes on a whiteboard. She was at 34 errors at press time, with the most recorded in a year at 72.

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"Upper school is a beautiful, magical balance of several pressures, and middle school is like the road to discovery. Middle schoolers are so eager all the time. They want to feel noticed. They're curious. They want to think that they're discovering something and want to know you're right there next to them."

**MIDDLE SCHOOL SCIENCE
TEACHER CALLIE BAMBENEK**





>> continued from page 21

To add to the middle school challenge, she teaches science, a rapidly changing field. Educators have no choice but to adapt, especially with pre-teen and teenage brains. "When I started teaching science, the high point of tech in the classroom was PowerPoint," she said. "Now, we are using microbits and coding with Arduino, and these students are teaching ME to use TinkerCAD. Even with our weather and climate unit, the water on our planet is changing, so we have to teach it differently. I get schooled and humbled every day, I learn new slang, and it keeps me young."

Her students respond well to her teaching style. **Charlie Krieger '27** loved his science classes with "Ms. Bam." He said, "I love Ms. Bam because if we had questions or couldn't figure it out, she would give us other examples and different strategies to get our

understanding in line to solve the current problem on the assignment. She was really good at teaching."

Ava Maher '30 appreciates Bambenek's humor and calm presence in the wilds of middle school science class. "Ms. Bam is an amazing teacher. She is very funny, calm, and a lot of fun. I like that Ms. Bam has us go through the whole day of class at the beginning of the day, and she always makes sure we have time for fun lab activities and engineering challenges. My favorite unit in Ms. Bam's class was when we learned about hot and cold molecules. We did a lot of cool experiments in the lab area, which was so much fun," she said.

Ellemieke Ferguson '27 added, "Ms. Bam made every class fun and entertaining, and she had a teaching style that made it very easy to learn. I loved walking into class every day, knowing that Ms. Bam had an exciting and interactive

lesson planned. I enjoyed the unit when we learned about chemical reactions and did labs to understand them better. Ms. Bam is an amazing teacher, and she made my entire year in eighth-grade science memorable."

Harmonizing Success

Last year, Bambenek won the Duncan Award, a prestigious award that she said "was the coolest award to win" because students vote for it. At the award ceremony, **Head of School Jay Rainey** shared, "Ms. Bambenek understands what it means for students to be seen and heard and sets that example for everyone around her. Fostering personal growth is always her true north, and her students thrive in the comfort of the learning environment she creates and sustains."

As the founding Director of ASAP (After School Academic Program) at MICDS, she implemented a much-



"My students and my own three children know that my favorite time of day is pulling into the parking lot. One reason is because I successfully got my young daughters ready and out of the house, and the other is because it's another chance for a new day. It's such a 'Let's Go' moment. I have the entire day to make it A DAY."

MIDDLE SCHOOL SCIENCE
TEACHER CALLIE BAMBENEK

needed support system for seventh and eighth graders who benefit from structure and guidance after school. She has since passed the baton for ASAP but is still a principal team member for the Middle School Bridge Program, which helps provide a successful transition for new students joining the middle school at MICDS. The program includes orientation to the campus, academic enrichment, organization and study skills, and socialization within the school community. Bambenek said, "Being able to offer predictability and connection to more than 90 new Middle School students is a blast. Community and connection are two of my greatest passions, so seeing many students building early relationships with their classmates and teachers is really rewarding to the Bridge Program created so many years ago."

That passion has extended into her new role as Middle School Community Coordinator. The position fosters a tighter sense of community across all grade levels in the Middle School and stretches into the Lower and Upper School divisions to extend connections further. Scaffolding this across a JK-12 school is complex, but Bambenek is up to the challenge. The directive is to build a cohesive advisory program for fifth through eighth grades, founded on the principles of L.E.A.D.: Learn with curiosity and joy, Embrace challenge, Advocate for self and community, and Demonstrate collaboration and teamwork. Through

collaboration with her peers and students, she will help design robust community programming while focusing on the "Three Ps" of middle school: play, perspective, and preparedness, and strives to create nurturing experiences for eighth graders deserving of more leadership.

Bambenek said, "I get really excited about all of it, especially when thinking about the predictability we can offer in the transitions from fourth to fifth grades and eighth to ninth. I feel so lucky to be on the sixth-grade team this year as they led the charge in implementing L.E.A.D. years prior, and I get to absorb everything they've successfully done and how it can be integrated into all grades."

Notes of Reflection

At the heart of Bambenek's teaching philosophy is care. She shared, "I think people would be surprised how often confident people doubt themselves and say, 'Am I doing enough? Do I need to clear up that person's misconception?' And it's not just me. It's everyone here. None of us leave the day with 'I can't wait to tell everyone everything I did great today.' Instead, it's always about connection—did I forget someone, did I teach well enough, am I doing a good enough job?" Being surrounded by such like-minded people fuels Bambenek's passion.

When asked if she has a favorite time of day or year in a wildly demanding academic season, she doesn't hesitate.

"My students and my own three children know that my favorite time of day is pulling into the parking lot. One reason is because I successfully got my young daughters ready and out of the house, and the other is because it's another chance for a new day. It's such a 'Let's Go' moment. I have the entire day to make it A DAY," she said.

Bambenek would adamantly express that the content she teaches is beside the point and that the student-teacher relationship is paramount. Regardless of the banter and silliness that is commonplace in her classroom, she knows that she is orchestrating positive connections and creating lasting memories for her students, igniting a passion for learning.



Dr. Fred Bouchard Inducted into KC Coaches Hall of Fame

Congratulations to **Varsity Football Head Coach Dr. Fred Bouchard** for being inducted into the Greater Kansas City Football Coaches Association Hall of Fame! We appreciate all Dr. Bouchard does on and off the field to nurture and grow our student-athletes.



Congratulations!

Changa Bey Named to Teacher Advisory Board

Congratulations to **Upper School History Teacher Changa Bey** on being named to the National Humanities Center's Teacher Advisory Board. The board's work includes connecting educators to provide relevant perspectives in developing, evaluating, and promoting the Center's educational materials and projects. In addition, Bey joined the board of Craft Alliance in St. Louis. Kudos to Mr. Bey on these exciting appointments!





Dr. Katy Nichols Wins Scholarship for Music Instruction

Last summer, **Lower School Music Teacher Katy Nichols** attended the Orff Schulwerk and Popular Music course at the University of Kentucky under the direction of Dr. Martina Vasil and David Dockan. The course focused on infusing the Orff Schulwerk philosophy of music education with popular music. Orff Schulwerk was founded by the composer Carl Orff (of Carmina Burana fame) and educator Gunild Keetman to encourage children to sing, say, dance, play, and create in every music class. The Orff philosophy encourages teachers to use the music of the culture of their students, which for many students today is popular music.

“It was exciting to win the scholarship and to know that other music teachers can share my arrangement of *Rain on Me* with their students and hopefully be inspired to create their own arrangements for their students, too!”

DR. KATY NICHOLS

During the course, Dr. Nichols thought about how beginner recorder songs are often boring for students and wanted to create something accessible for beginner players. This inspired her to write an arrangement of Ariana Grande and Lady Gaga’s *Rain on Me* as a piece to teach to beginning recorder students. The chorus of *Rain on Me* has a short, simple, repetitive melody that can easily be played on the recorder. Students could practice their new recorder skills and improvise on these notes within small groups within this pop song’s framework. The arrangement she wrote and taught of *Rain on Me* was for the barred instruments (xylophones and metallophones) and modern band instruments such as the bass guitar and drum kit, where the recorders would be featured during the song’s chorus.

Dr. Nichols applied for and won a scholarship to reimburse her for the course based on sharing this lesson with other educators in the Orff Schulwerk community. Her lesson will be featured as an example of incorporating modern band and popular music in elementary music using the Orff Schulwerk approach. Dr. Nichols said, “It was exciting to win the scholarship and to know that other music teachers can share my arrangement of *Rain on Me* with their students and hopefully be inspired to create their own arrangements for their students, too!”

Connecting Over Art

Lower School Employees Get Creative

Our Lower School teachers and staff gathered for community and fun during a late-start Wednesday, and they were able to experience first-hand the joy our students feel when they're learning and working in the art studio.

Lower School Art Teacher Sarah Garner invited her peers to the art studio. "We use Responsive Classroom to establish community with our homerooms and in our spaces, and we needed time to establish community for

our adults, too," she said. "It was a time for the teachers to be together in a space where they could take a break from their daily work." The time was also helpful in welcoming new employees to our Beasley community.

Garner collaborated with **Head of Lower School Amy Scheer** and **Robyn Williams, Lower School Coordinator of Instructional Technology**, to design three days for teachers to connect this semester. This first gathering found teachers



and staff joyfully making clay art pieces together. Teachers later returned to the art studio to glaze their pieces and visited the Lower School Makerspace to learn about and use our 3D printer and laser cutters.

"Having time to be together as an adult community and be learners as adults in our community, learners in the art studio and the makerspace, and see things the kids get to explore is important," said Garner.

The teachers were encouraged to connect with a partner on a different grade-level team or a specialist, working together to remember all the steps and to hold each other accountable to the two rules: use all the clay provided and have fun.

"I really enjoyed throwing the clay and watching it take shape," said **Nicole Liebman, Lower School Library Associate**. "I particularly

enjoyed walking around the tables to see what my colleagues made—they are very creative! Overall, it was a fun way to engage with my Beasley community."

Nearly every Lower School teacher and staff member participated, except for a few on recess duty. Garner made sure pieces were made for them, too.

"If we could start every morning like that...it felt so good," said Garner. "The vibe was so happy. Everybody laughed and talked; it was good for the heart and soul."

First Grade Teaching Associate Kara Pracht

said, "Many times, we are all so busy in our day that it becomes difficult to visit and connect with other people you do not see every day. This was a great opportunity to come together and interact with the entire Beasley faculty and staff in a fun and relaxing way."



“If we could start every morning like that...it felt so good. The vibe was so happy. Everybody laughed and talked; it was good for the heart and soul.”

LOWER SCHOOL ART TEACHER SARAH GARNER

“The element of surprise PLUS Sarah’s magical ability to cultivate relationships PLUS an engaging art mini-lesson accessible to all PLUS a big beautiful block of untouched clay PLUS a colleague who oozes warmth and compassion PLUS organic conversation PLUS carved-out time to connect made my day...and made me hungry for more,” reported **Meg Mottl, Third Grade Homeroom Teacher.**

Williams, formerly a Middle School history teacher, transitioned to Beasley last fall in her new role as coordinator of instructional technology. She said, “It was a nice way to get to know my ‘new’ colleagues better in a fun environment. I appreciate that we took the time to slow down and have some fun on a late start morning. It was definitely a great way to start the day!”



Dr. Earl Macam Named to College Counselor Advisory Board

MICDS College Counselor Dr. Earl Macam is one of 26 education professionals chosen by the Princeton Review® to serve on its 2023-24 National College Counselor Advisory Board. Known for its test-prep, tutoring, and admission services—as well as its books and school rankings—The Princeton Review created its National College Counselor Advisory Board in 2008 to provide feedback on the company’s editorial projects and services for college-bound students. The board comprises individuals from 13 states and Canada representing both public and private high school college advisors and independent college admission consultants. Macam shared, “My hope is that all of us in this profession continue to assist and guide our students and their families as they navigate the ever-changing landscape of the college search and admissions process. Our work makes a world of difference to every person we work with!”



Surrounded by Inspiration

Using the Built Environment to Teach

Every year when Upper School students return to campus, they're greeted by warm, welcoming teachers and staff, campus updates, and a variety of bulletin boards designed to motivate, inspire, educate, and amuse. On top of lesson plans, project outlines, field trip arrangements, and classroom set-up, a few educators take on this additional responsibility, and their creativity and heart shine through.

Opposing Stairwells in Olson Hall

Upper School English Teacher Courtney Check has livened up the stairwells in Olson Hall for four years now. Her interest began in the fall of 2021 when students returned to a school changed by a pandemic and new policies and procedures designed to keep them safe. One of the updates was to make the north stairwell in Olson "up only" and the south stairwell "down only." Utilitarian signs instructed everyone where to go. Check saw an opportunity.

"We needed to provide clear guidance while being fun, inviting, and not scary," she said. "'Up and Down' was that first theme, so we used pages from texts that had any words on them that had up or down, and covers that had rising or falling, or up or down." She enlisted the help of her humanities colleagues, surveying other English and history teachers for their ideas around the theme. They came through, and now she asks them for help every year. "It's tough because I'm sending those emails out before the start date of school," said Check, recognizing that she's asking colleagues to engage in her project when they're already busy. "What's really great is that they fire up and send me ideas!"

Book covers are works of art in their own right, and Check plays off that art to print and attach collateral designs, creating a cohesive whole that is functional and attractive. The stairwells were a hit, and Check was off and running. "That's what set up the whole 'the stairwells need to be opposites' thing," she





laughed. "I live in my own constructed boundaries and insist that they still remain opposite." Since that first theme, Check has rolled out creative new boards:

Fall 2021: First and Last

"I had run into a statement: Let this day be the first day," Check explained. "It's thinking how every day can be the beginning of something new. I wanted the students to feel that we're beginning again and every day can be unique in that way." For last, she honed in on leaving a lasting impression with the last lines from books, some well-known but many not. "Students were upset they weren't super famous quotes—we didn't use *Gatsby*, we didn't use the first line of *Moby Dick*—but I wanted to inspire them to get interested in what's on the board and then read a new book. It should not be immediately recognizable; it should perhaps propel community members into wondering, 'What is that?' and thinking, 'Maybe I should check that out.'"

Fall 2022: Future and Past

"Many authors have already envisioned a future, so I really wanted to focus that board on the people who were living lives that broke barriers. We featured the autobiographies and biographies of people who broke into a previously unheard-of future. The past side was historical fiction. We used stories where the past is so resonant," she said.

Fall 2023: Welcome and Farewell

"Welcome is simply the first time that people of major consequence have met in literature or history," Check said. "Farewell is tricky because 'farewell' sometimes carries a bit of a negative aspect. I didn't want to include just the goodbyes; I wanted the theme to be farewell in the way that something new was starting. It's farewell to the familiar."

Check's primary hope is that students, teachers, and visitors feel welcomed into the space. "We have a lot of different people in our hallways," she noted. Secondly, she hopes that viewers see something they hope to read or, for adults, something they once explored in high school and can return to. "The idea is to start conversations between the adults and incoming students," she said.

Of the Moment in May Hall

Check isn't the only person tackling these influential parts of our Upper School's built environment. **Nicole Trueman-Shaw, Director of Upper School Student Leadership and English Teacher**, enjoys posting creative displays in May Hall. She captures the current zeitgeist to share information and create a sense of community. She likes that she often makes students smile, and sometimes they groan and shake their heads. Either way, they are engaging with their surroundings and talking with their friends about what they see.

>> continued on page 30



"We have a lot of different people in our hallways. The idea is to start conversations between the adults and incoming students."

UPPER SCHOOL ENGLISH
TEACHER COURTNEY CHECK

>> continued from page 29

Trueman-Shaw looks to Pinterest, Teacher Tok, what's trending in pop culture, and her "own demented head" for inspiration. She changes some boards monthly, while others receive annual updates. Last year, for instance, she created a display based on the latest season of *Stranger Things*, complete with red vines and a mirror. This year, she took a page from Taylor Swift's Eras Tour. (Whether or not you're a Swiftie, you can't deny the power of her influence!)

"My target audience is the students, so I try to stay up to date about what's trending on Instagram and TikTok and work on a school-relevant message or theme from there," said Trueman-Shaw. "If I make people smile or giggle, that's a bonus!"



A Pitch for the Humanities

Cathy Leitch, Upper School History Teacher, has thoughtfully curated content for a new bulletin board in upper Olson Hall, designed to foster interest in studying the humanities. Her idea: showcase famous people with degrees in the humanities and show students the different paths others have taken. More than a year ago, she approached Check with her idea, and the two have been collaborating and brainstorming ever since.

"We started with a list of names and degrees and then discussed various options for the visuals," said Leitch. They decided an oak tree was the way to go, its branches a metaphor for the twisting journeys many have taken. "Knowing that people from a variety of different groups will view the bulletin board and because we also want to expand the knowledge base of our students, means that a lot





of different people will appear on the board,” she said. Julia Child makes an appearance, as does Elon Musk. “Designing something for such a large age range is kind of like what was done in the *Looney Tunes* and *Merrie Melodies* of the 1930s through 1960s. There’s plenty of material there for the kids, but also things for the adults to enjoy,” she noted.

An Inspiring Lift in the Library

Aaron Elliott, Upper School Library Assistant, brings his creativity to McCullough Library, a popular gathering space for students. From Albert Einstein reinforcing the importance of libraries to promoting new and interesting books for readers, Elliott keeps the boards fresh and updated, giving students something to look forward to.

“There’s a lot of energy around bulletin boards now,” Check said, perhaps unaware of how her stairwell designs have inspired and motivated others to try a new medium for their creativity. “Courtney is becoming known amongst the history and English teachers as the bulletin board consultant extraordinaire,” said Leitch. We’re all the beneficiaries of these vibrant, informative, and fun displays.



“My target audience is the students, so I try to stay up to date about what’s trending on Instagram and TikTok and work on a school-relevant message or theme from there. If I make people smile or giggle, that’s a bonus!”

NICOLE TRUEMAN-SHAW, DIRECTOR OF UPPER SCHOOL STUDENT LEADERSHIP AND ENGLISH TEACHER



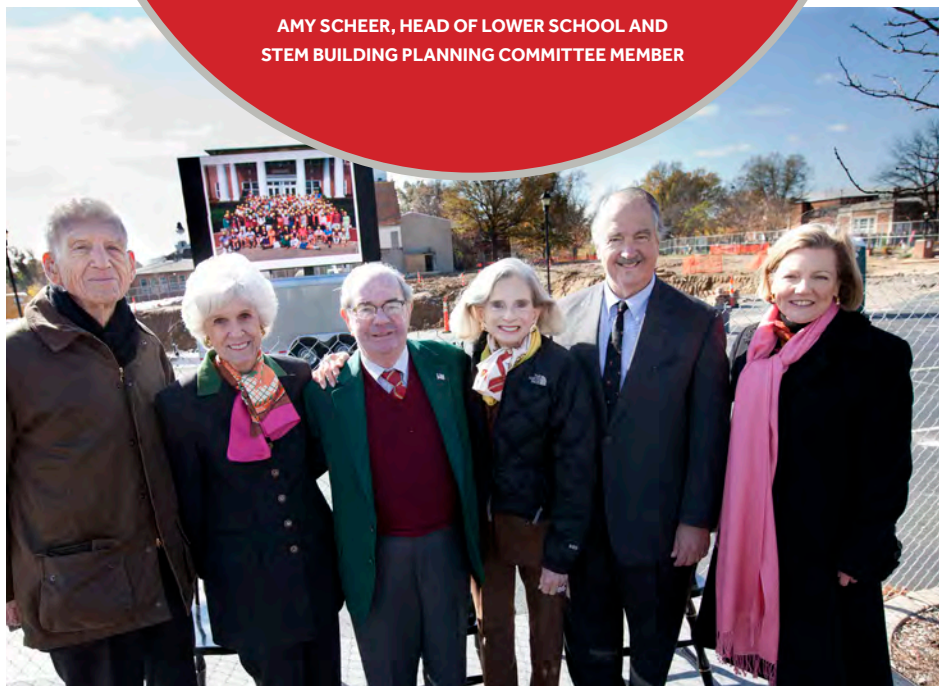
Happy Birthday, STEM Building!

10 Years of Learning, Collaborating, and Connecting

Early in this century, the acronym “STEM” was coined as a convenient abbreviation for the related subjects of science, technology, engineering, and math...and just a few years later, MICDS became a national leader in STEM secondary school education with the opening, in March 2014, of McDonnell Hall and, within it, the attractive and highly functional 800-seat Brauer Hall amphitheater. This year, we celebrate the tenth anniversary of these innovatively designed facilities, which immediately began fulfilling the teaching goal of opening exciting, cutting-edge avenues of flexible learning for our students. The STEM complex was constructed on the footprint of the beloved but outdated/undersized Danforth Chapel and Mathews Hall. The \$39.5 million project was made possible by the unprecedented generosity of donors led by two multigenerational MICDS families who provided the largest gifts in school history—**James S. McDonnell '54, Elizabeth "Libby" Hall McDonnell '58**, and the JSM Charitable Trust; and **Stephen Brauer '63 and Camilla "Kimmy" Thompson Brauer '64**. From the informal social gathering spaces to state-of-the-art classrooms, faculty offices, and the popular MakerSpace, the STEM building has effortlessly become the hub of Upper School activity. In 2024, we commemorate this important educational milestone with sincere gratitude to the McDonnells, Brauers, and all who turned the STEM concept into reality on our campus.

My priorities for the space were definitely expanding opportunities for math and science faculty to plan curriculum and integrate STEM concepts as much as possible. We also wanted to create spaces that encouraged active learning for students and allowed them to pursue particular STEM areas of interest. The research lab was a big priority, as well as areas where students could work in small groups and make their thinking visible. We were trying to promote discussion, collaboration, and active learning.

AMY SCHEER, HEAD OF LOWER SCHOOL AND
STEM BUILDING PLANNING COMMITTEE MEMBER





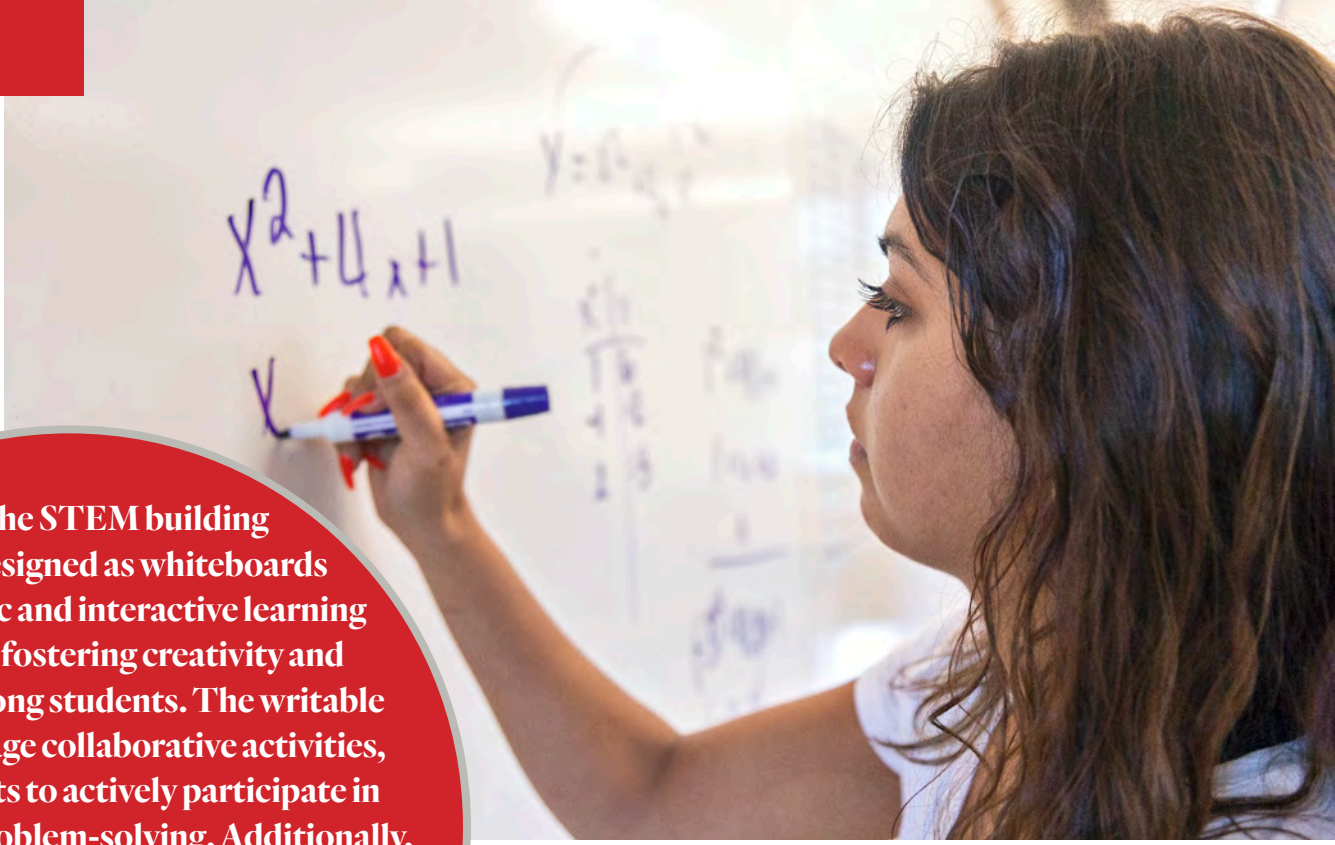
The STEM facilities were a part of what drew me to MICDS. I interviewed and toured several schools. The building, to me, was a symbol of the school's commitment to STEM education.

DIANE BROBERG, JK-12 MATH DEPARTMENT CHAIR




The MICDS STEM building is a marvel, seamlessly blending tradition with innovation to empower future scientists and mathematicians. Every day, I feel fortunate to work with students in the STEM building. Its lasting impact mirrors the awe of its first impressions.

**PAUL ZAHLLER,
JK-12 SCIENCE DEPARTMENT CHAIR**

A woman with long dark hair is writing the equation $x^2 + 4x + 1$ on a whiteboard with a blue marker. The whiteboard is part of a wall designed as a whiteboard in a STEM building.

Adding the STEM building with walls designed as whiteboards offers a dynamic and interactive learning environment, fostering creativity and engagement among students. The writable surfaces encourage collaborative activities, allowing students to actively participate in discussions and problem-solving. Additionally, the common office space helps to facilitate seamless communication among colleagues, promoting teamwork and idea exchange in an innovative educational setting.

MELANIE MOODY,
UPPER SCHOOL MATH TEACHER

A group of students are sitting around a round wooden table in a common office space, working on laptops. The room has large windows and a modern, collaborative atmosphere.

The STEM building has provided our Upper School community a comfortable and effective space to gather both in large and small groups. In addition, the STEM office has been a true treasure because it has provided consistent opportunities for teacher collaboration and relationship-building and has been a constructive space to work with students outside the classroom.

BRIAN COCO,
UPPER SCHOOL SCIENCE TEACHER



The STEM building has brought the math department and science departments closer together, which has been fantastic. The shared office has helped form and solidify relationships between the faculty members. The community space is a huge improvement and has helped us feel more like a community. The larger space has the feeling of an open, collaborative, family space.

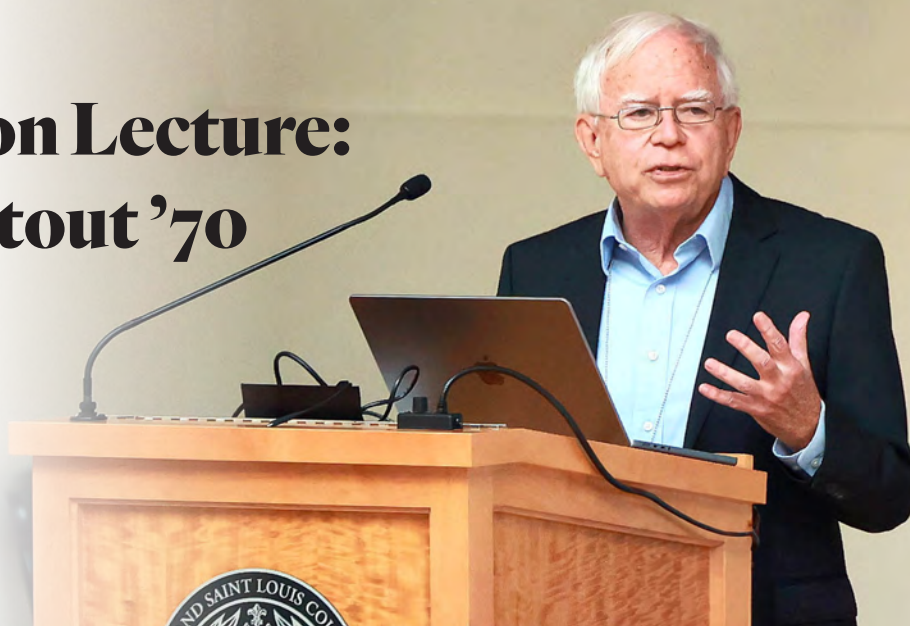
—
AL BEGROWITZ,
UPPER SCHOOL MATH TEACHER



The STEM building has been essential to the robotics program. The Carol B. and Jerome T. Loeb Robotics Laboratory is a collaborative and innovative space where students can learn and explore robotics. The students are free to be creative and explore any and all ideas in the space where they are able to grow as an engineer.

—
**TRAVIS MENGHINI, UPPER SCHOOL MATH TEACHER
AND ROBOTICS TEAM COACH**

2023 Harbison Lecture: Dr. Bill Swartout '70



MICDS welcomed one of its own back to campus for the 2023 Harbison Lecture last fall: **Dr. Bill Swartout '70**. Dr. Swartout is the director of technology at the USC Institute for Creative Technologies. His particular research interests include virtual humans, explanation and text generation, knowledge acquisition, knowledge representation, intelligent computer-based education, and the development of new AI architectures.

JK-12 Science Department Chair Paul Zahller introduced Dr. Swartout to the Upper School assembly, saying, "I had the opportunity to meet this year's lecturer in advance of today's event, which stimulated my own thinking about the intersection of science, technology, and humanity. Albert Einstein, arguably one of the most influential scientists and thought leaders of all time, is credited with the quote: 'It has become appallingly obvious that our technology has exceeded our humanity.' This is a valid perspective, yet I'm not certain that this has to be true. Our school's mission compels us to look beyond the present to secure a more compassionate and stable future for all people. It is my hope that today's lecture will inspire you to embrace that charge."

Dr. Swartout took the stage and jumped right in, letting students know that even though he, too, learned computer science at St. Louis Country Day School, it was a little different

back then. "Don Webb, the Dean of Students, organized a club for computer science, and that's how I got started," he said. "Back then, we had to use punch cards, which is antiquated now. It inspired me to get involved with computers and find interesting and amazing things you can do with them."

He then gave an overview of the Institute for Creative Technologies at University of Southern California, where he is the director of technology. From virtual reality to computer graphics, AI and the learning sciences, the institute pairs computer scientists with people from the entertainment industry. "It's technology plus the people who can create content, who create fun and interesting things." The institute also works on the next generation of training and education using simulations.

The project he demonstrated for students was his work to preserve the ability to converse with Holocaust survivors. The institute partners with the Shoah Foundation, whose charter is to interview survivors so their stories can be shared across generations. "A highlight for many people visiting a museum is the ability to talk with a survivor," Dr. Swartout explained. "They're all getting a lot older, and we're the last generation who can do that." Is there some way to preserve that ability to have a conversation into the future? "Having a conversation is more engaging than watching



an interview. You get a lot more involved," he said. Plus, a conversation often involves stories. "Stories are one of the earliest ways of learning. Stories are highly effective in improving learning and recall."

Dr. Swartout's team set to answering the question, "Could we preserve the ability to have a conversation with a Holocaust survivor?" They recorded Holocaust survivors in 3D and high resolution, then used AI programming to play back answers to verbal questions.

"We worked with museums to develop a list of questions that people typically ask survivors," he explained. "Then we interviewed 12 survivors, and recorded on video. We have a database of 1,600 question-and-answer pairs, or 19 hours of footage. Then we figured out other ways of asking questions, like 'What is your name?' and 'Who are you?'" They fed the question-answer pairs to a machine-learning system called NPCEditor, which creates a statistical model of what words are likely to be in the answer based on the words that are in the question.

Dr. Swartout then gave a live demonstration of an interaction with Holocaust Survivor Pinchas Gutter. He laughed as he loaded the demo, admitting, "It always feels a little bit like working without a net." Mr. Gutter was soon on the screen, and Dr. Swartout asked him a series of questions.

He then opened the forum up for students to ask their own questions. The AI system didn't pause; Mr. Gutter's answers were immediate and appropriate.

This system was tested in a Holocaust museum in Los Angeles, and Dr. Swartout explained that, after an interactive conversation with a young woman, she felt compelled to apologize to the character, even while knowing that there wasn't a real person there. "We wouldn't have gotten that if she had just watched an interview," he said. "But because she was able to interact, she felt moved."



*Thank you, Dr. Bill Swartout,
for spending time with our students!*

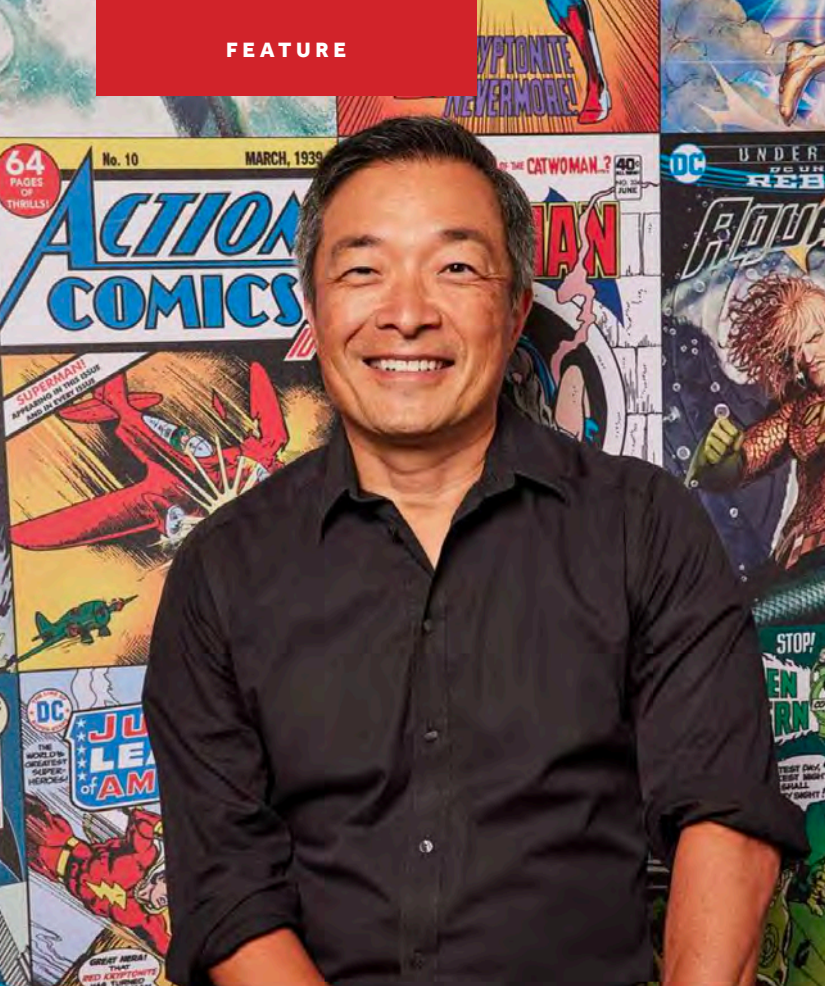
Dr. Swartout stressed that the recordings haven't been edited at all. The system delivers exactly what each survivor actually said. "If you modify, you open yourself up to Holocaust deniers," he said.

He also explained the difference between this work and ChatGPT. "It's a precursor to some of the work that went on with ChatGPT. The way Chat works is it takes lots of information all over the internet and constructs a statistical model that is predictive. It uses the Engram model, where one word is followed by another followed by another...if these three words appear, then the fourth word is likely this. The things it generates are maybe neat in the sense that they are not necessarily part of the input, but the problem with using that for this kind of thing is that it makes things up that are maybe approximately what they said but not exactly what they said. Then you get back to Holocaust deniers who say this is all made up."

What are the next steps for this technology? Dr. Swartout's team is exploring other uses, such as recording famous people like astronauts, and having them share their experiences. It can also be used for training. A victim of sexual assault in the Army volunteered to record his experience, which is now used by the Army to train counselors of people who are victims. It gives them actual experience, and it's scalable. Another example is to create virtual mentors, allowing young people who may not otherwise have access to "talk with" seasoned professionals in various careers.

The audience was captivated by Dr. Swartout's work, his demonstration and his passion for using technology to make the world a better place. Thank you, Dr. Bill Swartout, for spending time with our students!

Mr. and Mrs. Harbison established the Harbison Lecture Fund in 1994 to commemorate Mrs. Harbison's 50th Class Reunion.



Drawn to a Life of Art

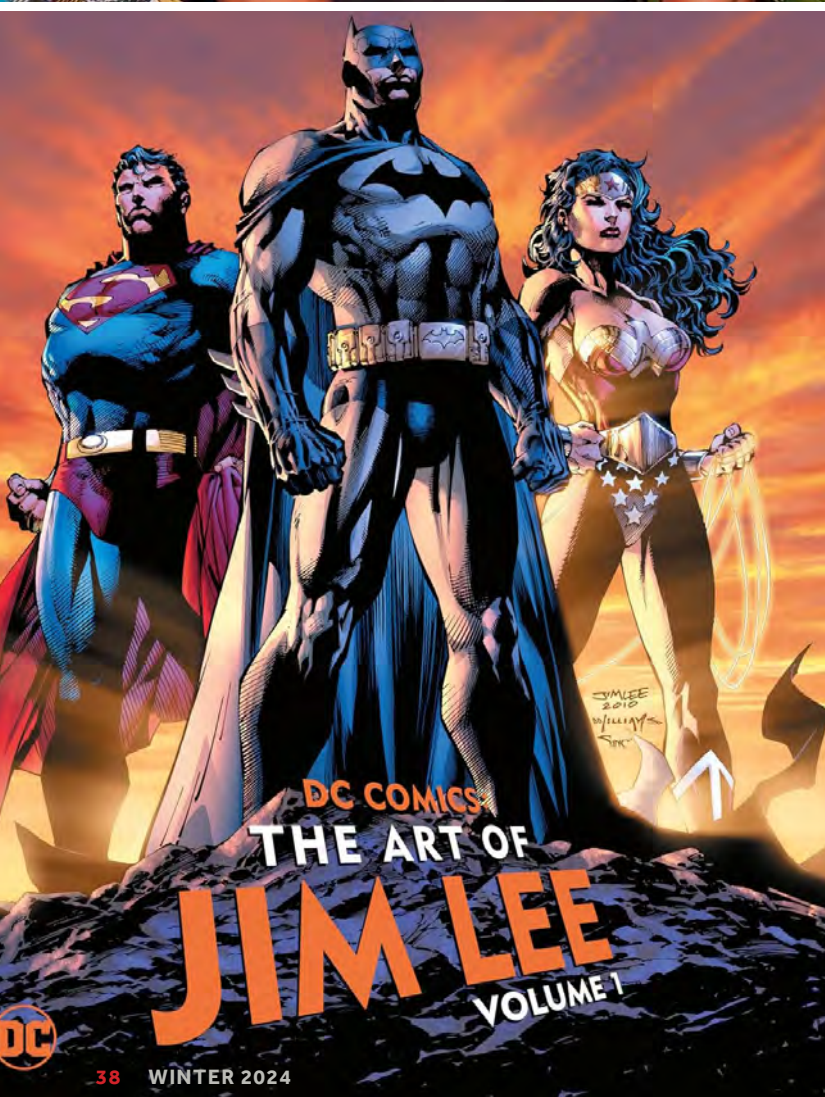
Jim Lee '82 follows his heart, and his pencil

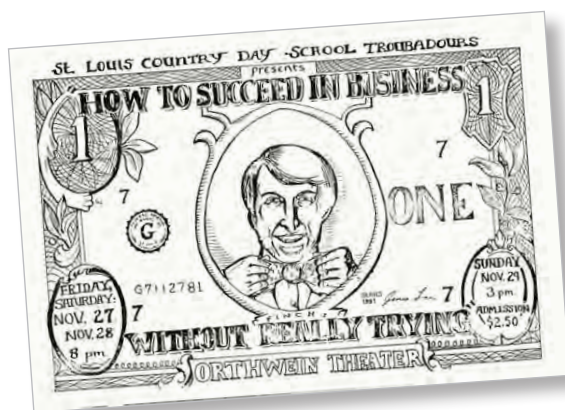
Jim Lee's fingerprints are all over the 1982 St. Louis Country Day School yearbook and, indeed, the two issues before. His art fills the pages, serving as section dividers and literal comic relief here and there. You'll also find his work sprinkled liberally through the pages of the *CDS News*, indicating how the young student would eventually spend his life even if he didn't realize it yet.

Lee didn't make the decision to attend St. Louis Country Day School; that was his parents'. They wanted him to have the best education to set him up for admission to a top university, where he would earn a respectable degree and live a solid, if dull (to him), professional life. Lee dutifully obeyed their wishes for years, eventually earning that solid, respectable degree from Princeton University. It was at this point he listened to the prediction his high school senior class had made and took a shot at a career very different than his pre-med track: he dove into the world of comics full-time, drawing a life that has included working at Marvel Comics and an independent creative consortium publishing creator-owned titles. He has steadily navigated a career as varied as the art he produces and now leads one of the world's foremost publishers of comics.

The president, publisher, and chief creative officer of DC Comics immigrated to the United States with his parents from South Korea when he was a child. The family moved to St. Louis when Lee was in fourth grade, and he transferred to CDS in seventh. "My parents wanted to put me in a more rigorous academic program," he said. They had friends with an older son at CDS who was thriving, and they wanted the same for their son. Lee did thrive, developing friendships and close bonds with both his classmates and his teachers. He admits that many of the extracurricular activities he chose—Model UN, Student Council, math team—were designed to look good on his college applications, but he also followed the lead of his friends. "We did all the same things," he said. "We were nerdy to the sublime. Our math team went to Columbia, Missouri, to participate in a math-off, and we won State. So I was a mathlete!"

He was also a contender for State honors in wrestling and played football, serving as co-captain of wrestling senior year. Track



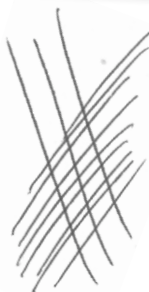


and field, and one season of soccer when it moved to the fall his senior year, rounded out his athletic resume. He credits the mandatory sports program at CDS with helping him grow. "Being a scholar athlete definitely pushed me into areas I wouldn't have done on my own. It made me a better person and a better teammate and instilled a commitment to succeed in anything. I'm thankful for the experience."

Somehow, in the middle of captaining sports teams, editing both the yearbook and newspaper, traveling abroad, competing as a mathlete, and serving on Model UN and student council, he was drawing. He was always drawing, just for fun.

While he edited the yearbook and student newspapers, spending Saturdays and Sundays at friends' houses laying out pages using pica rulers, he had no idea that this experience would provide a solid foundation for his future lifelong career in publishing. "The pica rulers were useless by the time I got into the business, but it gave me a basic understanding of how much it cost in time, resources, and dollars to publish something. At the time, I didn't think any of it would lead anywhere, but it was all instrumental in shaping who I ended up being and how I got there in publishing." Along with the other responsibilities of editing student publications, Lee regularly dropped in his artwork, always with his initials embedded, sometimes obviously, and other times hidden. Troubadours and Masque productions at CDS benefited from his talent, using his work as their promotional posters and program covers.

Several teachers were formative in Lee's life. Dr. John Johnson, who also served as the head of school for a brief time, taught a classics course in ancient Greek and Roman history. Lee ate it up. "I thought it was amazing and ended up taking a repeat in college because I was so fascinated by the subject matter." He laughed when he



referenced a recent viral article about people who think about the Roman Empire daily. "I do think about it almost every day, and it's because of that class. I learned the impact those ancient civilizations had on modern-day civilization and political discourse." He also cites the influence of Dr. Albert Kalmar, a German teacher who inspired Lee to fall in love with learning about languages. "I have a very bad accent but can still speak German," Lee said, "and I went on to study and learn some Italian because of this positive experience." Dr. Kalmar took Lee and some of his classmates to Germany and Austria, which Lee credits with showing him the power of language and how being able to speak another language gives one access and insight into cultures not available to straightforward tourists. "You can see how language and culture and history intertwine. I still have such good memories, and it still impacts me positively to this day," he said.

One of those impacts derives from, you guessed it, the Roman Empire. "I've gotten a lot of cool character names from the Roman Empire," he said. He also enjoyed English history and cites the influence of William Hallet, who "taught history in a bemused but fair way. There's a lot to be learned there. Everything is a potential source of

Jim's early art is shared throughout his high school publications, such as the CDS News and the CODASCO yearbook.



>> continued on page 40

>> continued from page 39

01. The cover of *X-Men 1* from 1991.

02/03. Jim's personal work includes painting in acrylic.

04. Jim's family on vacation in Cabo.



inspiration. It's why I advocate for people to travel and push themselves out of their comfort zone and to seek and explore new cultures." Lee said that exploring culture and history and learning about the power of myths and legends can have a real impact on the people who read them. "We create modern-day fairy tales and parables," he said. "It's primarily for entertainment, but I've met so many people working in the arts—like graphic artists, actors, and designers—and comic books got them into storytelling and fantasizing and daydreaming about what the world could be." He's heard many stories of personal journeys that mirror his: moving from being a non-professional to working as a creative and building a career based on art.

His own art was fostered by CDS educator Dave Stevens, who Lee said was a great teacher. "He recognized my artistic ability early on," said Lee, noting that all the art classes were great but that they were, even then, perceived more as something students did while were working on getting the grades to apply to a good college. "They did teach me the fundamentals of drawing and painting as well, and I'm thankful for that base foundation."

"Every teacher was amazing, and it was the singular best academic education I could have asked for. Even in college, the classes were good, but they weren't as good as CDS, partly because CDS had smaller classes." His Calculus BC class rostered only five students, and his German

class numbered 12 to 15. For Lee, college was more about the transition to independence and governing his own schedule, and then the exploration of academic topics that interested him. "CDS gave us that base foundation of knowledge everyone should have. It was an incredible experience," he said.

He took full advantage of his beloved teachers, hanging out in their classrooms when he was between his own courses. "I'm sure we were annoying the hell out of them, but at the time, it seemed cool," he laughed. It's not that he and his classmates considered their teachers peers, but they had such close relationships that it was comfortable to spend time together in an informal setting. Lee also liked the senior lounge and spent a lot of time in the wrestling pits. He spoke about serving as a waiter at lunch. Two students from each table retrieved lunch for the boys and their teachers to eat family-style and cleaned everything up after, and he fondly remembers hot dogs wrapped in bacon and cheese.

Lee's experience at CDS informs how he parents his own children. He encourages them to take advantage of the resources that are available to them at their schools that are similar to MICDS. "When you go to college, part of it is to do well academically and set yourself up for postgraduate life, but you're not going to get a period of time like this where there are people paid to help you learn and better yourself. You'll never have a period of time where you can freely explore and learn about anything you want and have that kind of support and infrastructure behind you. Don't take it for granted, and appreciate it for what it is," he said.

He and his wife, Carla, live in Los Angeles near Warner Brothers, and have nine children in their blended family, ranging in age from 31 to 10. He loves to plan and enjoy huge family vacations with them. "We have to create a PowerPoint presentation with everyone's airline and itineraries, rental cars, etc. lined out," he said, and then added with a laugh, "And here's the floor



of the hotel where we'll be terrorizing the other guests." He likened it to traveling with a small army, sharing that sometimes they even include their pets. The Lee family has two cats and six dogs. "My wife is secretly replacing every child who goes to college with a pet," he said.

When he's not working or making epic vacation plans, Lee likes to paint, preferring to work in acrylic because it dries quickly. He makes portraits of his family members and pets and landscapes of places they've visited that are meaningful. "It's adjacent to drawing and illustrating, but it's different," he explained. "Rather than creating a form with a black line with pencil or marker, you're creating form with color. It draws upon the same knowledge but is expressed in a different, easy, relaxing way. I'm not great at it, so I still feel like I'm learning, which is a healthy attitude you should have toward arts in general. You always want to be thinking and growing and evolving. Painting keeps me renewed and creating art."

Although his work days are jammed with the business of publishing, he makes an effort to keep his drawing skills sharp. "I make sure I don't forget how to draw; that is a real concern," he said. "I maybe draw a cover or two a week, but no interior storytelling because that takes more time. When I was younger, I could burn the candle at both ends. I would do the day job and then draw late at night, getting by on three to five hours of sleep for weeks on end." He learned that sleep is imperative to a healthy life, trumping drinking, drugs, and a sedentary lifestyle. It was a wake-up call. "I realized I can't keep pulling all-nighters into my 50s, so I dialed that back," he said. "But I'm a night owl with doing creative work. I'm more focused, creative, and efficient. I draw faster late at night. There are distractions and errands and people awake during the day." He wants to return to full-time or semi-full-time drawing and creating content eventually. "It's something that will be part of my life forever, and to this day, it's still a joy to sit down and enter into this weird creative state and create something from nothing. I find it very satisfying, and it keeps me engaged."

He encourages today's art students to embrace those feelings of satisfaction and engagement. "Recognize that art is not just things you look at on the wall; it's not just something you do when you're bored and trying to kill time. It's a real vocation. I can't think of a life without art and creativity. If it appeals to you, embrace it, run

with it, and try to make it your destiny." At the same time, he channels the voice of his own parents: "Get good grades just in case, so you have something to fall back on." Art, though, can be a key to unlocking the world, just as it has for Lee. "I'm so appreciative of all the things I've gotten to experience because of the work I create."

A guest appearance on Sesame Street is one example. The production team reached out to Lee directly and received an instant yes from the artist because of the profound impact the show had on his childhood. "Sesame Street was how I learned English as an outsider in a new culture. It was amazing to close that loop and share my memories with the people who work on the show." He appreciates that Warner Brothers curates his guest appearances otherwise. "We live in a world where even fine art is commercial art, and every person is in some way their own brand," he explained. "It's essential to think about that aspect of how people look at you and your work and how it's perceived commercially. You want to make it as authentic as possible. That's what makes you stand out from others. It's not just how well you create art, but it's what you bring to life and the person you are, and the story you can share beyond the art itself."

"Social media grants access to everyone's thoughts and talents to sing and draw well. There aren't many people who haven't been discovered, but the ones who rise to the top are the ones with compelling stories, stories of inspiration, and stories of influence, and that's how you extend the impact of the work you create."

Jim Lee's story of success against the odds is exactly that compelling, authentic, inspirational tale. Perhaps one day he'll write an autobiography, in comic book form, of course. Until then, he'll keep drawing new worlds and painting his own, producing art that entertains and inspires his audience and, most importantly, himself.



01. Jim's drawing of the Joker for a charity drive to raise money for struggling comic book stores during the pandemic.

02. Jim with some Japanese fans in 2019, celebrating Batman's 80th anniversary all around the world. Jim traveled to the Shinjuku district of Tokyo to turn on the Bat Signal over the district's famous multi-directional crosswalk.

Union Avenue Opera Production Includes MICDS Connections

Union Avenue Opera's production of *Ragtime* opened last August and garnered rave reviews. Special MICDS connections include:

- **Upper School Arts Teacher Patrick Huber** designed the scenery and lighting.
- Huber and **Upper School Arts Teacher Brian Purlee** designed and built the abstract Model-T roadster used in the show.
- **Greysen Brown '24** worked on the lighting crew and managed the follow spot.
- **Zion Thomas '19**, who played the leading role of Coalhouse Walker in the 2018 MICDS production, was a member of the Harlem Chorus.
- **Alexander Huber '19** was also on the lighting crew and ran the light board.

How great it is to see members of our MICDS community come together in artistic ways! Bravo and brava, Rams!

Bravo and brava, Rams!



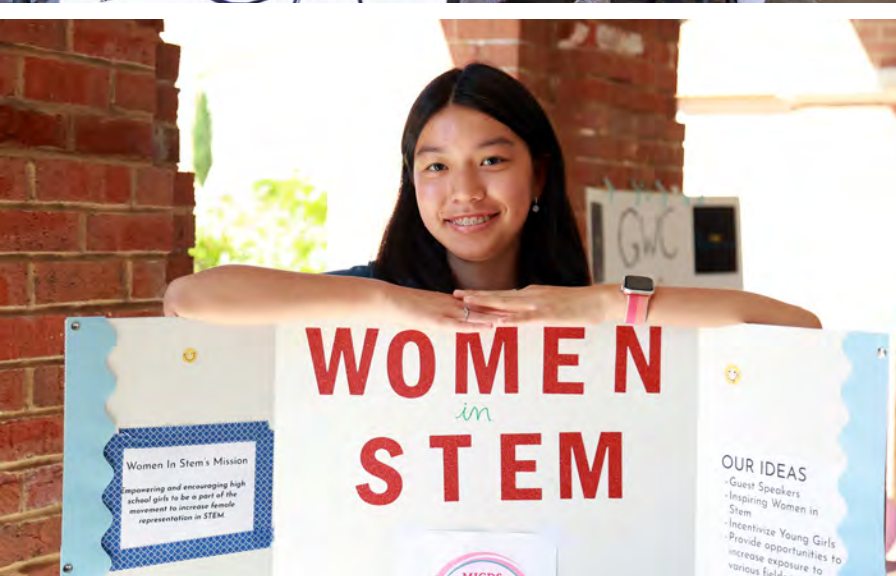
Upper Schoolers Go Clubbing

Club Fest '23 Showcases Diverse Opportunities

Interested in exploring French culture? What about exploring the cosmos, making movies, building robots, creating the yearbook, or volunteering in St. Louis?

Those opportunities and many more were offered to MICDS students in early September during the Upper School's annual Club Fest. More than 60 organizations were available to sign up. Music, food, and games gave the event a festival-like atmosphere as students walked from table to table "shopping" for the clubs and activities that sparked their interests.

A faculty sponsor is part of each club, but the club organizers and participants perform all duties involved in running the organization. To start a club, students must acquire support from a faculty sponsor and submit a formal application. Applications are reviewed and voted on by the Activities Committee after considering its goals, the strengths of the club, and the benefits it provides to the MICDS community.



Here's to #RamNation!

HOCO Mojo in Full Red & Green Flow

Ram Fans in the stands, let us see you clap your hands!

Everywhere you looked at MICDS, you saw, heard, and felt a RAMtastic amount of school spirit. That's because it was one of the best weeks of the year: Homecoming Week! This special time is overflowing with community pride, support, and our red and green school colors.

Homecoming at MICDS is an all-school celebration for Rams of every age, from Junior Kindergarten through 12th grade, and their fRAMilies, along with alumni, faculty, and staff. All are invited to participate in the numerous fun-filled activities. From Spirit Week dress-up days and the all-school pep rally to the sporting events, carnival, fun run, bonfire, and dance, there was something for everyone to enjoy this year.

Spirit Week

Homecoming week started with plenty of RAMbunctious school energy channeled into some incredible outfits for Spirit Week. Each school division had a full week of special dress days. On Monday, everyone donned their Homecoming t-shirts, designed by **Ellie Chen '26**. On Friday, they were all in red and green for Spirit Day, supplied by many festive items thanks to the Spirit Sales in Lower and Middle School in the morning.

Pep Rally

On Friday afternoon, Ram students, faculty, and staff gathered for the all-school pep rally at Ron Holtman Stadium and O'Hara Field. The cheerleaders performed an incredible routine, **Head of School Jay Rainey** shared remarks that brought the community together, and our Athletic Council co-heads announced the varsity captains who introduced their teammates. Each team dressed up with a

Pep Rally

Spirit Week



theme and ran through a gauntlet lined by our cheerleaders when introduced among shouts of support from the schoolwide community.

Food Truck Friday

Rams and their families enjoyed a meal outside on our gorgeous campus while picking from a variety of delicious food options.

Parade and Bonfire

Dating back to the days of Codasco, the St. Louis Caledonian Pipe Band soon could be heard playing their beats and melodies on the bagpipes and drums as they and the cheerleaders and football players processed down to the bonfire field. As darkness blanketed campus, the senior football players lit the impressive bonfire. The team linked arms and sang the Codasco fight song: "Hear the crash, see the flash!" All were ready for Saturday's varsity matches and competitions against the JBS Bombers.

Fun Run

The annual MICDS-JBS Fun Run took place bright and early on Saturday morning. This year's 2.5-mile race started at Burroughs and finished at MICDS. Families decked

out in red and green, showing their friendly school spirit while walking, running, strolling, and wagging along the beautiful tree-lined route. Even some dogs joined the journey outside! As an extra dash of fun, red and green sweatbands were available to the Ram participants.

Carnival and Barbecue

Many a Ram family came to the family-friendly carnival that overtook the MICDS campus behind Olson Hall on the grassy lawn. Younger Rams especially enjoyed face painting, inflatable slides and bounce houses, field games, and balloon artists. Behind the MAC, all could pause for a delicious barbecue and picnic lunch of burgers and hot dogs. With full bellies and hearts, the community was ready for the Homecoming football game!

Ram Run & Football Game

The traditional Ram Run kicked off the Homecoming Varsity Football game with our Upper School students clad in white charging together into Ron Holtman Stadium. They packed the student section in a sea of white as the MICDS Rams defeated the Bombers 42-13!



Carnival

THANK YOU to all who made Homecoming 2023 a success and full of special memories, especially **Sarah Keen, Associate Director of Events!** We also couldn't have pulled it off without the support and help of our parent, alumni, and student volunteers, coaches and game officials, Parents Association, grounds, maintenance, housekeeping, tech, and security crews, FLIK Independent School Dining, and of course, our extraordinary student-athletes, sports fans, and John Burroughs School for bringing the heat and spirited competition to the field.



Scan here to watch our 2023 Homecoming recap video!



Ram Run



Football Game

Seeing the Self in Relation to the Past and Future

Supporting students' developing understanding of research and representation in art and history courses

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

The first time I saw Ria Unson's mixed media work, I was in a hurry on my way down to the art department. As the Assistant Head for Teaching and Learning, my work is an interesting mix of future-oriented projects and unexpected challenges. So there I was, hurrying past and caught up in the business of school, and a painting grabbed me by the eyeballs. The painting was positioned to get attention—alone on a wall under three directional spotlights at the end of a long hallway. It's dominated by a central image of a teenage girl in a red dress, barefoot and looking towards the viewer with one hand on a turtle. My eyes moved from her to take in the other elements of the painting: orchids, a bird, mangoes, mountains, and a snake. Then I noticed the technique. The snake's body is made of text in a language I can't read, and the girl's left foot extends into another (stripped away? unfinished?) section of text. The Messing Gallery, which **Denise Douglas, Upper School Arts Teacher and Gallery Director**, curates, is an essential space for student learning in our studio arts program because, as Douglas explains, "Having contemporary art in the gallery allows our students to experience what people are making artistically right now. It is a reflection of our society as it is."

Dr. Kevin Slivka, Upper School Art Teacher, talked with me about how his art and Unson's both focus on art as postcolonial reconciliation. Dr. Slivka's work, which is also



multimedia, is an attempt to cast a new relationship between previous European artists and the first Americans. He worked with Indigenous printmakers on maps and locations of burial sites. Like Unson, research is part of his artistic process and connected to his identity. Dr. Slivka explained, "In identifying as a white, middle-aged, heterosexual male who can travel into many spaces without having any issue, I have to decenter myself to enter indigenous land." He sees Unson's work as an opportunity to help students understand how artists "use artistic practices to communicate complicated ideas." Dr. Slivka showed me one of his pieces that uses macrame and painting on untreated canvases to explore the restriction of Ojibwe fishing rights by the U.S. Department of Natural Resources.

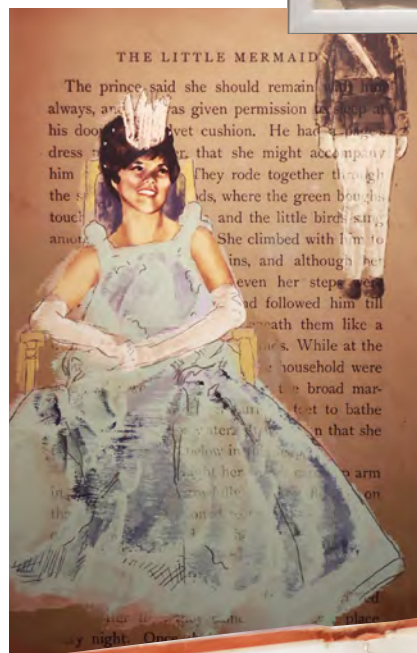
To coincide with Unson's exhibit, Dr. Slivka asked her to share a gallery talk with his 2D painting class. We got together on a Friday morning in Messing Gallery. Unson captured our attention right away as she began, "My great-grandfather..."

Teaching our developing artists how identity and history inform artistic practice

Unson's great-grandfather was brought to St. Louis in 1904 as part of a group of Filipino students who were given scholarships to attend American universities and worked at the fair before they went to their designated colleges. They toured visitors through the constructed wooden huts to embody the idea that America could colonize the Philippines and turn primitives into Westernized people who could speak perfect English. He returned to the Philippines after his American education and became a captain in the Philippine Constabulary, a paramilitary force established by the American military to help suppress Filipino insurgents. Unson had a very Westernized childhood in Manila, eating McDonald's and speaking English at home. At 13, she followed the path of many of her family members and went to the U.S. for school. As a teenager landing in Madison, Wisconsin, Unson was taken aback when classmates asked her if she ate dogs. In her research as an adult and artist trying to make meaning from her own life, Unson learned that the stereotype that Filipino people ate dogs was popularized at the World's Fair and published in newspapers at the time. She shares with Slivka's students, "As a Filipino, you never see yourselves on walls in art galleries. I feel a responsibility as someone with a marginalized identity to flood the archive with images. The archive is never neutral." For Unson, research is part of the process and is visibly reflected in her work. She layers text and images. She adds portraits of her own family members to book illustrations. Dr. Slivka asks Unson if she is seeking a resolution or if the tension in her work is perpetual. She answers, "It's always unresolved."

Unson walks the painting class to the same piece that had absorbed me and explains that it is a portrait of her daughter layered with a World's Fair document and the myth of Maryang Makiling. Maria was a Filipino woman with two suitors—a foreign soldier and a local Filipino man. The soldier had his rival killed, and

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Research is part of Unson's process and is visibly reflected in her work. She layers text and images and adds portraits of her own family members to book illustrations.



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Maria cursed him. Unson included mangoes because the word for mango is a sexualized term for a Filipino woman. William Howard Taft once said, "Your islands are as beautiful as your women." The painting represents Unson's identity extending to the past and to the future of her family and the Filipino people. The daughter is a physical person who lives in two worlds. Unson is interested in how the colonized see themselves. She says, "They see themselves through a lens. There was always empire—before the Americans, the Spanish, and before that, the Javanese. How do you not be a victim? How do you reclaim these narratives and make them something positive?"

Alex McCarter '25 found the gallery tour interesting. He said, "My mom is from Vietnam, and she was also colonized." **Alyssa Harris '25** thought that Unson's message was "how important it is to find your voice when people before you have been shut down...reclaiming our stories but telling them in our own way to resist assimilation."

Helping our developing historians see art as both artifact and research

When the History Department learned about Unson's exhibit on campus, they also jumped on the opportunity to gather the History of St. Louis class for a special presentation. The course's curriculum includes the World's Fair and its Philippine Exposition.

Alex Rolnick, Upper School History Teacher, explained the value of the connection since "Ria's focus on careful observation and her invitation of students to notice and 'dig a little deeper' into the ideas and beliefs they have" hews so closely to the MICDS mission of building our students' critical thinking skills.

We gather together after lunch in Brauer Auditorium. Students come in, chatting and checking their phones. **Chris Ludbrook, Upper School Dean**, calls out, "All right, Juniors, zoom on down. Get ready!" A student asks me whether they have to take notes. Unson begins, "I hear that you guys are studying the World's Fair." She clicks through slides of photographs of the fair and shows students how it was organized to create a striking contrast between the huts of the Philippine Exhibition and the grand vistas of the Western buildings, willfully ignoring that Manila was, even at that time,



"As a Filipino, you never see yourselves on walls in art galleries. I feel a responsibility as someone with a marginalized identity to flood the archive with images. The archive is never neutral."

RIA UNSON





a thriving cosmopolitan city. She shares the work of historians who connect the fair to then-Governor General of the Philippines William Howard Taft's goals of building support for colonization. The Philippine-American War ("Have you heard of that?" Unson asks. Students nod.) began when America took possession of the Philippines from Spain at the end of the Spanish-American War. It led to the death of one million Filipino people. Taft hoped the fair would bolster support for the ongoing occupation of the Philippines and "exert a very great influence on completing the pacification" of the Filipino people. Unson stands before the students, an American, and also the intended object of Taft's plan. But she commands the room and tells the story.

She wraps up her presentation by asserting that students need to understand that what they see must be read for its intentions. "Who is the work by, and who is it for?" With the Philippine Exposition, Taft was very explicit about his goals to implant ideas with Americans that served his goals. Because for American fairgoers in 1904, Unson argues, there was some cognitive dissonance between a narrative of liberation and the ongoing occupation and colonization of another country. In a democracy, politicians are always trying to bolster their support. And those same tools of representation are available to all of us. Since America colonized through stories and education, Unson uses books in her work. She painted a portrait of herself and her grandparents on top of a page from *Gulliver's Travels*. Unson ends her talk: "Ideas that you hear may serve someone else's agenda. And not just humans—now bots."

The day after the talk, I am in JK-12 History and Social Sciences Department Chair Carla Federman's History of St. Louis class in the library as she asks students to share what struck them from Unson's talk. **Anika Mulkanoor '25** says, "I thought it was interesting that people make assumptions and have stereotypes of different places. Manila is similar to New York." Mulkanoor talks about stigmas and how they can interfere with people's understanding of where there are opportunities. The conversation then turns to the papers they are all working on in different classes as I slip out of the back of the classroom.

Ria Unson: *In the Beginning Was the Word* was on exhibit in the Messing Gallery, a gift of the Messing family, in memory of Roswell Messing Jr., class of 1934.

Unson presented to juniors in the History of St. Louis class about the 1904 World's Fair in St. Louis and its Philippine Exposition.



Senior Intelligence Officers Explore AI



I want Turkey! No, I want Turkey! I'll take China. How about Japan? Who wants Poland? Anyone want Poland? I'm Poland!

Upper School History Teacher Changa

Bey's senior elective, The History of World War II, was off to an enthusiastic start as students jockeyed to choose a country to research. Their mission? Assume the role of an intelligence officer for one of the countries impacted by the Munich Conference and develop an intelligence report. The challenge? Use ChatGPT to create a conversation that includes your position, country, leaders, event, responsibility, etc. While the ChatGPT report provides a solid foundation, Bey warned that it will be missing many specifics. Using primary and secondary sources, students added additional information and facts to the report in order for it to be informative, accurate, and actionable for the leaders of your nation. Final intelligence reports require the ChatGPT conversation thread, five additional sources (two

primary, as a minimum), and an annotated bibliography to support the report itself.

To give his new intelligence officers a good start, Bey brought in a guest speaker: Lieutenant Commander Ryan Weber, Ret., of the United States Marine Corps and Navy, and a seasoned intelligence officer. Weber began by offering a brief overview of his military career, noting that he began by enlisting in the Marine Corps and working on Harrier jets before attending the U.S. Naval Academy in Annapolis. He was a freshman when 9/11 happened, and he recalls walking into class and hearing rumors about airplanes crashing into the Twin Towers. It was his first class of the day, naval history, and he watched both towers fall in New York with his professor. Within five minutes, he said,

she was able to explain Afghanistan, Al Queda, Russian connections, and how the world would be affected. "She could essentially predict the next ten to 20 years," Weber said, giving that experience the credit for his change of major to history. "It can be a superpower to be able to use history to look into the future."

After graduation, he traveled the world, working as an intelligence analyst in many different countries. "The more I worked around the world, the more I realized how much we have in common," he told the students. "You can see the universal truths and motivations that everyone has. Whether you're a subsistence farmer in the Middle East or a Ph.D. in another part of the world, we all have stuff in common."

He also spoke about the importance of diversity in the field of intelligence analysis. "The intelligence community

needs to bring people in from all different backgrounds to better understand the world," he said, noting that diversity of thought, culture, experience, and ideas enhance the work of the larger intelligence community. "Whether it's the CIA, the DIA, NSA, or the NSA...we're all on a team, and the goal is to have as much of an understanding of the world as possible. There are new media, signals, and pictures, and we are fusing that together and offering our leadership the best understanding of the world as we can."

Weber explained that the ability to have an impact on what world leaders consider when they're developing plans or responses is humbling. He described working on national security reports, knowing that they could soon be briefed to people as high as the president of the United States. "Because of the

>> continued on page 52

"I thought that Lt. Commander Weber was very interesting. He opened a new door for me to look at our past and predict what we should do and what will happen as well. By integrating this new mindset into my research process, I was able to go more in-depth with the intelligence report."

JULIANNA RESCH '24.



>> continued from page 51

job and training, I was able to do that. It was humbling and super cool." He challenged the students to imagine they were informing the President with their intelligence reports. Weber worked with all branches of the U.S. military and different branches of the government. When he was stationed in Israel, he worked for the ambassador.

Weber retired from the Navy and is now an analyst for Netskope, a cybersecurity company in Clayton, Missouri. He explained that he uses ChatGPT every day in his job, and he always starts first with saying, "I know nothing; how would Generative AI attack a problem differently." He feels the invention of AI software ranks as high as the invention of the Internet and higher than the iPhone, and he sees it as a powerful tool. "It makes life easier," he said, "but it raises the bar on what we should be doing." He then went through a quick lesson on reverse-engineering the assignment, using the app to provoke questions that he can then use primary sources to find the answers. There are two questions he starts with: What is going on in the world, and what questions should we be asking?

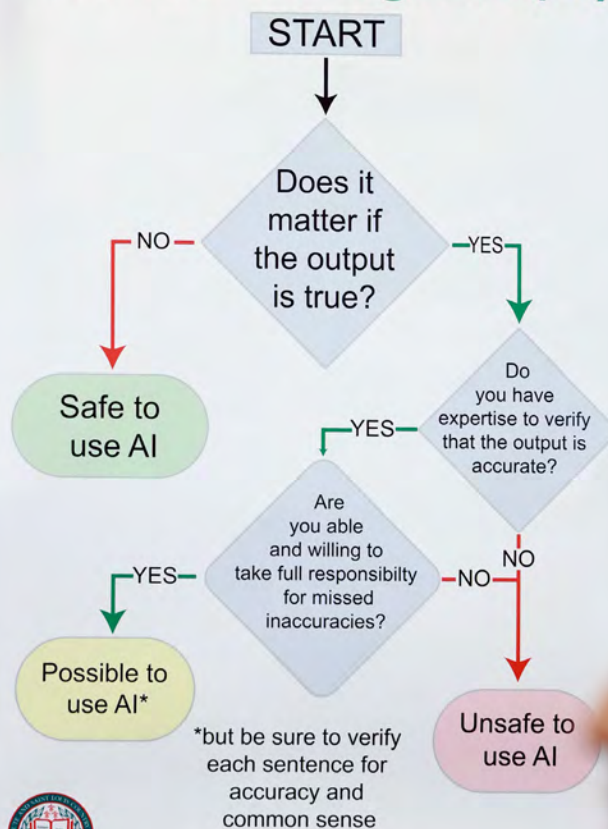
He then divides the "big picture questions" into different categories, delving into "how well do we understand what's happening" and "what can we add to help keep leadership informed." ChatGPT is useful for spurring lightbulb

moments, sparking questions that you might otherwise not think to ask. Starting with the big picture leads users to identify primary sources that will allow them to write a solid intelligence report. Then you're off and running, looking for primary sources—in this case, a document like the Munich Agreement—and there's your answer.

How should students approach the overwhelming amount of information

available? It's a problem that the intelligence community also struggles with. Weber once again relies on a series of questions. "You have to have a reason to write everything," he counseled. "What's the thesis? How are you informing leadership? How does this factor into the bigger picture? Why is someone above me wasting time reading this report?" There is an abundance of data available today,

When is it safe to use Artificial Intelligence (AI)?



"When I signed up for the class, I had no idea that we'd have the chance to speak to an intelligence officer. That's the field that I want to go into, and his background in service, as opposed to being a civilian, meant that he could answer super specific questions that I hadn't been able to answer using the internet. Our project is to create an intelligence report, and since that is what intelligence officers do, having a former one explain the format and purpose made the whole process easier to understand and really made a career in that field seem more achievable!"

VIRGINIA PORTELL '24



“The intelligence community needs to bring people in from all different backgrounds to better understand the world. Whether it’s the CIA, the DIA, NGA, or the NSA...we’re all on a team, and the goal is to have as much of an understanding of the world as possible. There are new media, signals, and pictures, and we are fusing that together and offering our leadership the best understanding of the world as we can.”

LIEUTENANT COMMANDER RYAN WEBER, RET.

and it’s the analyst’s job to filter through it to pull what is essential for a firm understanding that underpins decision-making. “It’s about details, accuracy, and usability,” he said. “You can’t answer the question at the tactical level if you don’t understand how it feeds into the bigger picture, so you need the background. All you can do is do your best.”

“Artificial intelligence is a tool that will impact the rest of your careers and the rest of your lives,” said Weber. “Get on and keep learning more.” Still, he stressed, it’s important to recognize its limitations. “AI will absolutely hallucinate answers and give you wrong answers. If you question the sources, it’ll back down immediately and say you’re right, which tells me it’s still fallible,” he said. The software continues to evolve and develop, so Weber recommends staying current on new iterations and testing it along the way.



“I thought that Lt. Commander Weber was very interesting,” said **Julianna Resch '24**. “He opened a new door for me to look at our past and predict what we should do and what will happen as well. By integrating this new mindset into my research process, I was able to go more in-depth with the intelligence report.”

Virginia Portell '24 said, “I love learning about WWII, and especially the intelligence side of it. I’ve read multiple books, both historical fiction and non-fiction (*The Paris Apartment*, *Wise Gals*, *The Rose Code*), about intelligence officers in France, England, and the U.S., so I wanted to branch out a little

bit. However, when I signed up for the class, I had no idea that we’d have the chance to speak to an intelligence officer. That’s the field that I want to go into, and his background in service, as opposed to being a civilian, meant that he could answer super specific questions that I hadn’t been able to answer using the internet. Our project is to create an intelligence report, and since that is what intelligence officers do, having a former one explain the format and purpose made the whole process easier to understand and really made a career in that field seem more achievable!”

Upper School Play Recognizes Unknown Astronomer

Silent Sky shares the story of Harriet Levitt



A small but powerful cast and crew illuminated the contributions of an unknown astronomer, Harriet Levitt, to our understanding of the cosmos even today through their production of *Silent Sky*, a play by Lauren Gunderson.

With a brilliant starfield twinkling as the backdrop of several scenes, the actors guided the audience through an exploration of a variety of sensitive topics: the difficulty of recognizing women's contributions to science, the pull many women feel between career and family, and the importance of tending to interpersonal relationship building even while exploring your dreams.

Abby Gray '24 animated the lead character, Henrietta Levitt, through an emotive display of passion for her work, the struggle to find a place of relevance in a male-dominated field, and her relationships with other women, including her fellow "computers" and her sister. **Laurion Nicholson '26** found a balance in her portrayal of Margaret Levitt, Henrietta's sister, by showing both love and care for her sibling even while growing increasingly frustrated by her absence. In the end, the sisters reconcile, learning more about each other and the role of their support.

Henrietta's fellow "computers," Annie Cannon (played by **Katherine Rose Ellenhorn '26**) and Williamina Fleming (played by **Natalie Benoist '25**), were perfect complements, pushing the story forward in a variety of subtle and ingenious ways. The audience adored Benoist's Scottish accent and delivery of pithy lines, and enjoyed watching Ellenhorn transform her character from a standoffish matron to a staunch supporter of her colleagues





and indeed all women through her work as a suffragette. Finally, **Grant Nicholson '24**, the only male cast member, delivered an outstanding performance as Peter Shaw, a higher-ranking colleague of the computers and eventual love interest of Levitt. Nicholson's ability to crack his voice at just the perfect moment and portray a variety of emotions, from awkwardness to burgeoning love to frustration to acceptance and support, rounded out the cast of this outstanding production.

"This has been one of my favorite shows to work on, especially since we had such a great time and a great cast," said Benoist. "This show was a fast one; we had a little more than a month to get the show up, which is a lot faster than normal. With that being said, the way we worked as a cast and the direction of Ms. Hood, we all really got to grow as people and as actors. As Ms. Hood has said, we

knew we did something right when she started crying. The story, for me, was truly moving because of the clear connection you can see between all of the characters, and the story of Henrietta is just beautiful and tragic. All of the work she put into furthering the knowledge of the astronomy world is amazing."

The scenes were grounded in a set of elegance, simplicity, and depth. Each prop, whether large or small, contributed to the production without distracting from the performance. The lighting was exquisite, from brightly lit spots to moody, fog-filled scenes. **Greysen Brown '24** designed a "Star Drop" that perfectly portrayed the night sky, with small lights twinkling to evoke the vast cosmos that has drawn human attention for thousands of years. **Ellie Chen '26** and **Max Charnond '25** were tucked into the back of the set, providing a foundation of beautiful music throughout the production.

"I created the Star Drop using fiber optics over an 18-20 hour process," explained Brown. "The entire project, I stood on a genie lift pretty high into the air, almost to the ceiling of Orthwein. It was all made from scratch; I had no reference for it. *Silent Sky* was an amazing experience and is now the centerpiece of my college technical theater portfolio. I have already gotten offers from my stars alone. I'm glad I was able to showcase the skills I have learned and will be taking to college."

Congratulations to the cast and crew of *Silent Sky*. Bravo and Brava for an incredible performance and portrayal of a story that more people should know!

The Music of Me

Using Art and Music to Explore and Express

“It’s been such fun collaborating with Sarah and seeing and hearing the children share about the social-emotional impact of music in their lives.”

LOWER SCHOOL MUSIC TEACHER
DR. KATY NICHOLS

Artists have long used graphic representations and music to explore and express who they are to the world. Both are excellent tools for students to use, which is why our **Lower School Art Teacher Sarah Garner** and **Lower School Music Teacher Dr. Katy Nichols** collaborated to create a social-emotional learning project for their students.

In art class, students created symbolic self-portraits by designing record album covers. They explored creating album art representing feelings or unique things about themselves that others may not know or see. Garner encouraged them to brainstorm and sketch ideas to develop an album title, five song titles that represent them, and symbols to design an album cover with elements of art and design, including composition, balance, overlapping, emphasis, repetition, and color.





In music, Dr. Nichols helped her students research songs that connect to their feelings. Each child chose a song that best represents themselves or the song they listen to most frequently. They wrote about why they chose their song, what it means to them, and how it makes them feel when they hear it. They researched the performer, the composer, and the song's release date. Students listened for musical elements such as the song's tempo, genre, and instrumentation. Each student then created a presentation about "The Soundtrack of My Life" using a Google Slide template, learning how to insert a music video and create a descriptive link text and other editing tools such as changing font and background colors.

Once their presentations were finished, they took turns sharing with their classmates. "The kids are very proud of their work," said Dr. Nichols. "**Ava H. '32** presented on her birthday and was very excited to share Halle Bailee's rendition of *Part of Your World* with her classmates. **Dylan Y. '32** presented *The Haaland Song* and was all smiles the entire time. He acted as the expert for his song choice and seemed very engaged with the presentation and his audience."

"It's been such fun collaborating with Sarah and seeing/hearing the children share about the social-emotional impact of music in their lives."

What's the song that best tells the story of you? If you need some advice, ask one of our expert Beasley students!



#RamNation

2023

Rams Rewind

FALL SPORTS SEASON RECAPS



Boys Cross Country Head Coach: Chris Rappleye

Two State qualifications and strong finishes

The Boys Cross Country team capped its season with a series of personal best times in the League, District, and State meets at the end of the season. **Will Fendler '26** hit his personal record at the Metro League meet at Principia, followed by similar achievements by **Jacob Daus '25**, **Alexander McCarter '25**, **Hale Foster '25**, and **Cam Martin '25**. **Lawrence Lee '27**, **Daniel Haas '27**, and **Shrey Radhakrishnan '27** ended their first year with the team by peaking as the season closed as well. At the District meet, in an effort to qualify for State,

Heru Bey '27 ran his best meet of the season on a challenging course in a cold, wet wind. **Alex Bierling '25** also dashed to his best, and **Forest Gong '27** completed the 3.1-mile course quickly. Captains **Liam McCarthy '24** and **Wyatt Dickherber '24** both qualified for State in Columbia the following week with a 27th and 28th place finish at Districts. At State, McCarthy passed 27 runners in the final kilometer to finish in 17:37.10, only a few seconds off of his best time, and Dickherber closed hard to run his best ever time. The team was pleased to see these two terrific leaders have such a strong close to the season and are looking forward to building on the team spirit they helped forge during the year. The Rams will be returning with a strong core of athletes who've benefited from a sustained work ethic over this and past seasons and look to return to State with the full squad next year.

Girls Cross Country Head Coach: Jim Lohr

Metro League Champions and 8th Place
State Finish

The MICDS Girls Cross Country team had a solid season with plenty of bright spots. The Rams were Metro League conference champions, with **Grace Coppel '25** and **Frances Applegate '27** earning First Team All-Conference honors. **Bridget Clennan '24**, **Abby Wyckoff '24**, **Addison Small '25**, **Alexandra Walker '24**, and **Maitland Michaelson '27** all earned Second Team All-Conference.

The Rams were runner-up finishers at the MSHSAA District Championship, earning a trip to the State Championship as team qualifiers. Coppel was the individual District Champion, with Applegate finishing in the runner-up position. The team had several individuals who were state qualifiers based on a finish inside the top 30. Along with Coppel and Applegate, Clennon, Small, and Walker also finished fast enough to earn their ticket to the Gans Creek Course in Columbia.

The team arrived at the State Championship with the goal of finishing in the top 10 of the 16 team qualifiers. The girls managed to race to an 8th-place finish. Applegate finished 9th overall, and Coppel finished in 13th. Both earned individual All-State honors.

A team's good fortune and performance is determined by its leadership. The captains for this season's team did an outstanding job. **Kate Williamson '24**, **Annabelle Medler '24**, **Clennan**, and **Wyckoff** grew as leaders and were the driving force of this year's success. Medler won the team's Harriet Green Award as the team's most inspirational athlete.

01. The Boys Cross Country team capped its season with two state qualifications and a series of personal bests.
02. The Rams Cyclocross team swept the podium early in the season and closed it with charity fundraising.
03. The MICDS Field Hockey team finished the season with a 16-7 record with several Metro League first and second-team honorees.
04. Girls Cross Country landed the Metro League Conference Championship title with several first and second-team honorees.

Cycling

Head Coach: Chris Ludbrook

Podium sweeps early lead to competitive season and charity fundraising

Rams Cyclocross came out of the starting gate swinging this year by sweeping the podium for the first two weeks of the SuperPrestige Cyclocross Series in Illinois. **Connor Paine '24**, **Sawyer Merlin '25**, **Ash Falk '26**, and **Kolce Mileski '27** all shared in the glory. The success continued as the team headed back to St. Louis in October, with Paine, **Joe Intagliata '25**, and Falk taking first through third places in the Junior Division in Queeny Park. As riders moved up to the more competitive adult divisions, Paine, Merlin, and Intagliata all pushed towards top 10 finishes with older, more experienced cyclists. The team took a week off of racing in late September to support Sawyer Merlin's Pedal the Cause team, "Merlin's Magical Riders." Their efforts raised over \$40,000 to help find a cure for cancer. The team then turned their efforts to indoor preparations for the highly anticipated spring road season.



Field Hockey

Head Coach: Lynn Mittler

Making gains thanks to the leadership of seniors

The Field Hockey team made huge strides after our challenging season last year and finished with a 16-7 record. Highlights included a second-place finish in the Huskie Invitational in Oak Park, Illinois, and a 2-1 pool performance at the Gateway Classic. The team was led by 11 seniors who created not only a wonderful environment for their teammates but urged a daily attitude of focus and determination. Metro League First Team members are **Ella Brauer '24**, **Ella Etherington '24**, **Ellie Lochhead '24**, and **Katie Sheehan '26**. Metro League Second Team included **Maggie Gonzalez-Navarrine '24**, **Rebecca Sennaraj '24**, **Mia Brauer '26**, **Georgia Lochhead '26**, **Ellemieke Ferguson '27**, **Mallory Jerlecki '27**, and **Katherine Schott '27**.





01

Football

Head Coach: Dr. Fred Bouchard

*Continued success as program builds,
second place at Districts*

The 2023 Football Rams entered their second season in Class 5 due to MSHSAA's multiplying factor based on the team's recent success. Four weeks in, the team secured a 42-13 win over John Burroughs for a Homecoming victory. In post-season play, the Rams dominated McCluer High School 42-6 before traveling to Hazelwood East HS and winning 35-14. The District Championship was played against the #1 ranked team in Class 5, Cardinal Ritter. The Rams finished the regular season 9-3 and took 2nd place in Class 5, District 3.

The 2023 team was represented by team captains **Willy Carpenter '24, Jeremiah Clay '24, Carter Enyard '24, Davis Schukar '24, Luke Allgeyer '25, and Peyton Simon '25**. They did an amazing job of keeping the team focused and working toward continual improvement over the course of the year. The following Rams earned All-Conference: Offensive Player of the Year in the Conference: QB **Brian Gould '25**; First Team All-Conference Selections included: Schukar, **Miles Coleman '26, Graham Faust '26**, Enyard, Allgeyer, Carpenter, Simon, **Adrian Ritchey '25, Henry Rohan '26, and Malik Orsan '25**. Second-team selections included **Gabe Weaver '26, Walker Graves '24, Ben Petersen '26, Clay, and Michael Larkin '24**. **Justin Bishop '27** and **Gokhan Yilmaz '25** were picked as honorable mention selections.

Congratulations to the following players for achieving All-State: First Team and Academic: **Carter Enyard '24**. First Team: **Lucas Allgeyer '25**. Third Team: **Ben Petersen '26, Graham Faust '26, Brian Gould '25, and Davis Schukar '24**. Academic All-State: **Gokhan Yilmaz '25, Willy Carpenter '24, Michael Larkin '24, Joseph**

Walsh '25, and Gabe Weaver '26. These players earned All-District: First Team: **Malik Orsan '25**. Second Team: **Peyton Simon '25, Miles Coleman '26, Adrian Ritchey '25, and Jeremiah Clay '24**.

The Rams will return at least 17 starters for the 2024-25 year and look forward to continued high-level success in the years to come. Congratulations to the seniors, and best wishes as they venture into college.

Girls Golf

Head Coach: Diane Gioia

*A winning record with every golfer
contributing a score*

Girls Golf finished the season with a winning record of 5-4-1 and marked a new milestone: every single golfer on the varsity roster contributed at least one score in a match this season! Their success was truly a team effort. The team achieved a third-place finish in the District Championship, and two players competed at the State Championship. **Morgan Withington '25** and **Mac Froedge '25** were the anchors of the team, with each earning medalist honors during the regular season. Withington finished in solo second place at the District Championship with the lowest 18-hole round recorded in MICDS golf history with a -2, 69 and Froedge finished T-7. At the State Championship in Farmington, Missouri, Froedge finished T-21 and Withington finished T-29. Returning sophomore **Claire Kaiser '26** had strong showings in the first few matches of the season. **Julie Qian '24, Zoie Tolson '24, and Kelly Zhao '24** added experience, leadership, and humor to the squad, and newcomer **Lily Loeb '25** was vital to the success throughout the season. Coaches Gioia and Wells strongly felt this would be a great season for the team, and the players lived up to that expectation. The team's three seniors will be missed next year, but their spirit will live on in the returning players.



02

01. The MICDS Varsity Football team took second place in the Class 5, District 3 finals.

02. Morgan Withington '25 was one of two Girls Golf team members who competed at State and finished Districts with the lowest 18-hole round recorded in MICDS golf history.



Photo Credit: Paul Kopsky

Boys Soccer

Head Coach: Scott Laneman

Achieving goals and winning over JBS

The Rams 2023 soccer season was filled with many positives to build on for the future. The team set forth a few goals at the beginning of the season, and some of those goals were accomplished. The Rams improved on their 2022 season record and finished the regular season with a .500 mark of 10-10. The Ram schedule was extremely difficult, including the likes of Class 4 powerhouses SLUH, John Burroughs, and Kirkwood. Double OT was required to determine the outcome against SLUH, and the Rams fell just short in a 2-1 nail-biter. The Rams also saw multiple district champs this season in the likes of Westminster and Ladue, playing Westminster twice and Ladue in the regular season and district quarterfinal. However, the 2023 season highlight came at Homecoming, with the Rams defeating eventual Class 4 District 3 champ John Burroughs for the first time in 11 years in another double OT contest 1-0. The game-winning goal came on a strike from senior **Max Garcia '24** with 56 seconds left in double OT. The team was extremely organized and played their hearts out for the victory. End-of-season Metro League accolades include First Team All-Conference Garcia, **Aidan Helms '24**, and **Samruddh Singh '24** and Second Team All-Conference **Noni Aronson '24**, **Benjamin Gelven '25**, **Colin Hutton '24**, **Max Padratzik '27**, **James Snyder '26**, and **Aryan Tibrewala '25**.

The senior leaders provided a strong work ethic standard that the underclassmen will utilize moving into the 2024 season. The coaching staff would like to give a grateful thank you to seniors Aronson, **Charlie Fischer '24**, Garcia, **Ameer Hajji '24**, Helms, Hutton, 'Coach' **Hans Kamat '24**, **Dhruv Krishnan '24**, **Vivek Patel '24**, **Sam Singh '24**, and **Derin Whitaker '24**.

Boys Swimming and Diving

Head Coach: Chris McCrary

Strong showings at State and a victory over JBS

The Boys Swimming and Diving team finished their regular season taking second at the MICDS end-of-season charity invite and finishing 14th in the Class 2 State Championships. **Oscar Sorkin '25** was the team's top performer at State with a 7th-place finish in 1m diving. Captain **Jeffrey Ge '24** also finished in the top eight in the 100 breaststroke. Ge (200 IM), **Ian Boon '25** (50 Free), and captain **Sam Ellenhorn '24** (100 Fly) finished in the top 16, along with all three of the Rams' relays. **Daniel Chen '25** (200 Free, 100 Back), **Henry Clay '24** (100 Fly), and **Daniel Kuhlman '27** (1m Diving) also competed at State. A high point of the regular season was defeating rival JBS in the annual Homecoming meet.

01. On Homecoming weekend, the Boys Soccer team defeated John Burroughs for the first time in 11 years in a double overtime 1-0 contest.

02. The Boys Swimming and Diving team took second at the MICDS charity invite and finished 14th at State.

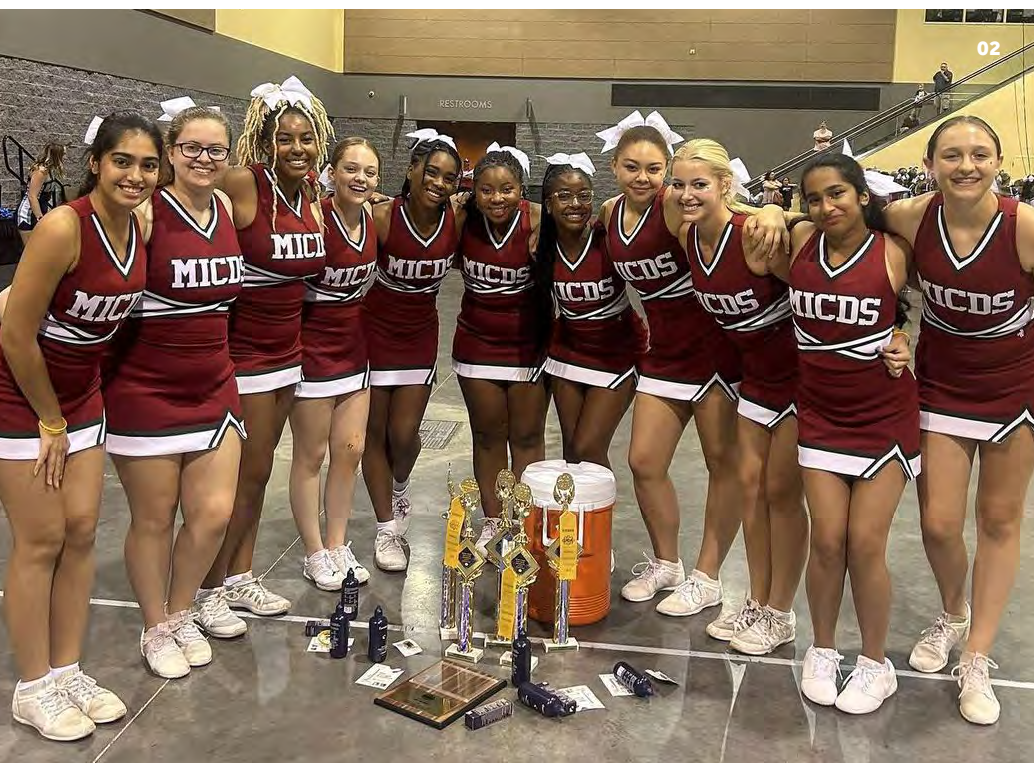
Girls Tennis

Head Coach: Brad Heinemann

Individual Singles State title for Rachel Li '24

This year again, the Rams were placed in a tough district. They played well and ended up losing in the finals to defending champions Ladue, who also won their second straight State title. In the Individual Districts competition, **Mikaela Mikulec '24** had an impressive run to finish in 3rd place in Singles, while teammate **Rachel Li '24** won Districts and qualified for the Individual State tournament. Li played a fantastic State tournament and ended her season as the Class 2 Individual Singles State Champion. The season record was 9-7, with two losses coming at the hands of the 2023 Class 3 State Champions, John Burroughs School, and two against the 2023 Class 2 State Champions, Ladue. Li, Mikulec, and **Bennett Baur '25** were selected to First Team All-Metro League. Li was the first girls player to win an Individual Singles State title for MICDS in 21 years!

01. Rachel Li '24 was the first Girls Tennis player to win an individual State Tennis title for MICDS in 21 years
02. The Varsity Cheerleading team took home several awards at the Universal Cheerleaders Association pre-season camp and clocked 1,733 pushups in the fall season.



Cheerleading

Head Coach: Emilee Lemp Ivie '06

Accolades during cheer camp and an outstanding season of spirit

The Cheerleading team kicked off the season by attending the Universal Cheerleaders Association (UCA) summer cheer camp in Branson, Missouri. In addition to working on their skill sets for both cheer and dance, they earned some accolades: 1st place for Dance Routine Overall, Small Varsity, and 1st place for Cheer Performance Overall, Small Varsity. **Jada Greer '24** and **Haya Hussain '24** won the All-American Award for senior cheer performance. **Mia Krieger '24** earned the "Pin it Forward" Award for leadership, kindness, and spirit. The team was awarded the "spirit banana" for overall school spirit and positive attitude, and garnered two additional 2nd-place trophies and a 2nd-place ribbon. The team was also gifted a cooler and a plaque for winning the Traditions Award, given to the team whose traditions inspired the entire camp and brought the most energy. These traditions include but are not limited to their "Y-E-L-L" cheer, "The Winner's Circle" cheer they perform every time a game is won, and their basketball cheer, "The Mighty Varsity." They returned ready to share their spirit with the community. Krieger



and **Cora Bryan '24** were named captains for the fall season and served their team well. Attending all football games, both home and away, the cheerleaders supported the football players before and during the competition. They brought fresh choreography and new routines to the Homecoming pep rally, after spreading school spirit with vibrant decorations on the Upper School campus. They hit the deck and did pushups every time the football Rams scored, which meant they clocked in a whopping 1,733 pushups this season! Thanks to our seniors for serving as great role models for the rest of the team: Krieger, Bryan, Greer, Hussain, **Chloe Martin '24**, and **Nyla Meeks '24**.

Volleyball

Head Coach: David Owens

A season of improvement and a bright future ahead

The MICDS Volleyball program had a very good 2023 season with a record of 15-19, improving by 10 wins from the previous year. The team headed into Districts as the overall #1 seed but lost a very good District final match to Clayton High School. There were tons of bright spots over the season, including five wins over opponents the team had lost to the previous year. The team also

01. The Varsity Volleyball team placed second in Districts and several athletes were honored with All-District and All-Conference accolades.

earned a ton of post-season awards, more than in years past. This volleyball program is growing, and the talent is getting better and better, and the team is excited for the future. **Sarah Mills '25**, **Sophia Fischer '26**, and **May Durrill '27** were named to the All-District 1st Team. Well-earned post-season awards include **Ishika Kanjerla '24**, **Kamryn Reed '24**, and **Alexa Doumit '25** named to the All-District 2nd Team. Fischer was named 1st Team All-Conference and was runner-up for Player of the Year. All-Conference Awards include 2nd Team for Kanjerla, Mills, and Durrill, and Honorable Mention for Reed. The senior class—Kanjera, **Ava Moore '24**, Reed, **Julianna Resch '24**, and **Zoe Zlatic '24** left their mark on the team. They are a huge part of why the program is on the rise. The team is sad to lose them but excited for their future.

The Ball's in Your Court!

Save-the-Date for MICDS Madness March 7-13

Look lively, young alums: the crowdsourcing event of the year is coming soon—**MICDS Madness starts on March 7!**

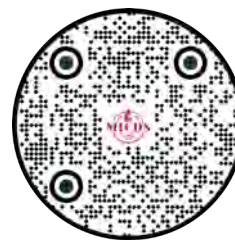
Join the proud tradition of young alumni giving back to MICDS. By participating in Madness, you'll come together with your fellow young alums to collectively impact today's student experience via support of the MICDS Fund. If it's your 5th to 15th reunion this year, **you're in the game.**

MICDS Madness amplifies funds already raised by the classes of '09 - '19. Today's students can change the world, and your support of the MICDS Fund will help fuel their journey. Want to get a head start? Get in the game now! Your early gift will still count toward your Madness class totals. Supporting MICDS is a slam dunk!

Mark your calendars: March 7-13, 2024



Get in the game now!



Save the date

Reunion Weekend 2024

May 2-4, 2024

Join your classmates and share fun memories

1944–**80th**

1949–**75th**

1954–**70th**

1959–**65th**

1964–**60th**

1969–**55th**

1974–**50th**

1979–**45th**

1984–**40th**

1989–**35th**

1994–**30th**

1999–**25th**

2004–**20th**

2009–**15th**

2014–**10th**

2019–**5th**

To help organize your class activities, call 314-995-7312 or email Louise Jones at ljones@micds.org.



BE BOLD

Leave a Legacy

The Eliot & Thompson Society honors alumni, parents, faculty, and friends who have included MICDS in their estate plans. A robust community of the School, members have a shared purpose: investing in the future of MICDS with a planned gift to ensure that future generations will benefit from the MICDS educational experience.

No matter your age or financial situation, there are planned giving vehicles that align with your personal priorities. Planned gifts can satisfy both financial and philanthropic objectives.

- Current and/or future tax advantages.
- An income stream for you and/or your partner during life.

- Designation for a particular fund or purpose that is meaningful to you.
- Clarity for those managing donor-advised funds or family foundations.
- Maintenance of your annual giving in perpetuity.
- Ability to make a significant gift when you no longer need the assets.

Will you BE BOLD and Leave a Legacy to MICDS' future with a planned gift? We know that if you contribute, it will be because you want to help make a difference in the lives of our students. Thank you for your consideration.

Contact the Alumni & Development Office at 314.995.7380 to consider options that meet your needs.

Why I Give

Gayle Bodine Garrett '74 and Her Love of Learning

Gayle Bodine Garrett '74 is celebrating her 50th reunion this year. As an alumna, a parent of an alum, and now as a grandparent of a current first grader, she has a long history of supporting the School through her volunteer work and contributions to the MICDS Fund. On the cusp of this milestone reunion, she fondly remembers planning her 10th reunion and was happy to share more about her connections to MICDS and the inspiration behind her gifts.



Q: WHY IS PHILANTHROPY IMPORTANT TO YOU?

A: I learned it from my father. He was very active with the Salvation Army, and some of my first memories are going with him when he was in charge of lighting the Tree of Lights and giving out gifts on Christmas Eve. He learned about giving back from his father and taught me from a young age the importance of it.

Q: WHY CHOOSE MICDS AS A FOCUS FOR YOUR PHILANTHROPIC SUPPORT?

A: I transferred to Mary Institute from another school in the fourth grade. I struggled at my previous school, and my parents wanted to move me to a new one. It was sheer luck that my parents lived close to campus, so they applied for me to attend. It was then that MI figured out I couldn't read. So, in the fourth and fifth grades, while my classmates were in music, I had special instruction in a room with a woman who taught me different strategies to help me learn to read. She would put words on the wall, and I followed them with my eyes. Within two years, I was completely caught up, reading with my class, learning better, and loving learning. It was such a great feeling in seventh and eighth grade when I really started to enjoy learning and love reading. Now, the world has better tools and resources to figure out how and why a child might be struggling, but my teacher's methods were on the cutting edge at the time. So, I deeply appreciate the education and nurturing environment MI provided for me.

Q: WHAT IMPACT DO YOU HOPE YOUR GIFT WILL ACHIEVE FOR MICDS?

A: My main reason for supporting education is to support teachers and the work they do in the classroom. Professional development is essential not only to them but also to the students they teach. Teachers are curious by nature and want to continue their love of learning, and I like supporting them. When I read about some of their professional development opportunities, I think, "What a great way for the School to retain excellent teachers." I've always felt that MICDS has a love for its faculty, and charitable contributions help provide opportunities that enhance teaching methods and even make teaching and learning more fun.

Q: WHAT REASONS WOULD YOU GIVE TO ENCOURAGE OTHERS TO SUPPORT MICDS?

A: Gifts to MICDS provide opportunities for all the children coming through the School. I always think that what's best for individuals is good for the whole. When teachers feel supported by their community and the administrators, they do great work. I really enjoy being involved with the School all these years later; speaking to my grandson's SK class last year about birds in Antarctica was a wonderful experience. A student asked me if I saw Santa Claus at the South Pole, and it led to a discussion about the differences between the North and South Poles and that Santa lives mainly in the North. The teachers were so happy to have me in, and we explored books together, which was truly fun. I'm so glad my grandson is here.

Class Notes

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

The following pages reflect
notes submitted through

October 30, 2023

Submit your news for the next issue to:
classnotes@micds.org

Alumni/ae Deaths

THROUGH JANUARY 5, 2024

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

Margaret Lansing Ekberg '39, September 3, 2023

Margaret Mathews Jenks '40, December 24, 2023

Margaret Happel Jolley '43, January 2, 2024

Elizabeth Skinner Smith '43, March 9, 2023

George David "Buzz" Stifel '44, May 20, 2023

Judy Crawford Hayward '47, September 16, 2023

Whitelaw Todd Terry Jr. '50, December 2, 2023

Marilyn Aff Erselius '51, December 7, 2023

Clare Lueking Chapman '51, December 5, 2023

Gene Ewing Smith Smith '51, December 1, 2023

Peggy Trigg Mosby '52, January 3, 2024

Derick Lord Driemeyer '52, December 8, 2023

Howard Elliott, Jr. '52, October 12, 2023

David Herold Wenthe '52, September 5, 2023

Donald Joseph Messmer '54, November 15, 2023

Charles Wesley Disbrow II '54, September 23, 2023

Ann Luedinghaus Case '56, November 2, 2023

Jane Lipscomb LaBonte '56, August 19, 2023

Gertrude "Gee Gee" Bland Platt '57, December 13, 2023

Susan Russe Daniel-Dreyfus '58, December 28, 2023

Frank Adam III '58, December 7, 2023

Fritz George Faerber Sr. '61, September 11, 2023

F. Gilbert Bickel III '62, December 11, 2023

Noel Volkman Cooke '64, December 24, 2023

Edward P. Collins '72, October 31, 2023

Jonathan David Dorton '79, September 2, 2023

Jonathan Moon '87, March 9, 2020

Christopher Scott Teutenberg '89, December 12, 2023

Margery Loren Plotkin '89, October 25, 2023

Faculty Deaths

Kenneth Gould Greenlaw Jr., Former MI and MICDS Arts Teacher,
August 26, 2023

Jacquelyn Jundt, Former Head of MI Beasley School, September 13, 2023

Births and Adoptions

WE WELCOME THE FOLLOWING CHILDREN TO OUR MICDS FAMILY.

Emily Rassieur Orthwein and Danny Orthwein '06,
Eleanor Collins Orthwein, August 9, 2023



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!

A random happening in the mountains of Colorado

Three people meet at the annual summer picnic of Mount Crested Butte, Colorado, and realize that they all had attended MI / MICDS. What a small world!



(l-r) Chris Hauck '18, Chandler Bohnn Gray '79, and Tina Frerichs Kempin '93.



Jackie Jundt *Mary Institute Administrator*

Jackie Jundt, Head of the Mary Institute Beasley Lower School from September 1977 through June 1982, passed away in late 2023. Her daughter, Julie Jundt Schaberg, wrote, "Mom was incredibly passionate about the education of very young children, with establishing a lifelong love of learning for them as her goal. She gathered a wonderful group of educators to implement that goal while she was there. Her time at Beasley was among the best years of her long career in education. She loved greeting the children throughout the day, whether outside as they entered the building to start their day or in the halls as the school day went by. Parents and teachers there became her close friends as they got together throughout her life."

Edes Gilbert was the head of Mary Institute at that time. She said, "Jackie Jundt led the Beasley School with confidence and obvious pleasure. She kept the welfare and progress of her young students and care for the faculty at the center of her steady leadership. Looking back at the years we worked together, the memory of the delighted expression on her face, when she was in a classroom, on the playground, or just talking with one of her students, is the first image of her that comes to mind when I think of her. At the many administrative and faculty meetings we both attended, she was an articulate advocate for her division of the school. Her students, their families, the faculty, and school community were well served by Jackie."

Jundt's grandchildren, **Caroline Schaberg Pope '09** and **Andrew Schaberg '13**, attended MICDS.

1959 MI

**SHEILA MORRIN HUMPHREYS**

shumphreys@berkeley.edu

Reminder to classmates: our 65th class reunion will occur May 2-4, 2024. Thanks to all of you who responded to the call to share news.

Last month, we reported the loss of our classmate, **Signe Whitelaw Myles**. Her sister, **Sandi Whitelaw Russell '65**, sent us a lovely photo of Signe in Mary Institute days. From the Smith Alumnae Quarterly: "Signe Marie Whitelaw Myles died July 18, 2023, from Parkinson's disease. Signe was born in St. Louis, but Marblehead, Massachusetts, was a key to her life and love of sailing. Signe was a natural athlete, named to the Mary Institute Athletic Hall of Fame and competing intramurally at Smith. She moved to Georgetown following Smith, teaching elementary school at Sidwell Friends and then in St. Louis. Signe loved music and was active in music activities at Smith and in St. Louis. She was awarded a Masters in Social Work from Washington University and, as a psychiatric social worker, followed her passion in helping children and adults."

Meredith Ittner: "I am planning to move (from the Peninsula) to Enso Village in Healdsburg next year. Meanwhile, I am involved with the huge task of downsizing books, clothes, papers, and china. I still garden a bit, but my biggest task has been to find homes for over a hundred potted plants. I have not been writing poetry, but my best creative endeavor is collage. I participate in a class that meets over Zoom once a week."

Sally Curby Johnston: "I am a co-producer of *The Wiz*, on tour before it heads to Broadway in March. It seems just the right time for this reimagined show. It's garnered mostly good reviews so far. Quite exciting. I was also on the St. Louis Grand Jury and served until December. It was interesting, overwhelming, and sad. I'm glad to do my duty but was relieved to give it up."

Cindy Wattenberg Berg: Cindy lives year-round in Frankfort, Michigan, in the cottage her parents built when she was nine. Both her children live in South Carolina. Her daughter and granddaughter visited her this summer. Her summers are filled with houseguests. In winter, she enjoys her view of the lake. Cindy is involved in her Presbyterian Church and its community outreach.

Jane Simmons Bickford: "I've just come back from a wonderful mother-daughter trip to Portugal. In September, my son, Louis, spent the month in Ukraine consulting on various human rights issues relating to the war. I spend most of my time in New Orleans, with summers in the Adirondacks. If anyone is planning a trip to New Orleans, please let me know. I'd love to get together!"

Sandy Doughton Chapin is still playing competitive tennis! "I am still playing mediocre bridge and passable golf and am on four tennis teams. After a certain age, one can appeal one's USTA ranking. Now they don't even review my record as soon as they see my age." Sandy is involved with the work of Project Lift, which addresses the needs of at-risk teenagers; and Family Promise, which works with churches to house the working poor. Now, the two organizations intersect because Project Lift is building tiny houses for those served by Project Lift.

Ginny Reynolds McIlvaine says she will be traveling to Lantana, Florida, from the North Shore of Boston after Christmas until mid-April and would love to get together with Florida-based classmates, such as Sandy and Mary, and visitors like Betty and me.

Amy Upthegrove Wheeler writes, "A year and three months after my husband, Dick, died, I fell and broke my arm on a last visit to my beloved, dying sister, **Betsy Upthegrove Cheek '57** (who died after a long struggle with ovarian cancer), so this year has been a long one of healing. Psychic and physical healing both take a lot of energy; I am one tired 82-year-old! Friends here, visits with Anne, and maybe a trip out to see my other sister, **Linn Upthegrove Wells '64**, and family in St. Louis are all a great help."

Margi Cardwell Higonnet was packing up to return to Cambridge from Paris when she sent this message: "I have been in Paris organizing the transfer of a CIPSH archive to the mother archive at UNESCO and meeting with the fellow owners of our 18th-century building, where we constantly struggle against humidity. Our daughter has just moved this weekend to Copenhagen. Ethel is totally devoted to her 10-month-old infant and doubtless is struggling to help him transition to European time."

Greetings, all, from **Sue Forney Boyd**. "Our oldest son rowed at the Head of the Charles and won, even beating some Olympians! While watching his race livestream, I remembered the first time **Steve '51** and I paddled our new canoe (a wedding present). We went to Forest Park. No sooner had we launched our canoe in the lagoon when the police arrived, arrested us for trespassing, and took the canoe! Fortunately, after we explained the situation, they relented, dropped the charges, and returned the canoe."

Carol Jacobs Montag: "I visited Long Island over the summer to see my son and his family. My grandsons are active in their sports; Henry is a soccer player, and Charlie is a swimmer. My Chicago life continues to be busy with lectures and French classes each week. My husband, Jonathan, continues his work as a music producer with a specialty in jazz. We have a mastering studio in our downtown loft, so I am surrounded by beautiful music 24/7, and he doesn't have to commute!"

Anne Scherck Morrison writes that she has taken courses at OLLI (Osher Lifelong Learning Institute), which is extremely rewarding and keeps her brain alive. Her husband, Alan, a professor at George Washington Law School, received one of three Lifetime Achievement Awards from a national law organization.

Quinta Dunn Scott reports that she and Barrie drive to dinner at O'Connell's Pub in St. Louis from their home in Waterloo, Illinois, once a month. She joins seven women friends while Barrie dines with one of the husbands.



01. Signe Whitelaw Myles '59, as remembered by her MI classmates.

02. A photo of Sheila Morrin Humphreys '59's son, Ben Humphreys, with Carol Bodenheimer Loeb '59, taken last spring at a Washington University Medical School event.

Quinta's mother, Tirzah Perfect Dunn, was a well-known artist and designer who created wallpaper designs in the 1930s. Quinta has donated some of her mother's designs to the St. Louis Art Museum decorative arts collection.

Brief notes:

Janet Beeler Nesin just renewed her Physical Therapy license!

Josephine Christian Weil traveled to Colorado at Thanksgiving to visit her daughter and her family, who moved there from Florida.

Carol Bodenheimer Loeb will receive the MICDS Distinguished Alumna award on April 2, which will be presented at a ceremony with three other recipients. Keep your eye out for an announcement of Carol's award from MICDS. Carol will be teaching an ACT course in January and February at MICDS.

Sheila Morrin Humphreys: After a sailing trip in French Polynesia in July and a delightful month in Maine, I just had a hip replacement. I count on returning to tennis in January in Florida, where I hope to see **Sandy Doughton Chapin**, **Ginny Reynolds McIlvaine**, **Mary Swarts Singer**, and maybe **Betty Noland Caravati** for lunch. My current project is to write about my family in St. Louis during the 1940s and '50s. My work of the past three years, 150W.berkeley.edu History of Women at UC Berkeley since 1870, is done and posted on the California Digital Library.

1959 CDS

ARTHUR LUEKING
arthurl@msn.com

As most of the class knows, courtesy of **Kent Faerber's** email, our 65th reunion will take place in May. I can only assume that there have been no changes to the schedule from what is contained within the email, so stay alert for any updates that may occur.

There isn't a whole lot of news right now, as the lunch regulars are mostly out of town. **Butch Welsch** is in Florida, as are **Julius Frager** and **Jim Schneithorst**. **Norman James** and I are the only regulars not traveling somewhere, although by the time you read this, Norman will have returned from his journey to New Zealand with stories of bungee jumping. **Nat Griffin** is still in town on his way to his ranch in Texas from Michigan, and I expect **R. K. Barton** to appear for his twice-yearly visit. The Monday lunches continue at 11:30 a.m. at Lester's, 9906 Clayton Road, in the heart of Ladue. Be there or be square.

The monthly Zoom meetings continue on the first Friday of each month at noon St. Louis time. If you would like to attend one of these meetings, just email Butch at bwelsch@weksch-heatcool.com, and he will send an invitation. We were joined for the first time by **Bill Spencer**, who lives on bucolic Fox Island, Washington, and operates a B&B there. He looks and sounds great and invites any classmates to visit.

1961 MI

CHARLOTTE MASTIN ELLIS
cellis57us@yahoo.com

I am sorry to report that we lost another classmate this year. **Leslie Gardner James** passed away in February 2023.

Claire Foster Evans had a great 80th birthday on a trip to Alaska with 20 family members. She is still teaching Bible study and she says she plays golf but not very well. She lives in three places: Vero Beach, Atlanta, and Vail. Claire has four children, 12 grandchildren, and three great-grandchildren. She says her biggest problem is falling. She sends love to everyone.

Diane Diederich Metz reports that news in southwest Florida revolves around Hurricane Ian. She had to have numerous repairs at her retirement complex. Her own apartment took five weeks to rehab and is done to her satisfaction. She also had to replace her car, as did everyone in her complex. Her son **John '97** now lives in Ft. Myers, and they get together every Sunday, which is a real treat. His older brother, **Albert '90**, and his family will soon be moving to the greater Orlando area. She is glad not to be alone in Florida. Her health is fairly good.

I, **Charlotte Mastin Ellis**, had a lovely 80th birthday. My daughter, Cynthia, and her husband came down from Wisconsin and gave a little party for me. I've been spending a lot of time in Madison with them. They would like for me to move there, but I would hate to leave St. Louis.

1963 MI

NETTIE ORTHWEIN DODGE

tndodge@tdnod.net

ANN KEELER POUCHER

ann@poucher.net

I, Ann, want to start off by relaying to all the St. Louis classmates—and **Nettie Orthwein Dodge**—how many of our members told me what a great job you all did organizing and pulling off the best reunion ever in May. Thank you so much!

Speaking of Nettie, she is settling into her new spot in Colorado. Although she misses “the wide open spaces” of Wyoming, she knows she did the right thing. Since the reunion, Nettie has seen **Sally Neuwochner Anderson** and Ken and **Barbara Martin Smith** and her son and family on an October trip to St. Louis. Sally has been on the move since May. She and Ken traveled to Santa Barbara, then Canada with a niece and spent six weeks in Santa Fe, then topped that off with a cruise on the Douro River in Portugal.

Lynn Frazier Gas is heading back to St. Louis in December to help out her sister, **Chesley '72**, after some surgery. She and Francois had a great time on a road trip east, visiting with **Roxie Pool**, **Edie Levy Brown**, and **Howie** along the way. After the reunion, she took a boat trip around La Paz, Bolivia. She just returned from a trip to Nepal, where she trekked the bottom third of the Everest Base Camp Trek—12,800 feet. Then she tackled the Tiger's Nest hike in Bhutan before heading off to Mexico.

Hila Hampton Green is still designing and making jewelry in the California Desert. She and Dan were in St. Louis this summer, visiting their two boys and five grandchildren. In the grandchildren arena, **Allison Bradbury Kitchen** reports that her grandson got married this fall, and her three great-grandchildren were flower girls in the wedding. Allison and Jim were able to spend July in Charlevoix, Michigan, in the cottage her great-grandfather built in 1902.

Suzanne Franklin Corry topped off her fall with a cruise in the British Isles, which was fabulous, and now has taken on the project of a new puppy. It is a miniature Bernedoodle named Annie (after me, I'm sure). Suzanne sent me a picture of her, and she is adorable!

Nancy Lungstras Broadfoot and Bert love their life in Atlanta, where all their kids and grands also live. They traveled last summer to Zion National Park in Utah for a grand nephew's wedding and will head west again to visit Nancy's sister, **Kay Lungstras Welsh '56**, and family.

Heard from **Susan McClelland Mosse**, who managed a quick reunion with **Susan Clifford Rayner** during the summer. McClelland is still busy with her work, and her historic garden—and her “wonderful” sons.

I, **Ann Keeler Poucher**, had to miss the reunion due to my COVID experience. After dodging the bullet for three years, I was furious to get it two days before I was to leave. Since then, we took a family trip to Greece, where we celebrated daughter Claire's 50th birthday, granddaughter Tala's 21st birthday, and Ralph's and my 37th wedding anniversary. I had my other knee replaced in August and have recovered well. Ralph is fine at 85, and we will be in Boca Grande, Florida, again this winter.

Once again, we all send **Barbara Martin Smith** our love and condolences on the death of her husband, Tim.

1964 MI

**JANE COX**

jdotcox@sbcglobal.net

ANNE STUPP MCALPIN

annemcalpin@aol.com

Ladies, **Jane Cox** and I assume that the lack of information for this edition of Class Notes must mean that you are planning to bring your news in person to our 60th reunion on the weekend of May 2-5, 2024!

We hope you received **Barbara Baur Dunlap's** fabulous email—full of Mary Institute memories—in October. It set the tone for the mellow, relaxed event Barbara has planned. We are all at the age where we should spare time to celebrate our shared past, share the stories of where life has taken us since Mary Institute, and discuss our future hopes and plans.

Last year's 60th reunion class claims to have had their best gathering ever. We know we will feel the same way. At our age and stage, we must seize the moment. It won't be a happening without all of us present. Bring your memories, giggles, comfortable shoes, and readers. The schedule follows, and we are expecting to see you in May.

Weekend Schedule of Activities

Thursday, May 2: Golden Rams Reunion Luncheon at the Saint Louis Country Club. Hen Party given by **Betsy Payne Biggs**, **Marianne Schultz Galt**, and **Kimmy Thompson Brauer** at Kimmy's house on Ladue Road.

Friday, May 3: Reunion Celebration Dinner in the MAC at MICDS.

Saturday, May 4: Tours of the School in the morning. Some golf carts should be available. May Day at 5:00 p.m. Cocktails for our Class (with your “significant” included) hosted by **Marie Campagna Brauer** and John, and **Kimmy Thompson Brauer** and **Steve '63** at Hunter Farms with the CDS “Boys of '64” and their significant others. They will move on to their class dinner, and we will stay at Hunter Farms for dinner.

Sunday, May 5: Brunch hosted by **Anne Stupp McAlpin** and **Blockie McAlpin '65** at the Deer Creek Club. All venues are equipped to deal with those who have mobility issues. There is free time during the day on Friday and Saturday. If anyone wants a tour of The Missouri Botanical Garden, The Zoo, and/or The Saint Louis Art Museum, we can try to arrange something. We are planning to have a brief service, hopefully with music in the Chapel, to remember those classmates who are no longer with us. Date and time are TBD.

Costs: Guest fee for Golden Rams Luncheon \$40; Fee for Reunion Celebration Dinner \$40 per classmate and per guest; hotel room at Frontenac Hilton \$167 per room (consider sharing with a classmate).

1964 CDS

JAY MARSHALL
cvcattle@icloud.com

Our 60th reunion is fast approaching, and plans are taking shape for the celebration. Nearly two dozen classmates have already indicated interest in participating, and we know the list will grow as May 2024 draws nearer. Those planning to attend as of now: **Agress, Bakewell, Baur, Crawford, Deibel, Freedman, Friedman, Hassebrock, Marshall, Jay Mason, Jean Mason, Mittleman, Morgan, Saxton, Scharff, Strassner, Watters, and Wolff.** Lucas and Stock are “likely,” and Widell is “maybe.” As for everyone else, we need to know if you’re a “definite” or a “maybe.” Future reunion communications may be limited to those responding, so it is important that we hear from you now, even if you’re still “on the fence.”

The basic schedule, which is still evolving: Thursday, May 2: “Golden Rams” luncheon for Country Day and Mary Institute five-year reunion classes starting with the 50-year returnees. Friday, May 3: All-Alumni Reunion Dinner at MICDS (we’ll have tables for our class). Saturday, May 4: Golf and other activities during the day. In the evening, those interested in visiting with our Mary Institute counterparts are invited to join the girls for an early, hour-long cocktail reception at Hunter Farms in Ladue, followed by a Country Day ’64-only dinner at St. Louis Country Club. If you want to be kept informed of all reunion plans but haven’t let us know of your interest, please contact Jay Marshall at cvcattle@icloud.com.

1965 MI

PEGGY DUBINSKY PRICE
nitereeder@hotmail.com

Jane Atwood Whitehead: How could I have a 50-year-old daughter? When she said she was giving herself a Barbie party, I knew I had to go. The highlight was Ken shooting out of the cupcake stand. He had to endure drastic amputation, as he is 12 inches and the launch tube was only six! Further details upon request.

Susan Caspari Carnwath: I’ve moved from England to Alameda in sunny California to be closer to my second son, and it’s great! (And warm and dry!)

Irene Leland: In August, I was officially inducted into The Akademia Hall of Fame! In other news, I drove to Rolla, Missouri, in September to pick up my new miniature poodle puppy, whom I named Caroline, and took her sister, as well! So, Renie now has two sweet furry bundles of joy and mischief!



01. Dick and Peggy Dubinsky Price '65 with Katie Price Testo '03 and granddaughters Siena and Claire at Cape Meares in Tillamook, Oregon.

02. An MI '65 oldie: Front (l-r): Anne Maxwell Walsh '65, Wendy DuBois Brockman '65, and Janet Wenzel '65. Back (l-r): Suzy Shoenberg Cronholm '65, Annette Morriss Clow '65, Molly Lane Mason '65, and Patti Baer Lehr '65.

03. Irene Leland '65 with her new poodle puppies.

04. Trudi Glick Carey '74 and Linda Glick '65 with Linda's daughter, Jan Holt, in front of the Miramar Hotel in Montecito, California.

05. Jane Atwood Whitehead '65 and her daughter, Hadley, at a Barbie party.

Connie Shapleigh Martin: We all thank Peggy for keeping our class together all these years! I'm more aware now than ever of what an excellent experience we had during our time at Mary Institute. A friend has a cat named Macavity, and I told her that T.S. Eliot read his poem to us in Chapel for the Centennial! We had four Shapleigh first cousins (Connie, **Jan Shapleigh Mackey**, **Lois Shapleigh**, and **Leigh Limberg Mason**) in one class...a record? Through thick and thin, laughter and tears, we try to live up to the standards learned: *Palmarum Quae Meruit Ferat*. (Note from Peggy: My sister, **Susan Dubinsky Terris '55**, co-wrote the song!)

Peggy Dubinsky Price enjoyed a fun mini-reunion lunch with **Jan Mackey**, **Jane Ruwitch Mitchell**, **Julie Grote Rogers**, and **Leigh Mason**. Next time, we'll take a picture!

Annette Morriss Clow had an exhibit in New York City at Noho M55 Gallery from October 17 through November 4.

Trivia question: Who has seen *Barbie*? Comments in my next column. P.S. Do NOT see it with your husband!

Book Recommendations: *Tom Lake* by Ann Patchett, *Romantic Comedy* by former St. Louisan Curtis Sittenfeld (even though I'm still upset with her for *Rodham*), and *Tomorrow and Tomorrow* by Gabrielle Zevin.

Our condolences to **Sandi Whitelaw Russell** on the loss of her sister, **Signe Whitelaw Myles '59**.

1968 MI

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The class of '68 celebrated our 55th reunion last June, with 13 attending the Golden Rams (that's a euphemism for old alumni) luncheon and the Reunion Celebration Dinner in the MAC, and 16 who enjoyed our class dinner. We thank **Holly Holtz** for hosting. How lucky we are that

so many could come. Some of us see each other frequently, others only every five years or less. Yet friendship pulls us close, and the years melt away when we are together. We understand each other.

Here's the news from our classmates:

Melissa Morriss Schroll describes where we are in life in our seventies: "We have to be happy with the status quo. Health is everything. My life is boring and wonderful." She fills in the details: "I still live in a suburb of Philadelphia. We have two daughters, each with two children, ages one through five. One lives outside of Boston, and the other in Dallas. We do spend a lot of time traveling, seeing family and parts of the world. We are very fortunate. I spend part of the winter in Vero Beach and see **Lou Horan Noland** and **Sandy Moulton Alvino**. **Jodie Brodhead Moore** has visited Sandy in the past. I just missed **Marmec Williams Lyon** last winter but hope to connect in March."

Helen French Graves takes the blue ribbon for most exotic travels: "After two postponements and a bankrupt travel company, my Iguazu Falls-Antarctica-and-Easter-Island trip happened in November! Ecuador with Galapagos and Amazon Basin visits in the fall, Singapore, Indonesia, and Australia in the winter, and an educational tour of Cuba with family in the spring. Nothing slated for travel next year—so far!"

Ann Grossman Boon also tells of distant places. "The most exciting event was a trip to Japan in September. I got Jim out of the USA for the first time since 1989! Japan and its people were wonderful. Meanwhile, we keep acquiring airline miles as we travel to NYC and Denver to see our grandchildren. While at home, I am still riding my horse, painting (watercolors), and training for the Centenarian Decathlon (it's the new thing)."

As always, **Becky Wells Mattison** keeps us laughing. "I'm still alive, which I consider a major achievement! I haven't killed my husband of 48 years—either intentionally or out of negligence. The kids have not put me into 'the home' yet—I can still pass their 'test.' After a year of treatments in the Boston area, we went back to New Hampshire. We still have a place in the suburbs of Boston, so when the snow gets

to be more than we can handle, we'll migrate south."

Jodie Brodhead Moore relates: "I 'drew the short straw' and am leading the committee to find a new rector at my church. Other than that commitment, I am still playing tennis, which keeps me very busy, and I enjoy time with my family and friends. At our age, what do we have to write about other than our grandchildren and our doctors' appointments?"

Betsy Fordyce relates: "Moving back to St. Louis was a good choice. I like the diversity of the Central West End and the quirky, friendly characters who live in my high-rise. I live two blocks from Forest Park, where I walk most days, and since I had a health issue, it's a bonus to walk to BJC for treatment. I hope to continue spending summers in Montana and take a few more international trips. (Went to Scotland recently in search of ancestors.)"

Lou Horan Noland writes: "Ted '67 and I continue to enjoy Vero Beach for six months out of the year. Highlands, North Carolina, seems to be our 'go-to' place for part of the summer to escape the hot STL weather. Our son **Tee '95** and his three children, along with our daughter **Laura '99** and her four children, all joined us in Highlands and then for five days on Lake Burton in Georgia. Ted and I enjoyed visiting London, where we unfortunately missed seeing **Victoria Schofield**! After a short visit to Scotland, we met my sister and her husband in Amsterdam to take a river cruise on the Rhine."

Karen Smith Hempstead says, "Ed and I have been enjoying lots of time with our family this year. We made several trips to California, once to see our granddaughter, Audrey, who had the lead role in a play at The San Luis Obispo Repertory Theater called *Honk! Henry*, our grandson from Dallas, came to visit and got a full dose of all the amazing things to see and do here in the 'Lou.' The highlight for him was the Cardinals Hall of Fame Museum. We see our four in St. Louis crew regularly, often for overnights."

Carol Ferring Shepley writes: “I am working on a new book about Emil Frei & Associates, a company making stained glass since 1898. We have two daughters in New York and one in Annapolis, Maryland, and four grandchildren. Our oldest granddaughter is a freshman in college. We visited New York to see her graduate and star in plays and to watch our grandson play football and golf. I babysat our two- and-four-year-old grandchildren in Annapolis and kept up with their pace, including the daily two-hour nap.”

Our sympathy to **Melissa Schroll** on the death of her mother. **Suzie Mullins Keeler '42** was so sweet and a very fun mom!

Thanks to all who submitted your news. We love knowing what you are up to!

And one last comment: This year, we have an award for the person who had the most accurate description of our stage of life. The award goes to Melissa Schroll, who said, “My life is boring and wonderful.” At times, most of us can relate to that! And Jodie’s comment was a perfect complement to Melissa’s observation that all we do is talk about our grandchildren and/or ailments and doctors’ appointments! Congratulations—you two ladies nailed it!

1970 CDS

PAUL C. ANAGNOSTOPOULOS

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Hearty salutations to all the classmates, family, and friends reading this installment of the CDS '70 Class Notes. I hope your health and happiness are abundant!

As is now the tradition, we held a mini-reunion dinner in October at the Racquet Club of St. Louis. Thanks, as always, to **Dave Oetting** and **John Fox** for hosting the event. You can see all the attendees in the photo below. We were quite pleased to have Larry with us, as many had not seen him in years.

Speaking of **Bill Swartout**, we enjoyed the article about his career in the summer 2023 issue of *MICDS Magazine*. I was particularly pleased that it included his stories from CDS and MIT and highlighted his interests in photography and videography. It is an excellent life story article. On the Monday following our reunion, Bill gave a well-received talk on AI at MICDS.

Dave Oetting let me know that he and Mary spent some time in the Cotswolds before their son Jonathan and family arrived. Then everyone took trips to Wimbledon and Legoland. Dave’s granddaughter, Georgia, was asked to be the flower girl for **Dan Claggett’s** niece’s wedding. Dave was happy to watch her walk down the aisle now, just in case he’s not around when she walks down for herself. (It was the daughter of Dan’s brother, **Charlie '66**, who was married.)

I spent time with **Bob Wells** while in St. Louis. He informed me that he took a 2.5-week vacation on the upper Oregon coast, “between Depoe Bay and Tillamook. Very relaxing, with temperatures maxing out in the low 60s and only falling into the 50s at night, and very little rain.”

I was pleased to hear from **Hal Bible**, who informs us that he and his fiancé, Marla, spent some quality summer time in Michigan with **Bill McMillan** and Kim. Yes, you read that right. Congratulations to Marla and Hal!

All is well here in Carlisle. We have been busy watching three new kittens zoom around



The 1968 55th reunion class, missing only Missy Ingham Pixton. Back row (l-r): Bo Singer Prattler, Jenny Ross Manganaro, Christy Marshall, Nancy Fisse Davis, Marmee Williams Lyon, Jan Howell Wisland, Susie Essen, and Susie Marschel Deffaa. Middle row (l-r): Bonnie Black Taylor, Carol Ferring Shepley, Jodie Brodhead Moore, and Helen French Graves. Front row (l-r): Karen Smith Hempstead, Shelley Painter Vaquer, Lynn Doris Ginalick, and Holly Holtz.



Members of the class of 1970: Ben Brink, Stu Clark, Phil Estep, Cap Grossman, Bob Hermann, Larry Lawless, Wes Mellow, Ernie Planck, Charlie Schott, Danny Stephens, Bill Swartout, Jack Thomas, Bob Wells, and Paul Anagnostopoulos.

the place. I'm all but retired now, spending time on my hobbies: building car models and programming emulators for fictitious '50s and '60s computers of my own demented design. I am also on the board of the corporation that owns the *Carlisle Mosquito*, the local newspaper that has not been bought up by the conglomerates. Cynthia continues to report full-time for the paper.

Take care, all.

1973 CDS



Hugh Burke '73 (center) is with classmates Byron Jones '73 (left) and Doug Rexford '73 (right).

1974 MI

CASEY MALLINCKRODT

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Muffy Roulhac Sewall is spearheading our reunion committee and reports: Hey, Class of 1974! It feels like only yesterday...but it was actually 50 years ago! Are you ready to join the

class to celebrate, reflect, catch up, and have a great time? Then mark your calendars to be in town May 2-4 for the fun. Plan to arrive on May 1. On May 2, we'll kick things off with the Golden Rams Luncheon at 11:30 a.m. On May 3, we have the 50th Reunion Reception at 5:30 p.m., followed by the All-School Reunion Dinner at 6. May 4 brings us campus tours from 10 a.m. to noon and May Day at 5 p.m. Plan your departure for Sunday, May 5. We are seeking your ideas and preferences for activities and parties during the open times. Keep an eye out in your email for a short survey asking your input. Please take a few moments to share them with us. If you are interested in working on a committee, providing an activity, or hosting a party, please let me know. See you May 2, 2024!

1977 MI

Laurie Clarkson Rhyme is enjoying being a grandparent to two sweet little girls and splitting time between North Carolina and Kiawah, South Carolina, with her husband, Joe. Laurie volunteers as a reading tutor for the adult literacy and ESL program at the YMCA.

1985 MI

AMY MCFARLAND DOVE

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From **Dorothy Dean Thomas**: I work as a wine business consultant, and one of my clients is The Lenz Winery in New York, for which I developed an event called Dinner in the Vines. Once a year, I choose a local chef who creates a five-course meal based on in-season local

ingredients that are on the flavor profile of five wines. Then I create a kitchen and a long farm table in the middle of the vines where the dinner is prepared and served. At sunset, the guests walk back to the Lenz courtyard, where I've set up an espresso bar and dessert table.



Dorothy Dean Thomas '85 at her latest Dinner in the Vines event, the first since the pandemic, with winemaker intern Luca Pucher from the Piedmont region of Italy.

2011 MICDS

Eric Nelson is a Naval aviator who recently graduated from the United States Navy Fighter Weapons School, better known as TOPGUN. He and his wife, Annie, have both served on aircraft carriers as F/A-18 Super Hornet pilots in the Western Pacific. Currently, they are enjoying life stationed in California.

Celebrating Ron Holtman

Alumni Reconnect on the Golf Course to Honor a Legacy

A total of 116 golfers representing seven decades of CDS and MICDS alumni came together on Friday, September 22, to participate in the 30th Holtman Cup Golf Tournament. During the beautiful sunny day, the players enjoyed a buffet lunch, 18 holes of golf, and a post-tournament reception. The tournament offers alumni who were taught and/or coached by Ron Holtman the opportunity to reconnect with old friends and classmates and honor the legacy of this beloved member of the teaching and coaching faculty. Holtman impacted many students over his 52 years at CDS and MICDS.

Special thanks to the Holtman Cup Golf Committee members who assisted in planning the tournament, and much gratitude to Maggie Holtman for her continued sponsorship, support, and help ensuring that all the things that were so important to Coach Holtman continue to live on annually. The Holtman Cup Golf Tournament is a beloved tradition for many alumni.

Winning Foursome: Congratulations to Justin Bryant '07, Stuart Beath '05, John Sedgwick '05, and Matt Mach '05 for winning this year's tournament.



Alum Shares College Journey with Engineering Students

Engineering students in **Upper School Science Teacher Travis Menghini's** class enjoyed a visit with MICDS alum **Lucas McCarty '21**, who shared information about his transition as a student on an engineering path from high school to college.

While at MICDS, McCarty was involved in FTC robotics, cycling, and the Entrepreneurship and Programming Clubs. During the pandemic, he and some fellow classmates

also launched MOtary Connections, a service to connect individuals wanting to register to vote with local notaries to notarize their absentee ballots.

McCarty is now a junior at Georgia Tech pursuing mechanical engineering, German, and computer science. He is still involved in robotics, is part of a team that builds electric Formula One-style cars, and is an engineering intern for Siemens.

During his Zoom visit, he offered sage advice about finishing strong in high school, maximizing student opportunities, and applying that same effort and more in college. He shared how failure and critiques are critical for learning and building experience, as is the importance of surrounding yourself with people more intelligent than you.

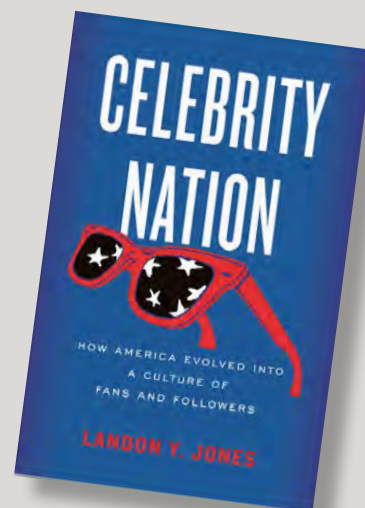


Landon Jones '62 Talks Books

Author interviewed by Dr. Tanya Roth, US History Teacher



Last summer, **Upper School History Teacher Dr. Tanya Roth** moderated a conversation at Left Bank Books with CDS alum **Landon Jones '62** about his most recent book release, *Celebrity Nation*. Roth shared, "His book is excellent—a great, easy-to-read examination of the importance of celebrity in American life and culture. You also learn more about how his time at People magazine shaped magazine journalism and about Lanny's professional background as a journalist (His first interview ever was with Malcolm X when Lanny was at Princeton!). It was a great, engaging experience, and Lanny is a wonderful person to talk to."

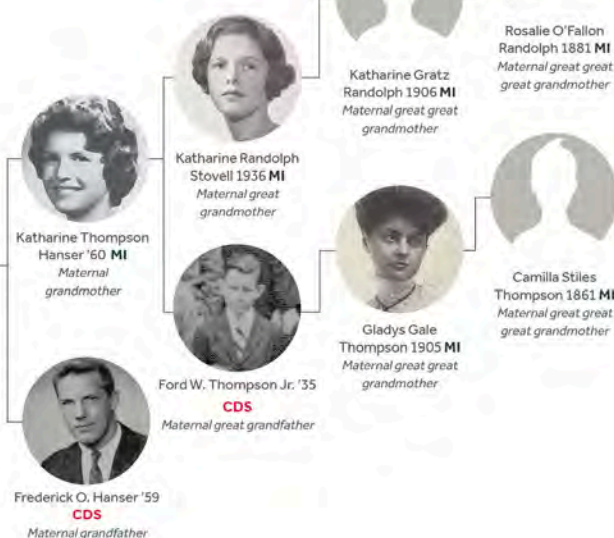


MICDS Class of 2024 Legacy Dinner

At MICDS, we are proud that our community has a strong tradition of family ties, where multiple generations within the same family have graduated from Mary Institute, Saint Louis Country Day School, and MICDS. We celebrate these important connections and legacies with our graduating seniors in the fall of each year. The 19th annual Legacy Dinner took place on Sunday, December 3, 2023, and we were able to honor all legacy families with a special booklet showcasing their family trees. The MICDS Class of 2024 has 25 members who were legacies. Several seniors were able to trace their families' connections to the School back to the 1800s!



Mikulec Family



Tschudy Family



Class of 2024 Legacies



Reception Welcomes Class of 2024 Parents

The Class of 2024 parents were celebrated last fall during an enjoyable evening in Hermann Courtyard filled with much reminiscing, good company, and laughter. Here's to a final semester of wonderful memories!





01. On November 19, 2023, **Harry Weber '60** was inducted into Missouri Sports Hall of Fame. His sculptures of famous sports figures are prominent at 15 professional and amateur stadiums, and the Hall of Fame has the most extensive collection of his work, with 36 bronze busts on the Legends Walkway and larger-than-life statues of sports greats.

02. **Lana Harfoush Link '04** is living in the LA area and is a film producer. A recent film of hers called *Pinball: The Man Who Saved the Game* received strong reviews from the *New Yorker*, amongst others, and her current work, *Kemba*, was a feature film at the St. Louis Film Festival last November.

03. **Nick Hawes '08** completed the Run Rabbit Run 100 Ultra Marathon. He said, "I ran 1,000 miles in preparation for the race and battled countless injuries while making significant gains in the sport. Friday, September 15, rolled around, and I made it happen! Not as envisioned but determination got me through each aid station. It is astonishing what the mind can do when the body is challenged with survival. Biggest takeaway: Challenge the impossible. The journey will change your life. You CAN do it!"

04. **Danielle Kain '21** reconnected with the Boys & Girls Clubs of Greater St. Louis and became the 2019-20 Youth of the Year (YOY). The YOY award is the highest honor a Club member can achieve. Kain is a Florida Institute of Technology (FIT) junior majoring in aerospace engineering with an astro emphasis. Her favorite class is Space Flight Mechanics. Since attending FIT, Danielle has been the recipient of a \$10,000 renewable Lockheed Martin STEM Scholarship, was inducted into the Phi Eta Sigma National Honor Society, and most recently became a member of the American Institute of Aeronautics and Astronautics.

05. **Skye Patton '23** is a figure skater touring with Disney on Ice. In November, she landed a starring role, playing Luisa from *Encanto*. After skating, she plans to earn a degree in architecture from the University of Michigan, hoping to work to reduce and reverse the impacts of social segregation and redlining through architecture and help individuals who were born in less fortunate situations.

06. **Martin Lammert '73** and **Lawrence Otto '73** had their photographic works on display at The Lockwood Gallery in St. Louis, an extension of the Book Book Go nonprofit that aims to provide books to children and families that need them.

(Photo shows Lammert and Otto with gallery owner Michael Shipley.)

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The legacy of school spirit runs deep at MICDS. On the left, Mary Institute students celebrate Spirit Week in 1990. On the right, their younger counterparts have a blast during Beach Day of their own Spirit Week in the fall of 2023. Each day the week before Homecoming, students dress up for different themes, including Red & Green Day and Homecoming T-Shirt Day. It's five days of fun before a weekend of community events and athletic competitions, uniting all Rams past and present.