

MICDS

THE MAGAZINE

VOLUME 34 NO. 2 | SUMMER 2024

The Debut of Winter Term

A unique, experiential
learning opportunity

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Editor's note: We did not give **John Johnson** due credit for his service to both CDS and MICDS in the last issue of *MICDS Magazine*. Mr. Johnson was a thoughtful leader for 11 years at St. Louis Country Day School before serving as President of MICDS for two years. We are forever in his debt and apologize for the oversight.

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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 MICDSSTL



Dear MICDS Family,

"There is nothing new under the sun." Hold that thought. "Hope springs eternal in the human breast." Hold that one too.

The life of our wonderful school proceeds in long cycles, as I have observed here before, but it proceeds in short cycles as well, and simultaneously. Ours is at once an endeavor of seconds and minutes, of hours and days, of weeks and months, and of years and decades—even of centuries. Ours is the record time raced, the door held open, the laughter shared, the question inspired, the sandbox dug, the acquaintance made, the experiment conducted, the idea hatched, the skill habituated, the novel experienced, the musical staged, the project completed, the championship won, the semester accomplished, the grade level succeeded, the friendship deepened, the childhood and adolescence steered, the character ingrained, the foundation set, the diploma earned, the affection sustained, the reunion enjoyed, the generation renewed, the life modeled, and the legacy bestowed. Our work at MICDS is all of these things, always and again.

In these pages you will find stories of past, present, and future alike. Did you know that our beloved Prize Speaking Contest turned 107 this year? Or that Chris Rappleye, the longest-serving member of our Upper School faculty, has cultivated over the course of his decades of service in our English Department not only literary but also neuroscientific bona fides? Or that MICDS students can explore their family histories through ethnobotany? Respecting present opportunities, we are excited to share in this issue a report on our new and ambitious Winter Term

project as well as descriptions of original digital media animations set to music in Beasley, exhibitions of the work of our extraordinary arts faculty, and profiles of our field hockey alumnae competing at the intercollegiate level. You will find here, too, looking forward, stories about global learning and clean energy explorations pursued by our students. To inhabit our MICDS community is to witness time travel firsthand.

Perhaps my reflections on glimpses of the immediate and the enduring in these stories are themselves reflections of the insistent news from across the globe as I compose this introduction—news of disruptive elections concluded in France and the United Kingdom, for instance, and of uncertain ones pending in the United States. Political consensus eludes nations worldwide to an extent that feels unprecedented in our lifetimes but that is hardly unprecedented, one must remember, in the history of human civilization. In 1906, the American satirist Ambrose Bierce published *The Devil's Dictionary*, which offered a cynical and defeatist "definition" of political temperaments: "CONSERVATIVE, n. A statesman who is enamored of existing evils, as distinguished from the Liberal, who wishes to replace them with others." Has the political middle ever not been a lonely habitation, and political consensus ever not been an elusive ideal, more or less? Perhaps this is so, yet cynicism and defeatism must never tempt us at MICDS—we whose Mission commits us "more than ever" to "meet the challenges of this world with confidence," and we who must, with sincerity defiant of cynicism, "resolve to stand for what is good and right."

Time travel can be a balm to present misgivings. Go back further than 1906—much further—to the indeterminate period between the fifth and second centuries BCE in which its compiler lived, and consider the wisdom of the *Kohelet*, which Christians call *Ecclesiastes*: "What has been will be again, what has been done will be done again; there is nothing new under the sun." Then spring forward to 1733, to the desk of Alexander Pope, and consider these words as they issue from his pen to immortality: "Hope springs eternal in the human breast: / Man never is, but always to be blest."

Bierce originally published *The Devil's Dictionary* as *The Cynic's Word Book*. Perhaps the stories on offer in these pages support the imagination of a counterpoint volume, *The Optimist's Word Book*, by way of hope. We might even borrow a definition from our lovely *Alma Mater* in proposing one particularly deserving entry: "MICDS, n. A legacy both ancient and new."

We proceed in short cycles and long at our wonderful school. In the journeys they reveal, we rediscover the hope in our human breasts. It is an indispensable companion along any road that finds us. The news from the world will be what it will be. The news from MICDS will be hope for the future, always and again.

My best wishes to you and your loved ones through the summer season.

Jay Rainey
Head of School

Students Shine in 107th Prize Speaking Contest

Four expressive and charismatic Upper Schoolers bravely took the stage in Brauer Auditorium to compete in the 107th Prize Speaking competition, sponsored by the English Department. Each one of the orators performed a well-rehearsed, memorized, one-and-a-half to two-minute-long monologue from a play or literary piece. A panel of three MICDS teachers served as judges who scored the presenters' vocal choices, body language, and connection to the audience and the piece itself.



Grace Griffin '27 performed *Be Nobody's Darling* by Alice Walker.

ROBYN DAVIES '26 SAID,
 “The experience of presenting on stage was deeply rewarding.”



Congratulations to the newest Prize Speaking Champion, Robyn Davies '26, who delivered an excerpt from *The Vinyl Cafe* by Stewart McClain!

“I have felt so supported by the MICDS community after going up, which honestly is a large part of the reason I was able to go up there.”

—JADA GREER '24



“I’ve done Prize Speaking for the past three years, and it’s honestly the most beautifully terrifying thing I’ve ever done.”

—NINA SCHUERER '25



Upper School Town Hall Empowers Students and Student Leaders

The MICDS Upper School launched a new leadership program thanks to the guidance of **Nicole Trueman-Shaw, Director of Upper School Student Leadership & Dean of Students**. Students and faculty participated in three mini town hall-style meetings closely related to the MICDS Congress Town Hall during Winter Term.

Leaders from Student Council, the Activities Committee, the Community Service Committee, Arts Council, the Athletics Committee, and the Honor Council met directly with the students they represent.

Constituents asked questions, shared ideas, raised concerns, and made recommendations to their elected leaders. At a later assembly, student leaders presented a summary of what they learned and announced the issues they would focus on first.

A few takeaways include:

- An improved sign-up system for Club Fest and fresh Field Day activities
- Digital ticketing for Blue Whale Cafe
- A campus clean-up event
- Appropriate use of AI tools



What a great way to empower student leaders and the members they represent!



Guest Author Flips the Script

Soman Chainani visits the Middle School

With great excitement and anticipation, MICDS welcomed Soman Chainani, the author of the bestselling fairy tale fantasy series *The School for Good and Evil*. **Middle School Librarian Bethany Kavanaugh** shared, "In the realm of literature, Chainani has not only proven himself to be a masterful story crafter but also the architect of a world where fairy tales can be imagined, and the concept of good and evil is explored in unexpected ways."

Chainani enlightened the captive audience by explaining that villains in stories are often not actually evil. He elaborated, "When you can keep answering the WHY, things get interesting. When the wants don't match up, that is how villains get created. And the most important part is that you can't do this exercise with your characters until you do it with yourself."

"It's important to realize when you're reading the books, they don't tell you who the villain is. It's constantly switching. It's not knowing. It's like life in general. There may be a hero in your story who can absolutely turn out to be a villain."

Building Minds, Making Meaning

How Chris Rappleye Uses Neuroscience to Revolutionize English Class

"*Lord of the Flies* is a terrific portrait of what stress does to the brain. The way those executive functions break down is really well observed," shared **Upper School English Teacher Chris Rappleye**. To Rappleye, teaching English and language arts is more than exploring different writers, genres, and writing styles or learning how to read and write well; it centers on making meaning, building relationships, and growing the brain. For 35 years, Rappleye has shepherded the growth and growth mindset of Country Day and MICDS students, with a distinct connection to how reading literature and writing form new neural pathways and develop executive function in the brain.

Despite generations of teachers within his family, his original arc was to be a cardiologist. He changed his mind as an older teen. "In my junior year of high school, I recognized that I liked school, and I liked being in school. When I studied, I pretended to be a teacher and thought, 'How would I teach this?' which was a really effective way to learn things. So, I started asking my teachers if they liked teaching. They were positive about it, and I decided to try it." With an undergraduate history and religious studies degree, he decided to pursue an MFA in the Writer's Program at Washington University. After an opportunity to teach freshman composition as a graduate assistant, he was sold on education. "Some of it I did well, and some of it I didn't, but it did confirm enough that this is something I like to do," he said.

Beyond simply enjoying the role of teacher, Rappleye has always been interested in how people make meaning and what they find meaningful.

"Anyone can train their brain to regard the world with a little more magnanimity and compassion. How we affirm certain things and learn that we only see the world from a particular perspective is a rehearsal for students to stand outside their own experience and say, 'I'm only seeing a certain part of this.' To me, that's critically important."

UPPER SCHOOL ENGLISH TEACHER CHRIS RAPPLEYE

"English class offers a rare opportunity to access meaning and prompts you to think critically about the reading and writing experience. It trains people to think and reflect. By asking students to empathize with a character or situation, you can see, in a novel, an individual's interior life that we don't always have access to in the real world. Like an original virtual reality experience," he said. "At some point in the year, I usually share with students that I was not an English major, yet history and religious studies also demonstrate how people make meaning and how they live that out. And now, neuroscience bears out the importance of this capacity. Students who link their learning to the bigger picture and think in these terms are more hard-working and have better well-being and greater brain growth in the future. It's more predictive than socio-economic status or IQ. So, we're building important capacities in the brain when we are reading and discussing literature that has an impact beyond the classroom or the next essay."

In 2010, Rappleye expanded his knowledge of teaching English by pursuing brain science and mindfulness. A professional development opportunity to attend a "Learning the Brain" conference in San Francisco provided an essential framework for his teaching, and it has become a driver for the majority of the professional development work he's done since then. Rooted in the structure of mind-brain education and health science, which includes mental and physical health, cognitive science,

"English class offers a rare opportunity to access meaning and prompts you to think critically about the reading and writing experience. It trains people to think and reflect. By asking students to empathize with a character or situation, you can see, in a novel, an individual's interior life that we don't always have access to in the real world."

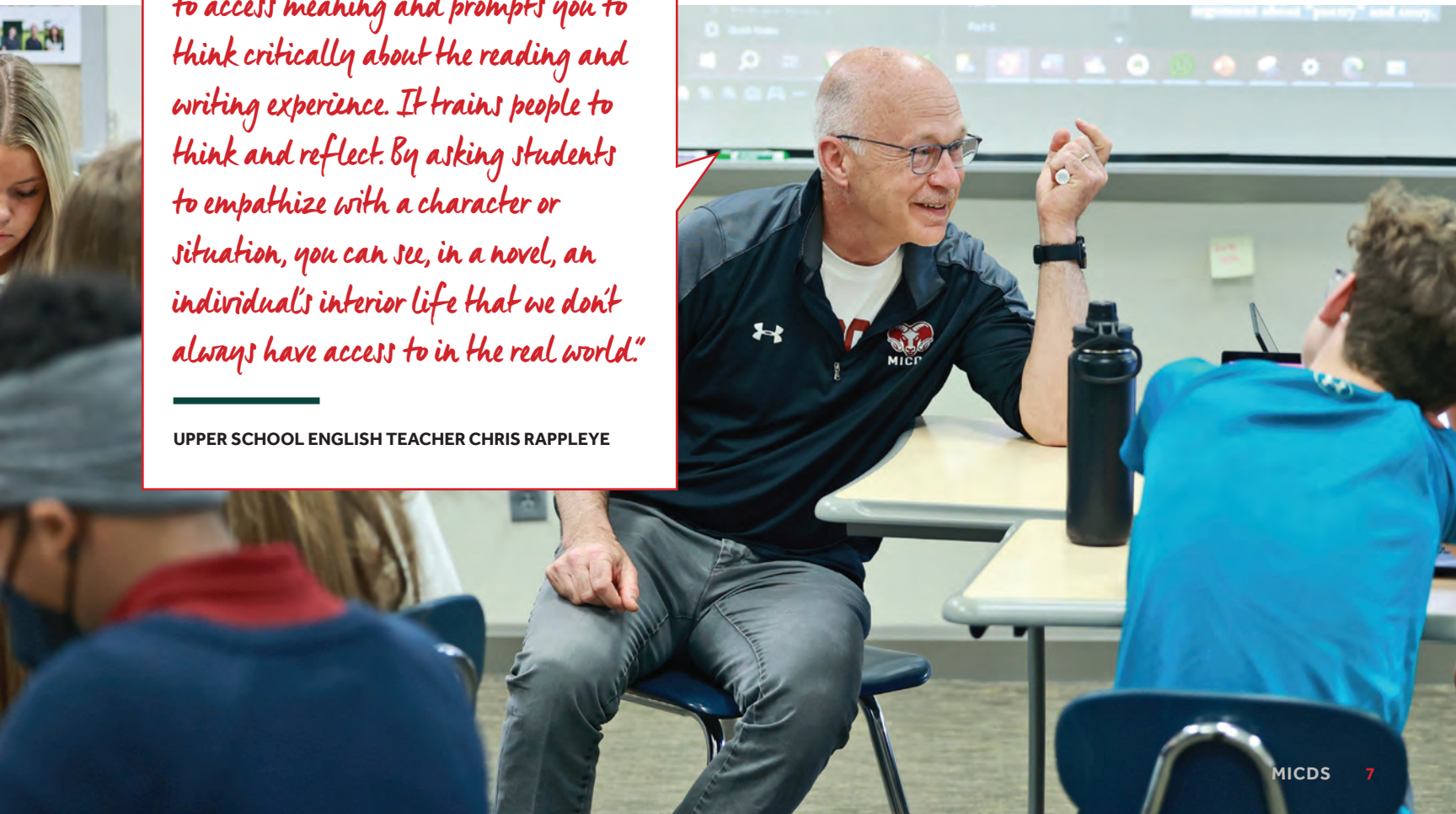
UPPER SCHOOL ENGLISH TEACHER CHRIS RAPPLEYE



neuroscience, and educational research, this transdisciplinary approach informs what teachers should be doing in the classroom and is grounded in substantive science and research. "It's been a really rich field and continues to develop and inform our work. But if there is a consistent throughline that's been there since the beginning, it's the emphasis on stories, reading, critical thinking, and writing clearly and well for yourself," he said.

Over the years, Rappleye has taught middle schoolers and all Upper School grades except sophomores. For the last several years, he has taught only ninth and twelfth grades. "Ninth graders go through a real orientation process before they settle down, and it takes until about January before they really begin to open up. It's a high point as growth in executive functions in meeting the increased demands of the Upper School come more and more online in that first year of high school," he said. "I love that some students have already been thinking very abstractly about the big picture. The 'light' is increasingly coming on for others, and we try to engage them with the type of thinking designed to induce, increase, and rev up those engines. It's really cool to see that growth. As teachers, we're helping shape people's brain structure. It can be intimidating when you think, 'I can't get this kid to write,'

>> continued on page 8





"We built a program that can sustain the student who will be the state champion and the student who has never run a 5k. Everyone has a personal goal to attain by the end of the season. The most rewarding part is that the kids have built a community where everyone is supported by everyone else on the team. All we ask is that you come with your best each day."

UPPER SCHOOL ENGLISH TEACHER CHRIS RAPPLEYE

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or 'I don't have this relationship established with that kid yet.' It's a lot of responsibility. But it's exciting when they can think thoughts or write essays at the end of ninth grade that they couldn't have at the beginning due to new neural connections. Habits that they initially struggled with come online." He added wryly, "If my mother only knew I'd be operating on brains, she wouldn't be so disappointed that I didn't become a cardiologist."

For seniors, it's a rewarding adventure. "As the seniors finish their Advanced Literary Topic essays, they do incredible work. I'm pleasantly surprised by the vast majority of these kids and how sustained they are in doing their best work. I've known some of them since ninth grade and have seen some of the throughlines in their personalities, the enormous growth that is taking place, what they're capable of doing, and the workload they hold. It's really rewarding," he said.

Witnessing the growth in students over a continuum feeds Rappleye beyond the classroom. As the Boys Cross Country head coach since the late 80s, he appreciates the linear development that doesn't always take place in the classroom arena. It's a program that meets student-athletes where they are. "We built a program that can sustain the student who will be the state champion and the student who has never run a 5k. Everyone has a personal goal to attain by the end of the season. The most rewarding part is that the kids have built a community where everyone is supported by everyone else on the team. All we ask is that you come with your best each day. The kids who are the elite runners will be at the finish line to clap in the kids who are running just because they haven't completed a race yet," he said. "That's only possible because these students choose to sustain that type of culture year after year."



One constant of MICDS culture has been the quality of teachers with whom he's been able to work. "We attract really good people here, and I've grown tremendously over the years due to the colleagues I've gotten to interact with everyday. It's very

cool. I'm not sure people are fully aware of how much thought and discussion between teachers go into curricular design, assessments and getting to implement our own continuing professional education. All this time, I've had the good fortune to be part of a team of teachers and coaches whose thoughtfulness, intelligence and conscientiousness constantly challenge you to do your best work for students."

So what's changed in 35 years? Rappleye goes back to the science of the brain. He said, "I was inspired to understand students who could have incredible creative insights in one class but couldn't consolidate them in their memory in the next class, and we couldn't pick up the conversation where we left off. Some could have incredible insights and connections that others had yet to notice, and then they wouldn't remember. Their levels of insight were not always born out in grades because they were not able to recall and apply their own ideas."

"Much of what traditional assessment was built on was executive function traps. The outcomes are designed to reflect what a student has learned. But sometimes, we overload the circuits needed to access their knowledge, making it inaccessible. This made me much more aware of executive function and the effect of positive and negative stress on learning."

Rappleye places great importance on building relationships and attending to the emotional life and regulation of the student. He said, "A little stress is a performance inducer, and it's different for every student. As a coach, you can't always give the same inspirational speech to the whole team because someone over here is getting freaked out, another isn't following, and everyone else is somewhere in the middle."

In addition to the rapidly changing science of the brain, the growth of technology has been exponential. It has necessitated a continued learning experience for teachers to adapt, learn new tools, and deal with issues that arise, particularly with cell phones and their effect on children's brains at a formative time. There is

also the need to reinforce skill building further in reading, writing, and making meaning. "As digital natives, they are adept at using the technology to access the world, but what they're accessing isn't always driving critical thinking. Research shows that good writing depends on good thinking, and good thinking is shaped by good writing. Writing is the highest form of thinking because it engages more neural networks than any other task that we know of. You have to do so much nearly simultaneously. It's no wonder that it takes so long to learn it," he said.

Just when a student thinks they have writing figured out, the genre changes. Or, after the critical essay is nailed, here comes poetry and short stories. He said, "Students can discover their own intelligence and humor as a writer in one genre and gain a sense of themselves as writers that they may not have in another. Attention and training in good writing are critical to finding the right word or phrasing and thinking through how someone else will read or understand it. They have to ask themselves, 'Will this move the reader?' It takes time to build these capacities, and the tough part about teaching is having the time to get the writing practice in, giving them the feedback they need, and getting all the networks rehearsed often enough. Because their lives are so packed, they tend to do less work by skipping the steps they'd benefit from leaning into. Students also learn from modeling. They need to see teachers writing and struggling, too."

Rappleye felt the struggle over the last several years when embarking on an unintended professional development endeavor, for which he is grateful on several levels. "The School's support for professional development and the role of workshops like MICDS' Summit for Transformative Learning in St. Louis (STLinSTL) are pretty incredible commitments that support our teachers' continued growth," he said. Several years ago, one of the STLinSTL keynote speakers, Tracey Tokuhama-Espinosa, connected with Rappleye, and a short time later, he joined her regular online writing

group. "A few of us would go down a rabbit hole of research or end up mind wandering, and rather than be ashamed by what we didn't individually accomplish on whatever our personal writing project was that day, we began to talk about why we were doing what we did, and realized it was all part of the writing process. Over the next five years, we co-authored a book with Jovi Nazareno of MIT on how neuroscience can improve writing instruction," he said. "As a professional development adventure, it's been incredible and hard. The research was tough, and I had to jump back into the role of student, including learning APA citations." Rappleye adamantly feels the struggle was worth it to help other teachers learn the science behind reading, writing, and the brain.

While the journey of making meaning rests in the heart, the brain is along for the ride. Rappleye said, "Anyone can train their brain to regard the world with a little more magnanimity and compassion. How we affirm certain things and learn that we only see the world from a particular perspective is a rehearsal for students to stand outside their own experience and say, 'I'm only seeing a certain part of this.' To me, that's critically important.

"There is a metacognitive piece to English, and it's the only subject at MICDS that you have to take for all four years of high school. In large part, we are reading stories that are made up, and stories are a privileged way for our brains to create stories internally, which shifts the individual experience and opens us up to something larger. It takes time, and it's a rewarding challenge."

The book *Writing, Thinking and the Brain: How Neuroscience Can Improve Writing Instruction*, by Tracey Tokuhama-Espinosa, Jovi R. S. Nazareno, and Christopher Rappleye, will be published in November 2024 by the Teachers College Press.



Winter Term Debuts Pure Learning

A remarkable adventure for students of all ages

After years of planning, MICDS' inaugural Winter Term launched last January! Students enjoyed unique courses and electives, including infant/child CPR, Survival 101, musical instrument design, sustainable home design, printmaking, and more. They explored flight, enjoyed local hikes, created installation art, wrote creatively, and produced a sportscast. Global learning opportunities included adventures in South Africa and Spain. Seniors flourished in internships ranging from fashion design to hospitals and healthcare organizations, architecture, marketing, governmental agencies, and local fire/EMS services. Beasley students used their time to explore differences, enjoying visits from guest artists, learning about the experiences of children around the world, and exploring how to make a difference in their local community. They also met with guests from Special Olympics Missouri.

The program allows our Lower, Middle, and Upper School students to venture outside of the traditional school day and dive into immersive courses and hands-on experiences. Winter Term sparks a remarkable and perhaps pivotal learning adventure for all Rams!



Lower
School





Upper School



Middle School



Stop, Collaborate & Listen

Students Create Original Animation

Leading up to Halloween, **Dr. Katy Nichols, Lower School Music Teacher**, tasked her students with an innovative three-part challenge: create a spooky stop-motion animation movie, write a soundtrack, and record the music to accompany the new visuals. "It's a wonderful opportunity to learn how composers add soundtracks to visual works," said Dr. Nichols.

Robyn Williams, Lower School Coordinator of Instructional Technology, created tutorial videos for making stop-motion movies. Students used Google Slides to dive headfirst into the project. "We had students who were leaders, and they showed each other how to duplicate the slides, move the images slowly, and add transparent images," explained Dr.

Nichols. "They totally collaborated with one another. I was so proud of them."

Music needed to be added for the movies to be complete. Dr. Nichols first taught the students introductory music, using Orff instruments to learn the melody. Then, students wrote original "candy" rhythms, reciting the names of popular candy and using the syllables to help keep the rhythm.

The blend of music, technology, and visual storytelling had students captivated. "They wanted to come in during recess," said Dr. Nichols. Students kept asking to return to the music room to make their movies longer and longer. "They really wanted to get it done!"



Junior Kindergarten Discovers the Magic of the Forest

Tiny explorers in Junior Kindergarten enjoyed a big adventure while studying habitats, transforming classrooms into a forest wonderland. While all habitats incorporate food, water, and shelter, those necessities don't look the same for a snake, a fish, an owl, or a bear!

Junior Kindergarten Teacher Ginny Otto shared, "We spread our forest 'campsite' over both classrooms so that one room had the campfire where we could roast our white math cube marshmallows to add to our brown math cube hot chocolate cups. That room also had fishing poles so we could catch some magnetic fish! The other classroom had a tent with cozy blankets, a real lantern, and books to read about the forest habitat and the animals that call it home."

Students also enjoyed different habitat stations with pinecone paint stamping, mini forest dioramas with woodland animal figurines and clay, block building with bark-covered block shapes, and a leaf-drawing art project.

The JK students and their forest friends welcomed the fall season with delight and new learning experiences!





Growing Connections

Unearthing Family History Through Ethnobotany


Nine Upper School elective Exploratory Botany students had a unique experience learning about ethnobotany, the study of how people of a particular culture and region use indigenous (native) plants. Students researched their personal botanical history and created websites highlighting their heritage.

It all began with interviews of family members. **Upper School Science Teacher Laura Bradford** said, "All semester, students have worked to reduce Plant Awareness Disparity (PAD, formerly plant blindness), where people tend to overlook or not notice or appreciate the plants in their immediate environment. This phenomenon often leads to naïve points of view, such as plants are unimportant or do nothing for humans."

Students spoke with older loved ones about their memories of plants and how they relate to their families. Questions included whether relatives or ancestors had connections to certain plants, perhaps those used in specific traditions, medicine, meals, or for income or hobbies. Students asked if plant-based products were historically significant to their family, such as baskets woven from plant fibers, salves from medicinal plants, syrups from trees, honey from local bees, wood carvings from particular trees, or even moonshine from corn! They also sourced family photos related to the plants they identified for their heritage.

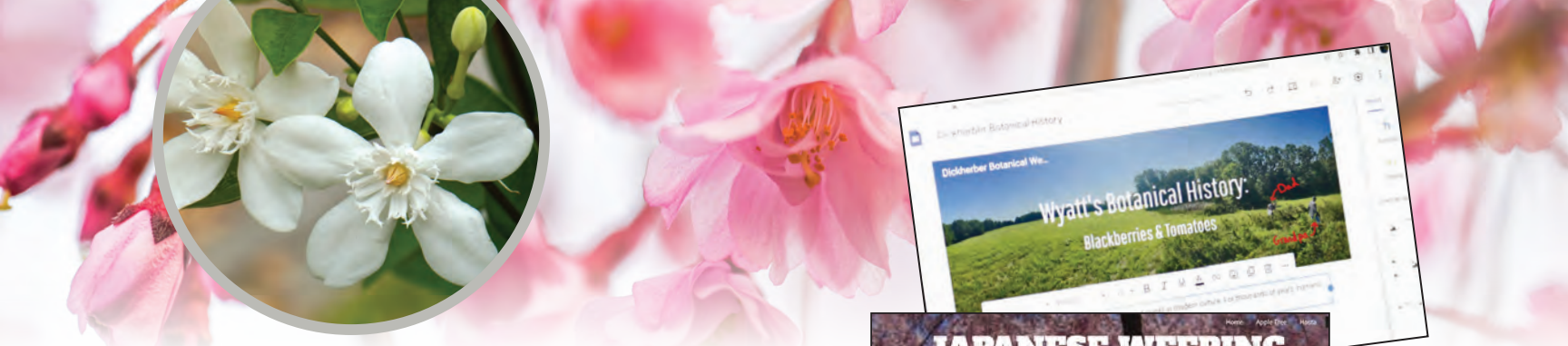
With that data, students identified three potential plants to represent their family's botanical history. From mangoes, apples, blackberries, and jasmine flowers to pine, redwood, fir, Japanese weeping trees, and everything in between, the students' botanical stories spoke to their family geography, family history, and ancestral heritage.

Safi Junejo '24 found learning about his family's culture from an entirely new perspective especially rewarding. "I interviewed my mom to learn about what plants were prevalent during her time in Pakistan, and she told me about jasmine flowers and mangoes. Researching and compiling information about both plants really made me feel more in touch with my culture," he said.



"When I talked to my father, he commented on the importance of redwood trees. He told an interesting story of when he was born, his father planted a redwood tree on the same day, allowing the tree to grow up with my father. This type of connection is something my father wanted to pass down to me and my sisters."

JULIANNA RESCH '24

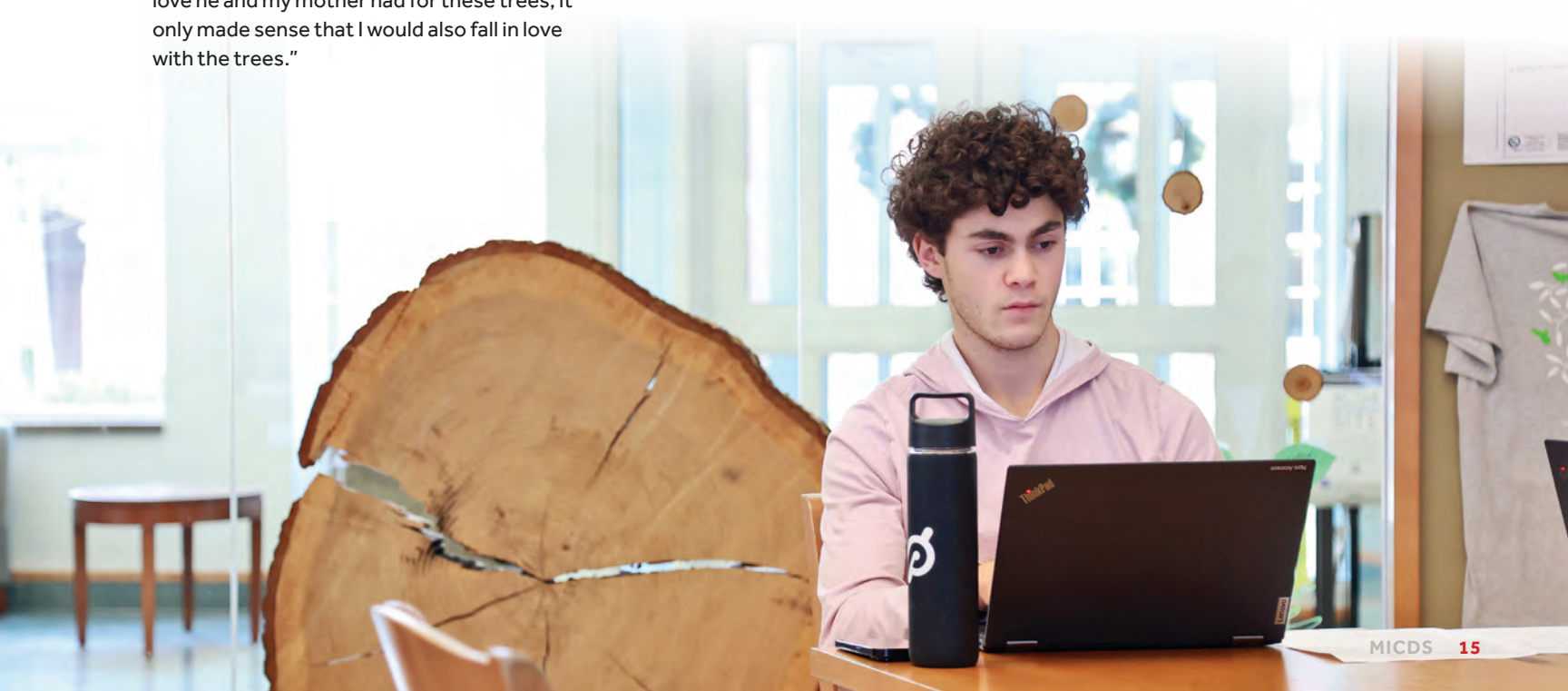
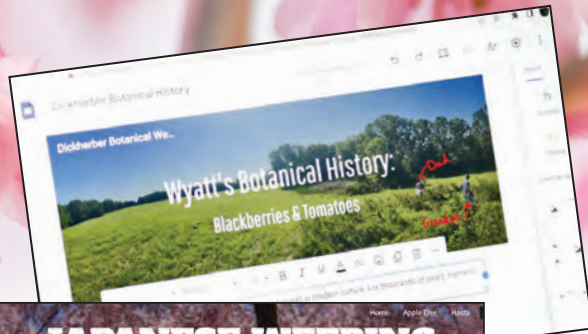


“I interviewed my mom to learn about what plants were prevalent during her time in Pakistan, and she told me about jasmine flowers and mangoes. Researching and compiling information about both plants really made me feel more in touch with my culture.”

SAFI JUNEJO '24

“I enjoyed finding the different plants that connect my family with me,” said **Julianna Resch '24**. When I talked to my father, he commented on the importance of redwood trees. He told an interesting story of when he was born, his father planted a redwood tree on the same day, allowing the tree to grow up with my father. This type of connection is something my father wanted to pass down to me and my sisters. With the combination of living in California for most of my life and the love he and my mother had for these trees, it only made sense that I would also fall in love with the trees.”

The study of ethnobotany stretches far beyond family heritage and has applications in many fields of current global concern, including food security, climate change, biodiversity conservation, and human health. Bradford is delighted with the results and is gratified to know the exploration of ethnobotany has contributed to the students' understanding of plants, culture, and the environment.

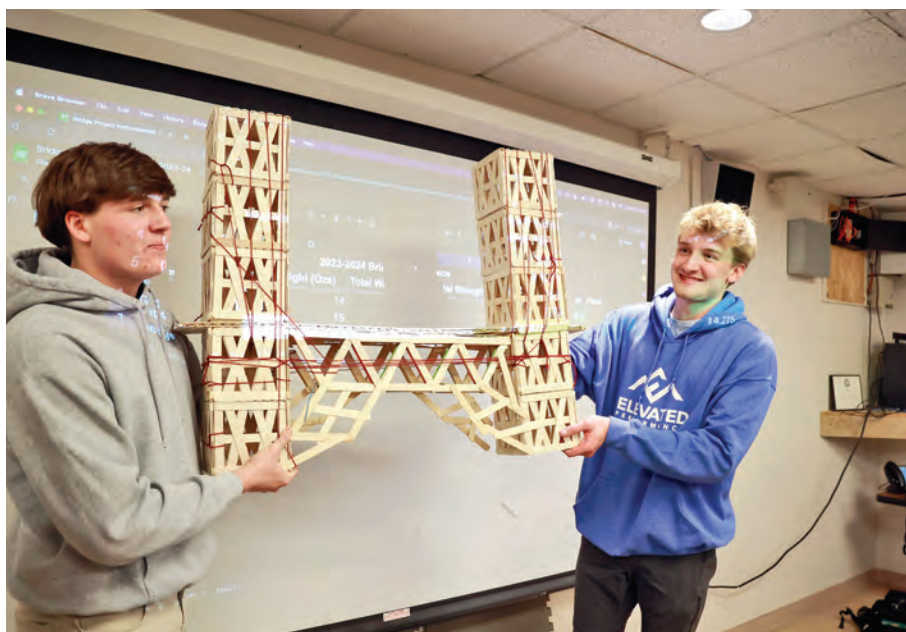


Engineering Students Flex Transportation Muscles

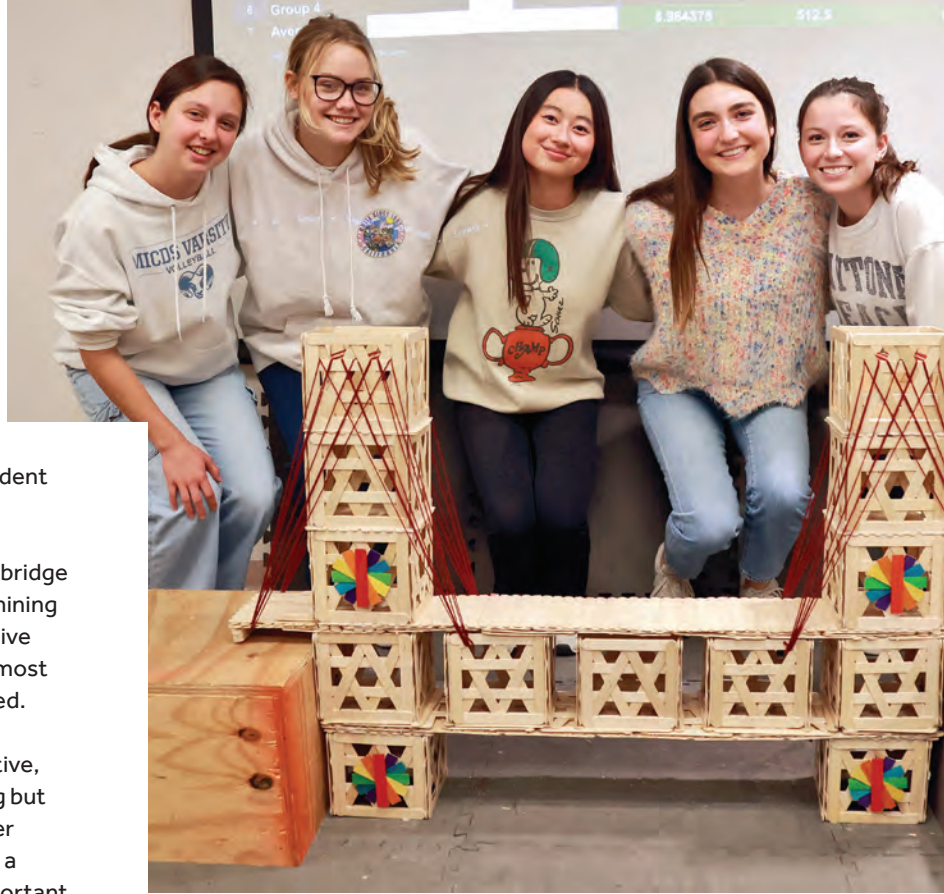
Last fall, **Upper School Science Teacher Travis Menghini's** Engineering class embarked on two projects: railed transportation and bridge design. Students, parents, faculty, and staff were invited to view the railed transportation models and a demonstration of bridge capabilities (that necessarily resulted in each bridge's dramatic and memorable destruction).

For their transportation project, students used CAD to build a model of a railed transportation vehicle and track. Examples include gondola lifts, roller coasters, and vending machines. They needed to consider where the vehicle and track would be located in the world, its purpose, and any historical or environmental context. The vehicle wasn't required to run on its own; it could be a model that, in theory, runs with a motor. They also had to consider whether the vehicle turns or turns around or requires switch tracks, as well as the largest slope it can travel. Perhaps most importantly, they needed to ensure their track was designed to prevent derailment. Students created dioramas for visitors to view at the end of the semester.

For their other final project, students were challenged to employ the engineering design process to construct a strong, lightweight, one-of-a-kind bridge. They conducted research and then went through a series of design, testing, redesign, retesting, and, ultimately, construction of a final bridge that complied with all criteria and constraints. Each bridge spanned 1 meter (with supports of 20 cm on either end) and was only allowed to be created out of popsicle sticks, Elmer's glue, and yarn. All the supplies had "costs" attached to them, so students had to be budget-conscious as they deliberated on their designs.



Winning Team: (l-r) Zoe Zlatic '24, Charlotte Derdeyn '24, Julie Qian '24, Devon Carruthers '24, and Maggie Gonzalez-Navarrine '24 with their record-breaking bridge, before destruction.



As is the case in most real bridge construction projects, student teams were evaluated in several important categories:

Strength: Engineers are responsible for ensuring that their bridge designs are safe. One measure of a bridge's safety is determining the maximum live load it can support. In this challenge, the live load limit was determined by adding weights to the center-most portion of the roadway/bridge deck until the bridge collapsed.

Design Aesthetic: In general, most people prefer an attractive, creative, and inspirational bridge design. If a bridge is strong but unattractive, that design will most likely not be selected over other, more creative designs. The ability to design and build a bridge that is both appealing to the eye and strong is an important consideration.

Strength (Live Load) to Weight Ratio: Engineers never have the luxury of unlimited funding, time, and talent. Customers are looking for the strongest, most functional, and most attractive bridge they can build within their budget and time constraints. Each bridge was weighed prior to testing to determine a score in this category. After the live load was determined, teams calculated the Live Load to Weight Ratio. The larger the ratio, the better!

For both projects, engineering students were also required to write a technical report to present in class.

Congratulations to the winners! **Devon Carruthers '24, Charlotte Derdeyn '24, Maggie Gonzalez-Navarrine '24, Julie Qian '24, and Zoe Zlatic '24** designed a bridge that held 755 pounds while weighing 9.125 lbs (for a strength-to-weight ratio of 82.7). They bested the reigning record of 635 pounds on a 9.0125 lb bridge (70.5 strength-to-weight ratio) set in 2019.

Well done, student engineers! Your projects made for thought-provoking reflection and exciting destruction for our guests.



Well done, student engineers!

Greening the Future

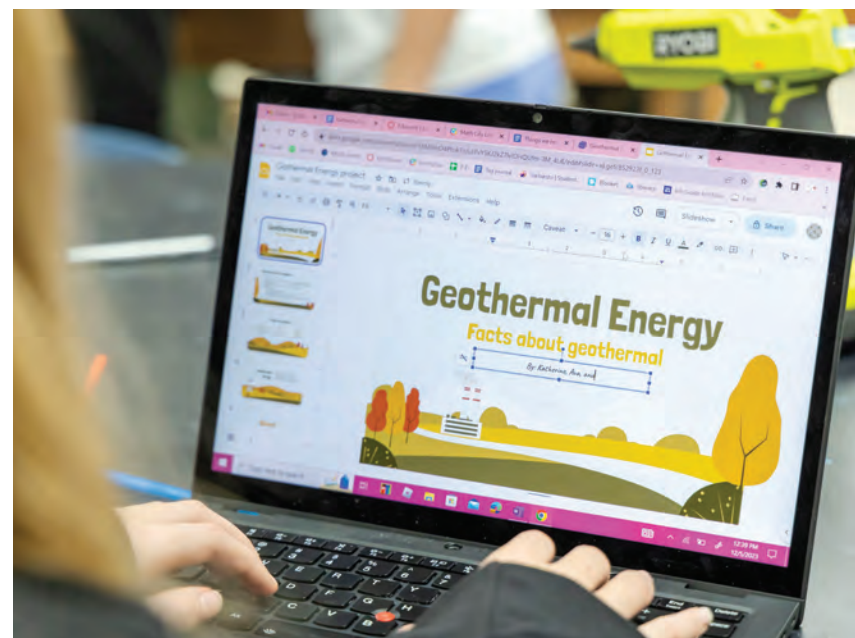
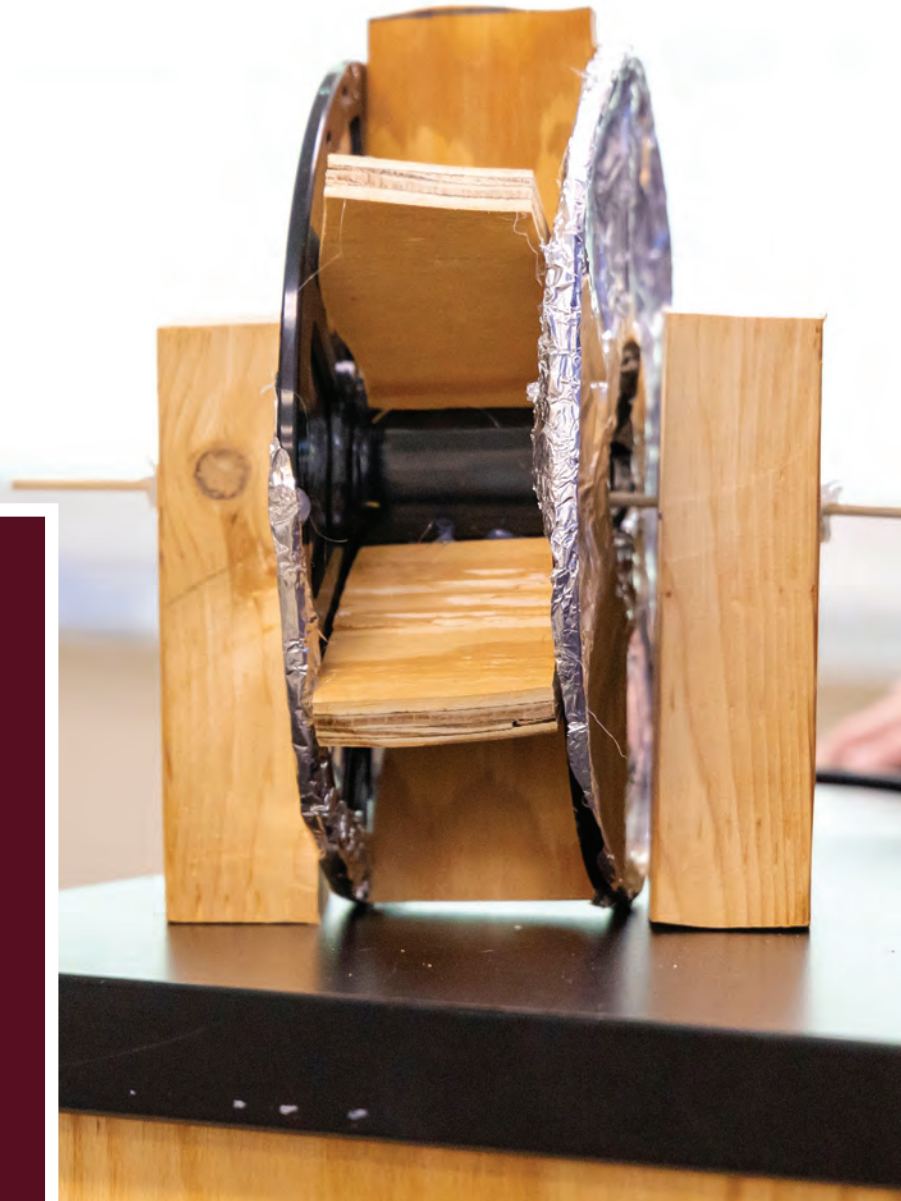
Middle Schoolers Design Renewable Energy Sources

The trend towards greener, more sustainable technology creates many opportunities for entrepreneurial-minded individuals, and MICDS students are no exception. In sixth-grade science, students became renewable energy entrepreneurs by researching different types of renewable energy and designing their own (fictitious) companies to make Earth a better place.

Using the Middle School Library as their research hub, students learned about geothermal energy, solar power, biomass fuels, hydroelectric power, and wind and nuclear energy. Once they selected their energy of choice, they were off to design a proposal for a company that supports their energy resource, including pictures, graphs, charts, written descriptions, and citations for their sources.

Using digital fabrication software and a host of maker materials and tools, students built prototypes in the Middle School Makerspace to reduce human impact on the environment and promote sustainability.

Ajaya Spann '30 and her group focused early on solar power. "We were thinking of using a type of magnifying glass to magnify the solar panel. It's just one of a few ideas to make the panel more powerful," she said.





Lexi Essman '30 unleashed her creativity beyond her work on a solar panel idea into the presentation portion. She said, "We made a solar panel and expanded it to make better use of it. There is also a layer of plastic to increase its sturdiness compared to older solar panel designs. Our final presentation is like a social media Instagram story feed where you can swipe up and see all of our information about solar energy."

When all the pieces were in place, students presented their final product pitch decks. They shared how the energy is generated, a brief history of past uses of this type of energy source, locations and maps of similar companies in the United States today, advantages and disadvantages of their chosen energy source, where their company is located and why, financial benefits for the end users, and a diagram or rendering of their design and how it works.

Great work, Class of 2030, on educating yourselves on renewable energy and endeavoring to create positive change for our planet and its resources!

*Great work,
Class of 2030!*



The Right Hemisphere: A Faculty/Staff Art Exhibit

While keenly aware that the amazing faculty and staff at MICDS bring joy and creativity to campus, did you know that they also exercise their artistic talents outside of school? Our faculty and staff members have come to their creative lives via many different paths, but what they have in common is a passion for life, creating and viewing the world in ways many can hardly imagine. Through ceramics, photography, printmaking, sculpture, painting, drawing, design, and fiber arts, our faculty and staff bring beauty to the world, documentation of our culture, and a uniquely complex understanding of the world around us.

Ten faculty and staff members' work was on display in Messing Gallery on the Upper School campus, inspiring colleagues and students alike.



Sarah Garner, Lower School Art Teacher

"My artistic practice revolves around a diverse range of media that reflects my daily engagement in creating alongside young artists and guiding them through the process of artistic expression. Through painting, printmaking, sculpture, and various other mediums, I aim to capture the dynamic and collaborative nature of the Lower School creative studio space. Through the exploration of various media, I aim to convey not only the tangible outcomes of our creative processes but also the connections formed through shared artistic experiences. My art becomes a testament to the transformative power of mentorship and the ever-evolving nature of artistic expression within a community of learners."

Brad Heinemann, MFA, Upper School Art Teacher

"In my sculptural practice, I predominantly engage with welded and fabricated metal, channeling key design concepts such as line, form, and contrast. As the son of a sheet metal worker, this medium resonates deeply with me, feeling inherently familiar. The showcased artwork, titled *Union*, serves as a celebration of a friend's marriage. It features two interconnected circular forms, characterized by continuous inward curves that serve as the foundational anchors of the piece."





**Aaron Elliott, MFA,
Upper School Library
Assistant**

"I taught myself embroidery back in 1999, having pawed through my great-grandmother's floss drawer as a young boy, dazzled by the choice of color. Having always been rhapsodic at the thought of 'If you could invite five famous people to dinner, who would they be?' I've made it my life's work to create my own Dinner Party, totaling over 400 guests so far. From that time, I have painstakingly embroidered portraits of First Ladies and fraudsters, poets and pleasure-seekers, writers, royalty, and rascallions. Each portrait is one-of-a-kind and 100% hand done. One hundred percent of all proceeds benefit non-profit organizations. It's important for our students to see the adults of our community modeling what we try to instill. Creating my portraits, in a small way, helps to brighten the world one stitch at a time while also giving back."



**Brooke Williams,
Upper School Art Teacher**

"During the pandemic, I found that keeping social distance from students became one of the most difficult struggles of all my years of teaching. My routine is walking around the studio and checking in with students frequently. Making those connections is one of the most rewarding aspects of teaching. So, I discovered that keeping my hands busy allowed me to stay in place, distanced. I found solace and resilience in the tactile construction of each hand-built brick and the details in the surface designs. The challenges and uncertainties of these times created space to focus on the rhythm of shaping and molding clay—my own art therapy. Building these bricks offered a sense of control when so much felt beyond it. These bricks, quilt-like in their display, became an art therapy that warmed me during a very trying time."



**Brian Purlee,
US Arts Maker and
Science Teacher**

"I attended the School of the Art Institute of Chicago and Indiana University for my undergraduate studies in Ceramics. Before and ever since receiving an MFA

in Studio Art from the Pratt Institute in Brooklyn, New York, I explored the creative potential of technical theater along with my studio art experience. My artistic interests have remained in both Fine Arts and Technical Theater. I try to find a complementary ground among ideas, emotions, materials, and techniques. I generally work cross-disciplinary, currently under serial and post-modern influences. My current joy in ceramics crafting bottles and arranging them in scenes that mirror my fascination with landscapes."



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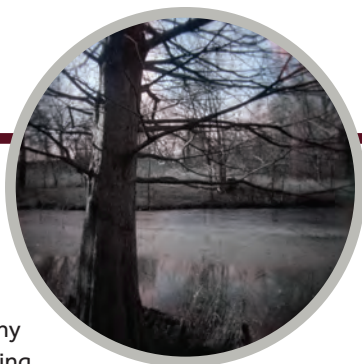
Patrick Huber, Upper School Art Teacher

"I've had the opportunity to visit many wonderful places during my time as a teacher. I don't think you really SEE a place, though, until you've sat down and drawn it. These works are from the sketchbooks that I've taken on my travels. My favorite thing about sharing my drawings with our students is that they are evidence of the value of practice and passion over 'talent.' My fine motor skills have always been questionable—I'm not a graceful person at any sort of physical activity. I love to design, though, and so I've put in many, many hours of drawing. I've gotten to the point that I can create a reasonable facsimile on paper, either of a famous monument I'm trying to understand or a design idea that, until I draw it, exists only in my mind."



Denise Douglas, Upper School Art Teacher

"I have always been drawn to the imperfections in photography as a way to create more interesting and ambiguous imagery. I mostly shoot with a Holga camera. Entirely made of plastic (including the lens) and lacking any real control in exposure and focus, the Holga creates ephemeral photos that seem to lose their sense of time and place if the subject doesn't give it away. The resulting photos speak to the past in often dreamlike images. It is important for students and the community to understand that we are professionals in our fields—that what we do goes way beyond teaching. Art is a lifestyle, a way to see the world on such a detailed level in an effort to understand and make sense of it. Art is therapy, it is happiness, it is expression and the oxygen we breathe."



Kevin Slivka, Upper School Art Teacher

"The crochet netting is stitched as a binding agent, which connects historical and visual ideas together as a web of social relations defined by power|knowledge structures.



These juxtapositions generate tensions characterized by suppressions and resistances. Each representation alludes to either a specific event or metaphoric symbolism. Juxtaposition is utilized throughout the collage; reappropriating assimilationist imagery from the boarding schools against the representation of a walleye fish holds in tension contrasting worldviews. Assimilationist efforts during the late 19th and early 20th centuries were institutionalized through the government boarding schools, where students were disconnected from their families, their culture, their language, their material culture, and their ways of life. Further tensions reveal efforts of instilling a Christian ideology that acted as erasure and silencing denoted by the hand that is wiping away the water. A red string is tied to a finger, evoking remembrance."

Jayne Zimmer, Middle School Art Teacher

"I am an artist and a teacher. I spend most of my days introducing and practicing art concepts and skills with students. That work spans many processes and media. Although I am labeled a teacher, I really see myself as a 'forever student,' inspired by images I see in nature and from other artists, including my own students. I have created a large body of work throughout my life covering a wide range of concepts and media. I know what inspires me the most is pattern, all kinds but especially found in nature. I also love changing something that already exists to put my own spin on it, creating everlasting connections to the living world, people, and the past."



JoAnne Vogel, Middle School Art Teacher

"I have always been fascinated by lines and edges. As a young artist, I spent many hours creating drawings consisting of single long lines that wrapped themselves around objects, showed corners and edges, and created spaces and places. I loved the challenge to create them and the simplicity of using a single pen on the paper. This illustration, *Raven contemplates her reflection*, shares the chapter of grief where we realize that the world is the same, yet different, after loss. It is both devastating to acknowledge the difference and an opportunity to shift your relationship with yourself and the universe."



Dr. Tanya Roth Wins Lesson Plan Proposal Contest

The Leonore Annenberg Institute for Civics, a nonprofit, nonpartisan program of the Annenberg Public Policy Center of the University of Pennsylvania, sent out a call for lesson plan proposals for its short historical documentary on the landmark Supreme Court Case *New York Times v. Sullivan*. **Upper School History Teacher Dr. Tanya Roth's** lesson plan was one of three winning proposals. Her lesson plan was posted in March and is available as an educational resource on [AnnenbergClassroom.org](https://www.annenbergclassroom.org). With a winning proposal, Roth received a stipend to develop the lesson plan. In an article on the competition and its winners, Roth shares that she found the documentary "very captivating—it not only provided great information on how media coverage helped influence the Civil Rights Movement, but also...offers a rich foundation for considering relevant questions for students, including their own role in participating in the nation, their understanding of the Civil Rights Movement, and even how to work on their own media literacy."

Ten MICDS Field Hockey Alumnae Shine on the Collegiate Pitch

Did you know MICDS had ten alumnae playing field hockey in college this past fall? **JK-12 English Department Chair and Coach Lynn Mittler** reached out to her former players to find out how they're doing, how their MICDS experience impacts them today, and what they would recommend to Upper School field hockey players.

Kate Oliver '22 plays for Harvard and credits her experience under Coach Mittler for her success today. "MICDS field hockey taught me not only so much tactically but also how to be a good teammate when it comes to doing the work to make others look good and laying everything on the line for the girl next to you," she said. **Hanna Wurdack '21** agrees. She plays for Bowdoin and said, "My field hockey experience from MICDS informed my game today by teaching me both fundamental and high-level skills, a bank of 'tactics,' and a field hockey IQ. MICDS has such a strong, advanced program with skillful players and coaching, which exposed me to a

very high level of field hockey at a young age." **Reagan Calcari '20** is at the University of New Hampshire. She said, "My field hockey experience at MICDS shaped me to be a team player. I learned how to work hard and be a good, competitive teammate." Her sister, **Brecken Calcari '22**, also at UNH, cites the teamwork ethos from MICDS, too. "My MICDS field hockey experience taught me a lot about learning how to mesh well with my teammates and both leading younger players and following/respecting older players," she said. **Caroline Carr '20**, at Dartmouth, notes that she was well-prepared physically for a collegiate career. "Coach Mittler's conditioning at the end of practices got me used to and ready for the demanding conditioning of college field hockey," she said. **Mia Duchars '20**, at University of Louisville, said "My MICDS field hockey experience taught me how to lead and share my experience with younger players and how to be a supportive and encouraging teammate because there were all levels of skill and desire that came together to make the team."

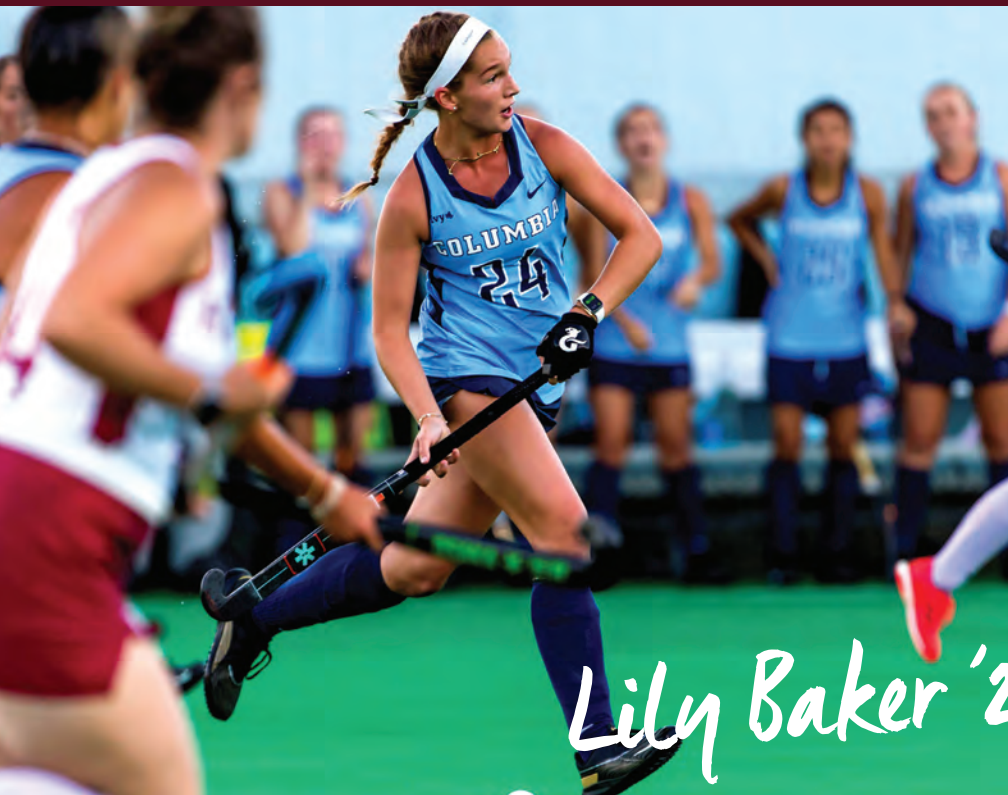
MICDS MEMORIES

Winning the Midwest Championship is a fond memory for many of these players. Oliver and her teammates triumphed despite a roster full of injuries. "We battled through countless injuries, and it was truly one of the most amazing teams I have ever had the privilege to be a part of. I will never forget running down the left baseline and passing the ball to Caroline Carr, who scored with her broken right hand." Reagan said. "My



"MICDS field hockey taught me not only so much tactically but also how to be a good teammate when it comes to doing the work to make others look good and laying everything on the line for the girl next to you."

Kate Oliver '22, Harvard



Lily Baker '21, Columbia

“I absolutely love playing against former MICDS teammates. Although we are not as friendly in the heat of the game, I always enjoy catching up immediately after with hugs and pictures.”

favorite MICDS field hockey memory is winning state in my last high school game with my sister. It was such a team effort and on the third try, we finally beat Villa and won it all.”

Lily Baker '21, at Columbia, noted that even though the outcome wasn't what the team wanted in the Midwest Championship of her freshman year, the wonderful memories last forever. “Having won against Villa in the regular season, a close game that ended in shootouts, the championship game was another opportunity to challenge ourselves and leave it all on the field.” Duchars' senior year brought victory. “Winning the championship my Senior year has to be one of my favorite memories. Having been in the final the two years before, it was doubly special to finally clinch the win my senior year.”

Other players remarked on how they bonded with their teammates. Wurdack said, “My favorite field hockey memory from MICDS was dressing up in our preseason teams.” Brecken shared, “During practice my senior year, Mittler had us put blindfolds on, and we had to try to dribble the ball blindfolded with a teammate telling us where the ball was. This was to work on communication, but we might've had too much fun with it!”

SKILLS TO SUCCEED

Now that these student-athletes are playing collegiately, they rely on skills they learned at MICDS to succeed. Wurdack said, “Although the jump from high school to college felt difficult, MICDS gave me a strong foundation of skills that allowed me to adapt and be successful.” Duchars agrees. “The MICDS education is really remarkable. It certainly put me in a great place to continue building on what I already know. It also taught me a lot about time management and balance, which is really essential now in college. The writing experience from MICDS prepared me very well for all my classes here,” she said.

Brecken said, “MICDS prepared me academically and also prepared me well with skills such as presenting, communicating with teachers, and sending professional emails.”

“MICDS really prepared me for Dartmouth in the classroom and on the field,” said Carr. “Similar to being a student-athlete at Dartmouth, when I was at MICDS, I had to balance challenging academics with competitive athletics. I learned how to work hard and developed time management skills while at MICDS which I think has allowed me to succeed as a student-athlete at Dartmouth.”

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Fall 2023 MICDS Alumnae Field Hockey Players

Reagan Calcari '20,
University of New Hampshire

Caroline Carr '20, Dartmouth College

Skyler Lesslie '20,
Georgetown University

Lily Baker '21, Columbia University

Jenna Bernstein '21,
Washington and Lee University

Hanna Wurdack '21, Bowdoin College

Brecken Calcari '22,
University of New Hampshire

Mia Duchars '20, University of Louisville

Anna Lochhead '22, Colgate University

Kate Oliver '22, Harvard University

>> continued from page 25

"At MICDS, I learned how to advocate for myself, how to manage my time, how to pursue the things I'm passionate about, how to be a good friend," said Reagan.

THE COST OF COMPETING

While we celebrate the achievements of our amazing student-athletes, especially those who continue competing collegiately, we must recognize that it takes a firm commitment and dedication to play while earning a degree.

Reagan said, "Being an athlete totally changes the college experience. It starts even before high school, thinking about where you want to go to college. The college visits are completely different, being an athlete."

"I don't think most people understand the scope of sacrifices college athletes make," said Oliver. "As a field hockey player, I am on campus two to three weeks before classes start, am restricted by practice in what classes I can take, and am constantly missing social events for practices and games. That being said, I would never want to do college any other way; my teammates and every win make each sacrifice worth it."

"People do not always realize how much effort and grit it really takes to be a college athlete," said Wurdack. "At this level, every single player is talented, and it is really encouraging and competitive."

Brecken agrees. "People don't realize how much time collegiate athletes spend on their sport. The NCAA has a 20-hour rule, so you can only practice 20 hours a week, but that doesn't account for lift, film, treatment, meetings, or team bonding. School revolves around your sport. This is the opposite of high school where your sport revolved around school."

"While it's been one of the most rewarding experiences, there have been a lot of long and tiring days," said Carr. "The specific hours you can practice change in the off-season and as a college athlete you are always practicing or conditioning to prepare for the next season. After all this preparation, there are about 17 games and only 7 of those are conference games each year to put all your hard work and preparation to the test."

"Being a college athlete does involve some sacrifices like missing out on some of the social scene due to traveling or being in season or just



"My field hockey experience at MICDS shaped me how to be a team player. I learned how to work hard and be a good, competitive teammate."

Reagan Calcari '20,
University of New Hampshire

“MICDS prepared me academically and also prepared me well with skills such as presenting, communicating with teachers, and sending professional emails.”

Brecken Calcari '22, University of New Hampshire



lack of time, but it also affords you the chance to represent your school, be part of a team, travel, and compete at the highest level in a sport you love,” Duchars said.

Baker also confirms that it’s all worth it, though. “There are a lot of benefits to being a college athlete. Being on a team, you have many past teammates and alumni who can provide guidance and advice regarding internships. This has been super helpful for me when researching job opportunities and preparing for interviews,” she said.

BENEFITS BALANCE IT OUT

“Being an athlete has taught me the importance of sacrifice and being a part of something bigger than yourself,” said Wurdack. “It has also taught me countless lessons about grit and determination by challenging me to manage sports and school simultaneously. It has enabled me to prioritize exercise and have healthy habits that will serve me for the rest of my life.”

“I have gained more skill on the field but also skills such as navigating relationships,” shared Brecken. “With 25 girls who spend a lot of time together, problems are bound to arise, and I have learned how to navigate conflict and talk it out when needed. I think this could be beneficial for me in the future in workplaces where conflicts happen because I will be able to work through any problems.”

“I have gained many communication, leadership, and teamwork skills that I know will be valuable in the future,” said Carr. “While I had known or played with my MICDS teammates for many years prior to high school, the

entire Dartmouth team was new to me, and everyone came with different experiences and strengths. Each year when new recruits joined our team and others graduated, we had to learn to work together to highlight each other strengths and work to resolve any conflict that comes up.”

“I’ve learned how to balance academics with athletics by utilizing office hours and academic advisors,” said Baker. “With daily practices and 30-minute bus rides to and from the field, I’m always finding ways to sneak in extra time to complete homework assignments or read lecture notes. I believe this skill will benefit me in the future, as I will be well prepared to handle multiple large projects simultaneously.”

“I have learned to keep working hard even when you don’t see results and to keep persevering during challenges when things don’t go your way,” said Reagan.

PLAYING CHANGES EVERYTHING

Oliver knows that being a student-athlete in college informs her experience in many ways. “Being an athlete is a major part of my college experience; as my non-athlete friends say, ‘We rarely see you in season, but we know you’re doing what you love all the time,’” she said.

“Being an athlete is really at the center of my college experience,” said Brecken. “It has been great for me because as a freshman, I came into college with an entire friend group already established (my teammates).

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“With over 100 past teams, the MICDS field hockey program has a long history of our players continuing their careers at the college level. I am extremely proud of all of these women and grateful for the tremendous examples of hard work and dedication they set for the future generations.”

COACH LYNN MITTLER



“Although the jump from high school to college felt difficult, MICDS gave me a strong foundation of skills that allowed me to adapt and be successful.”

Mia Duchars '20, Louisville

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This really helped me transition to college because I saw these girls every day, lived with them, and became close with them very quickly. At UNH, the athletic community is really fun to be a part of. All the athletes pretty much know each other, and in classes, athletes tend to sit with other athletes.”

“Being a student-athlete has taught me so many valuable lessons that I will forever be grateful for,” said Carr. “It has provided a lot of structure in my college experience as I am always busy with field hockey commitments or studying. Being on the Dartmouth field hockey team, I’ve had so many amazing teammates who have become my best friends.”

“People don’t realize that the off-season way is harder than being in-season. In season you are focused on games, have a tight schedule and routine, and practices are pretty light to taper for games. Off-season is long and it’s a lot of training and conditioning without any competition. It requires a

lot of focus and grit and discipline,” said Reagan.

RE-CONNECTING ON THE PITCH

These fierce competitors don’t lose their bonds from their MICDS days. They are thrilled to face off against each other in collegiate competition and then connect for hugs and catching up after the timer wears down.

“I absolutely love playing against former MICDS teammates,” said Baker. “Although we are not as friendly in the heat of the game, I always enjoy catching up immediately after with hugs and pictures.”

“Games where I get to play against a former teammate are some of my favorites,” said Oliver. “The bond of being a MICDS field hockey player goes beyond our college rivalries and makes it so much more fun to see each other afterward and send pictures to Mittler. I have been very lucky that

“Being an athlete has taught me the importance of sacrifice and being a part of something bigger than yourself. It has also taught me countless lessons about grit and determination by challenging me to manage sports and school simultaneously. It has enabled me to prioritize exercise and have healthy habits that will serve me for the rest of my life.”

Hanna Wurdack '21, Bowdoin



even when I don't get to play against former teammates, I can still make it to see them play when possible; the mutual support system we have for each other is amazing."

Duchars agrees. "Facing a former MICDS or club teammate now is such a cool experience. It is so fun to have previously competed with them and now to see them being successful with their own team is really rewarding."

Brecken said, "I love playing against former teammates because it's so cool to see where they are now and what they are still achieving on and off the field."

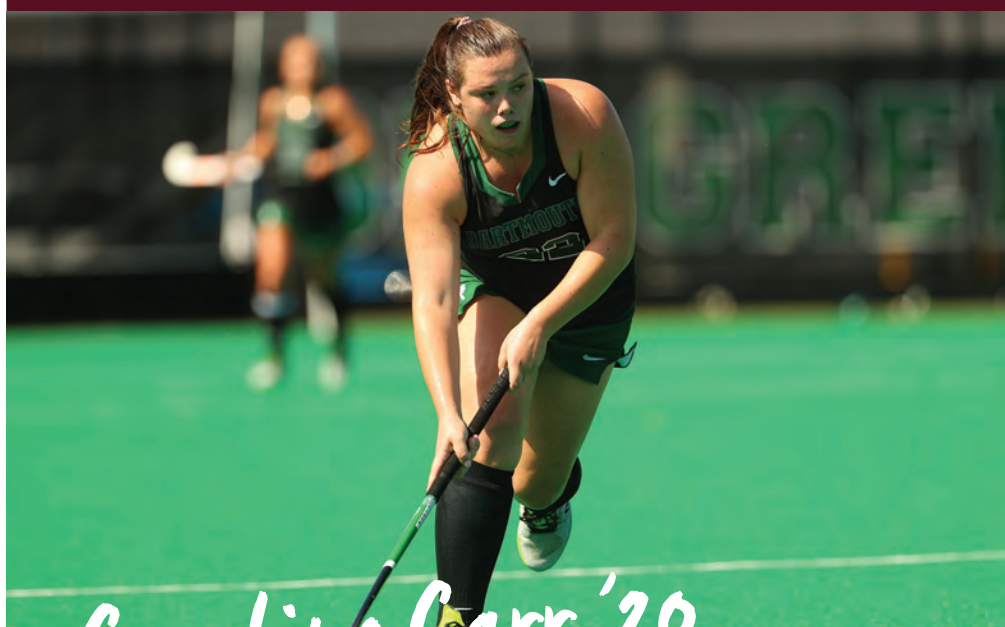
ADVICE FOR TODAY'S UPPER SCHOOL ATHLETES

"One piece of advice for those looking to compete at the next level would be to really believe in yourself and never quit learning," said Duchars. "You're going to meet people that have very different experiences than you, whatever you can learn from them, and their experience is only going to make you a better teammate and player as well. Really believe in yourself, especially if you make it to the next level; you're there for a reason. That's not to take it lightly or for granted but trust yourself, trust your ability."

"Keep working hard," advises Brecken. "The workload can get tiring at MICDS, but it really does prepare you well for your future. Use your teachers as a resource and get comfortable meeting with them. At college, if you want to meet with your professor, you have to be the one to reach out and schedule a meeting; your professor will not seek you out. Get comfortable with advocating for yourself."

"Never underestimate the amount teachers care about your success," said Oliver. "I still hear from old teachers when my team has a big win or I publish an update on LinkedIn. My teachers at MICDS truly shaped my experience and are a major part of the student and person I am today."

Wurdack said that students should "look at schools that you would not expect you would want to go to and visit them in person. I originally thought I did not want to go to a small NESCAC school, but I found that these are hidden gems, and I would have really missed out had I made an ignorant assumption about what this school would be like for me."



Caroline Carr '20, Dartmouth

"MICDS really prepared me for Dartmouth in the classroom and on the field. Similar to being a student-athlete at Dartmouth, when I was at MICDS, I had to balance challenging academics with competitive athletics. I learned how to work hard and developed time management skills while at MICDS which I think has allowed me to succeed as a student-athlete at Dartmouth."

"Be coachable," said Carr. "Be open to feedback, whether it's in the classroom or on the field, because that is how you will learn and become better."

Reagan said, "MICDS is a special place. Be thankful you get to attend such an amazing school. Enjoy it and make the most of your experience. You will look back on it and realize how much you gained from being pushed so hard and challenged academically, athletically, and socially to keep growing."

TURKEY TRAIN



20
YEARS

of giving

Turkey Train Helps Feed Our Community

A steady downpour of rain couldn't dampen the smiles or the giving at the 20th annual MICDS Turkey Train! While forced to cancel the train portion of the event—where Upper School students form a train to pass frozen turkeys from their end of campus all the way down to the McDonnell Athletic Center (MAC) where the St. Louis Area Foodbank truck awaits—the spirit of the event was evident. Upper School students dropped off their frozen turkeys and canned goods as usual by the flagpole, while Middle and

Lower School students overwhelmed their wheeled bins with more food in their divisions. This outpouring of support for others less fortunate generated a current of energy that rippled through the community, culminating in an all-school assembly in the MAC.

Lower School friends collected over 1,500 cans and boxes by themselves. In the Middle School, the fifth grade donated 580 items, the sixth grade came in at 509, the eighth grade at 330, and the seventh grade brought



a whopping 1,643 items. Upper School students arrived on campus with smiles, backpacks, and frozen birds, along with other non-perishable food items. They sorted their donations by quadrant, with college counselors and the Community Service Committee there to guide students and cheer them on.

Everyone then gathered in the MAC for an all-school assembly. As messages of gratitude were projected on the big screen for the audience to read, members of our MICDS Virtuosi Chamber Ensemble, directed by **JK-12 Arts Department Chair Dr. Jo Nardolillo**, played gorgeous music. **Head of School Jay Rainey** kicked off the event, welcoming everyone and introducing **Abby Gray '24** and **Ana Estes '24**, our Community Service Committee Co-Heads. They said, "We are so proud of everyone's contributions today. Even though we were unable to do the actual train, we still collected turkeys in the Upper School. Because of you all, we'll be able to spread the love of Thanksgiving to hundreds of families this holiday season. We're thankful for you."

They introduced St. Louis Area Foodbank representative Jordan Casey, who received a food basket symbolizing our donation. Middle School Community Leadership Committee members **Kennan Miller '28**, **Isolde Scoville '28**, and **Bella Froedge '28** presented the basket to Casey, who then took the microphone to express her gratitude. Mr. Rainey also shared his thoughts about the meaning of Thanksgiving and how we can all work to take less for granted and be mindful of our many gifts.

The Upper School Chamber Choir, under the direction of **Dana Self, Upper School Arts Teacher**, sang a beautiful rendition of the School's *Alma Mater*, and students and teachers left to the rousing refrain of the *CODASCO Fight Song*, played by our band under the direction of **Bernard Berry, Band Director**.

MICDS is happy to continue serving the Foodbank's mission. Students, parents, faculty, and staff stepped up in a big way and contributed 302 turkeys, 4,570 pounds of non-perishable food items, and \$1,040 during the virtual food drive. The combined food and monetary donations provided 10,954 meals for the St. Louis community.



The combined food and monetary donations provided
10,954 MEALS
for the St. Louis community.



Global Learning Broadens Horizons

Trips to South Africa and Spain Encourage Growth



South Africa



SOUTH AFRICA

Eighteen students and three intrepid chaperones started the new year by flying to South Africa for a two-week adventure. **Middle School Science Teacher Nolan Clarke** planned the trip to his homeland, offering the travelers a variety of experiences, sights, tastes, and sounds.

Clarke plans this trip regularly for the simple reason that he wants to share a place he loves with people he likes. "I like the kids I teach, and when you like somebody, you want to share with them some of your experiences," he said. Having grown up in South Africa, he's always known it's a tremendously beautiful place. "You take it for granted when

you're growing up," he pointed out. "You take for granted when you grow up with access to beaches and mountains and this great landscape." Older now and living in the United States full-time, his childhood home has become more meaningful to him. "A natural expansion of what I do as an educator is to give them this experience and challenge them to figure out what they can make of it," he said.

The group began in Johannesburg, enjoying several meals and a day tour of Soweto (an acronym of South Western Township). They traveled on a long bus ride to Olifants River Camp, where they registered with African Impact, a program that offers the opportunity to volunteer responsibly in Kruger National

"A natural expansion of what I do as an educator is to give them this experience and challenge them to figure out what they can make of it." —Middle School Science Teacher Nolan Clarke

Park. While at Olifants, students learned about local animals and their habitats and conducted game drives where they documented the wildlife they observed. They also got hands-on in the bush, working to eradicate invasive cacti species. A panoramic bus tour of several scenic sites included waterfalls and the "potholes," a striking natural geographic formation. At their last stop at Blyde River Canyon, they encountered a group of churchmen celebrating the new year. After their work in Kruger, a short flight from Hoedspruit airport took the group to Cape Town, where they enjoyed a variety of activities, including a sunrise hike up Lion's Head Mountain, a walking tour of the city with stops at the Castle of Good Hope and the District 6 Museum, a cooking class, a visit to Robben Island, a cable car trip up Table Mountain, and seeing penguins at Boulders Beach.

"I appreciated the opportunity to step out of my comfort zone on this trip," said **Zoe Zlatic '24**. "This was the farthest place from home I've been to, so while it was a stretch, I knew I would be surrounded by a great group of friends and mentors. Some of my favorite parts of the trip were the opportunity to try local cuisine, exploration of historical sites and the natural world, and immersion in South African culture (including a

drumming class!). This trip has provided me with a new life-changing perspective that I am eternally grateful for."

SPAIN

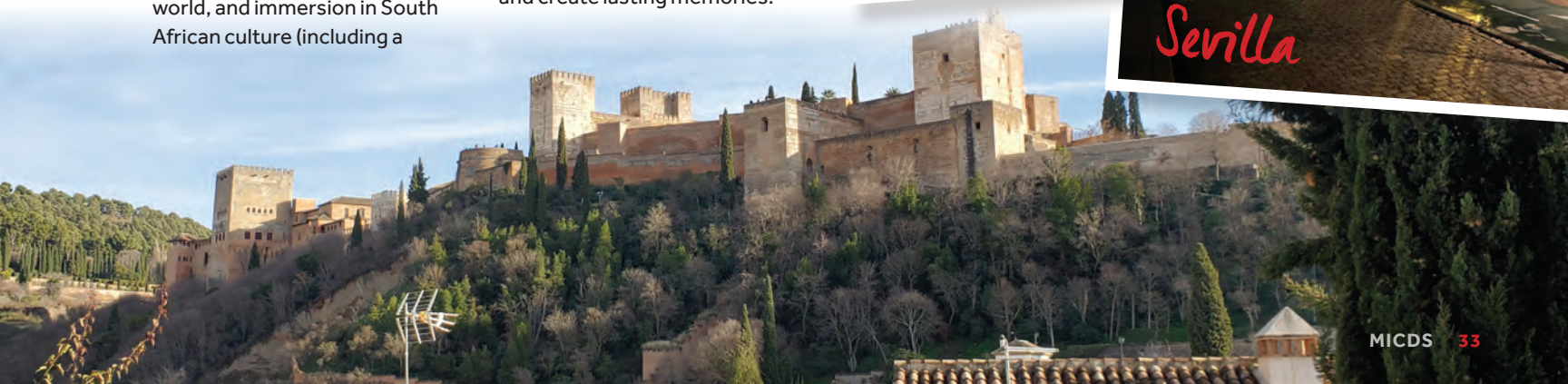
What better way to kick off the brand new year than by hopping on a flight with a group of your MICDS peers and Spanish teacher chaperones to España—Spain! On January 1, 2024, 27 MICDS sophomores, juniors, and seniors participated in the Spain global learning trip offered during Winter Term. With almost all of these students currently taking Spanish as their world language in the Upper School, this trip was the perfect opportunity to be immersed in the language, culture, history, and so much more.

Señora Robin Begley, Upper School Spanish Teacher, said, "Our journey to Spain with our Spanish students proved to be an incredible and invaluable experience. We gained profound insights, thoroughly enjoyed exploring the culture and history, and truly immersed ourselves in the tradition of "la sobremesa"—engaging in lengthy conversations during and after meals. I feel a deep sense of gratitude for MICDS for embracing experiential learning once again, allowing us to broaden our horizons and create lasting memories."

The trip included visits to five different cities: Madrid, Sevilla, Granada, Córdoba, and Toledo. "I was fascinated by the architecture of the Mezquita-Catedral in Cordoba, and visiting this former mosque that later converted into a cathedral allowed me the opportunity to learn about the mix of Islamic and Christian artistic influences," said **Harris Ahmad '25**.

Chloe Davis '24 gained understanding. "I think this trip impacted my perspective in a few ways. First, it inspired

me that instead of destroying pre-existing infrastructure, each new culture that influenced Spain only added on. I loved being able to see mosques, churches, and temples with influences from each culture. Also, my risk-taking abilities have improved by speaking to business owners and locals in Spanish. I was also thoroughly impressed by MICDS's ability to prepare me to speak in real-world scenarios. I was amazed about how much information I retained and my capacity to communicate."





MICDS Virtuosi Draws Inspiration from Guest Artist Guru Prasanna Kasthuri offers guidance

The MICDS Virtuosi hosted guest artist Kalayogi Guru Prasanna Kasthuri in Brauer Auditorium, much to the delight of our student musicians. Guru Kasthuri is a dancer and musician who specializes in Indian Classical traditions. He performs and teaches in two of the eight Indian classical dance forms:

Bharathanatyam and Kathak. Additionally, he is a skilled Carnatic vocalist who has composed music to the Bharathanatyam and Kathak dance forms, and he is a passionate dramatist, writer, and Mridangam (Indian drum) player. Guru Kasthuri is known for bringing hundreds of Indian artists to St. Louis since 2008 by organizing both the Annual Saint Louis Indian Music Natya Festival and St. Louis Indian Dance Festival. Fittingly, he was awarded the title of "Kala Yogi" in 2015 in recognition of his devotion to Indian performing arts in the West.

Guru Kasthuri helped our violin, cello, flute, and piano musicians understand and play the Carnatic song *Raghuvamsa Sudha*, composed by Patnam Subramania Iyer. "Virtuosi musicians are playing this along with student vocal soloist **Saivi Gadi '25**," said conductor **Dr. Jo Nardolillo, Orchestra Director and JK-12 Arts Department Chair**. The Virtuosi is a new class this school

year. "It is a conductorless chamber ensemble that is student-run using a collaborative leadership model. Students not only play without a conductor, but they run the rehearsals themselves and make key decisions such as choosing what music to play."

This visit came together when Dr. Nardolillo asked Gadi if she would be interested in singing a solo classical Carnatic song with the orchestra. "I have been learning Carnatic music for 11 years," said Gadi. "I was excited to see where the project would go, and after speaking with my own vocal music teacher, I decided on the song *Raghuvamsa Sudha* because it is lively and vibrant, has a beautiful meaning, and has a large scope for orchestral interpretation. Dr. Nardolillo wrote a score for all of the parts in our ensemble. This experience has helped me gain an appreciation for the complexities and similarities of both Carnatic and Western music."





First, the Virtuosi performed the song all the way through for the visiting artist. Then, Guru Kasthuri offered feedback as the group practiced it throughout the rest of the class period, having the students pause at certain points so he could share what could be improved.

At one point, Guru Kasthuri said, "Everything is beautiful. I'm only giving a critique because you're asking me to." Then he added, "If you could find a drum, though, that would be great." Fast forward to just a moment later and Guru Kasthuri joined the students and conductor on stage with a tambourine that he used as a drum for the rest of the song practice. With the drum and the guru's feedback in mind, the piece was elevated to the next level.

Dr. Nardolillo said, "What I hope students have taken away from the experience is that music is a universal language that everyone understands and shares. As artists, these young musicians have the power to unlock doors and connect people in deep, even spiritual ways. Guru's message that we take with us: leave behind the mechanics of playing your instrument—focus instead on conveying the meaning of the music."

“What I hope students have taken away from the experience is that music is a universal language that everyone understands and shares. As artists, these young musicians have the power to unlock doors and connect people in deep, even spiritual ways. Guru’s message that we take with us: leave behind the mechanics of playing your instrument —focus instead on conveying the meaning of the music.”

DR. JO NARDOLILLO, ORCHESTRA DIRECTOR AND JK-12 ARTS DEPARTMENT CHAIR



Beasley Shines Bright For Annual Winter Program



What are you going to do with your brave and loving light today?

Lower School Music Teacher Dr. Katy Nichols asked this question as she welcomed a packed audience and kicked off the annual Beasley Winter Program last December. It was the perfect spark to the start of the show, as the theme of the 2023 Lower School production was "Celebrations of Light."



"I want to celebrate the most beautiful light, the light that each of these children have," Dr. Nichols elaborated. "We all have light inside of us. It's not like a candle, but it's an inside light that helps us to feel brave and helps us do more good. We can bring our lights together. We do that when we help each other, when we take care of each other, and when we stand up for what's right. In those moments, we bring our little lights together to make a bigger, brighter, more powerful light. We cannot wait to share our brave and loving lights with each other, with our families, friends, teachers, and the MICDS school community. What a special gift that we will all take part in together this afternoon!"

Without further ado, the program began much to the delight of a dazzled audience. For the whole first semester, Lower Schoolers worked hard to memorize lyrics, speaking parts, and choreography. They learned how to perform as ensembles, sing in unison, and sing in multiple parts. They also practiced challenging instrumentation. It was finally time to be in the

spotlight and wow their families, friends, and the entire MICDS community.

Beasley shined bright with their opening song, the One Voice Children's Choir arrangement of *Diamonds* by Masa Fukada. Many of the Lower Schoolers practiced this song every day at home leading up to the program. There was a group solo sung by fourth graders, and the whole school sang in two parts. The fourth graders, under the direction of **Lower School Arts Teacher Sarah Garner**, made beautiful starlights to dance with. After the song, many Lower School teachers gathered the lights to hang on special displays, which were featured for the remainder of the show.

The "Celebrations of Light" show contained songs from many traditions that recognize light. Third and fourth grade sang a lovely song about Hanukkah, *Eight Lights of Hanukkah/Shalom Chaverim*. Some third graders made a human menorah as they sang.

Junior Kindergarten and Senior Kindergarten brought down the house with solos and choreography to the spiritual *This Little Light of Mine*. They also learned about the German origin of the tradition of the Christmas Tree with *O Christmas Tree/O Tannenbaum*.

Second-grade students sang beautifully on their song *Aeyaya Balano Sakkad*, a song written in the Konkani language of the Indian State of Goa to celebrate Diwali.

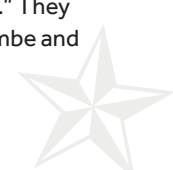




In art class, the children made colorful diya candles and learned about Diwali through music and art.

First and second graders sang *I See the Moon* and *Holiday Lights* together. The latter had the children using finger lights and celebrating the light of the winter holidays.

Fourth graders worked really hard on the barred instruments and hand chimes to play 12 variations of *The Ukrainian Bell Carol/Carol of the Bells*. Then, they sang *Kusimama*, a song that means "I stand tall on the earth with hope and positivity." They were accompanied by Upper School djembe and shaker players.



This year, the third- and fourth-grade students learned an Arabic song, *Hazrat Bibi Maryam: A Song for Peace*. The song repeats the phrase "Asalaam Aleikhum," which means "Peace be with you." All third and fourth graders learned the dance that accompanies the song, and then fourth-grade volunteers performed it in the Winter Program.

Students then ended the show with the lovely MICDS tradition, *Circle the Earth (With Peace)*. Accompanied on the piano by **Head of School Jay Rainey**, second graders shared heritage languages, and the full MICDS Lower School sang about circling the earth with peace in several different languages.



Bravo, Beasley students!

The MICDS Stagecraft Program Introduces Students to the Real Work of World-Building

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



The Prologue

They say times are hard
for dreamers

But they won't be hard for me...

It isn't what I have it's only what
I have in store

That matters now, the past can
only fade!

And everything I'll ever need
is here

This is how my world gets made

(Amélie: Teen Edition, 2020)

This year, Upper School students staged the teen edition of *Amélie*, which takes place in Paris in the 1970s and 1990s in the life and imagination of Amélie Poulain. The story begins with her childhood and ends as she begins a romantic relationship with Nino, another young Parisian dreamer. While it may sound like a typical coming-of-age story, the play invites and resists an audience's identification with the main character. In the author's note at the beginning, Craig Lucas writes, "Young Amélie can be portrayed by a puppet or a live actor, but in both cases, the point of her childhood sequence is that Young Amélie does not learn how to connect ... The puppet cannot be cute

and neither can an actor." So, the challenge was set, and the MICDS Seldom Scene stage crew had to figure out how to build a world on stage that revealed a character's imagination at play.

Upper School Theater Director Carolyn Hood chose this production because of its magic and inherent challenge. "Everything happens through Amélie's mind," she notes, "so we have to see a mind that works differently than everyone else's." For Hood, everything comes back to storytelling. "We lack empathy in the world, and in the theater program, we teach students to actually step into another person's life. The more you do it, the

more you understand it. After being steeped in it, students start applying it without thinking about it. We're not training actors, technicians, or designers; we are giving students the tools to experience life through an artistic viewpoint." As the director, Hood worked with **Performing Arts Teacher Patrick Huber** and **Technical Theater Director Brian Purlee** to guide the students, bringing the world of *Amélie* to the stage.

Huber was excited to work on *Amélie* because "there is no model to go from, and that is liberating." They had to work from the text, which is "hallucinatory and non-linear. *Amélie* is searching for meaning in an absurd world. How do you make the

audience feel that without it being disoriented?" For Huber, this work begins with light, and he has designed lighting and sets for most of the professional theater companies in St. Louis, including St. Louis Actors Studio and Union Avenue Opera. "Light is the most fundamental and plastic medium. A well-focused lighting grid is like the best box of crayons ever! You turn out all the lights and then slowly add them back in. You choose what to reveal, what to hide." He sees the theater as a rich site of collaboration and authentic learning for students as they develop relationships centered on real work. It is a unique way to create genuine collaboration with immediate results. The students who have been working for weeks see their hard work come together

into something magical. As Huber shares, "When the theater goes dark, and the curtain goes up, you can feel the public dreaming."

Purlee is the behind-the-scenes arts teacher who guides the students in set construction. Before MICDS, he knew Huber from their shared work in stagecraft for local professional theaters. "When I came in, there was a chop saw on a stand, an old drill press, and piles and piles of stuff. There was no organization," he shares. "And now, 12 years later, we have a fully built-out scene shop." Students are often initially attracted to Seldom Scene, the extracurricular evening scene-building program, because they are

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curious about tools. They learn to lift, move, build, and clean up after themselves. As they deepen their expertise, they move into leadership roles and more challenging builds. Over the years, Purlee has worked closely with the Science and Art departments to introduce more sophisticated tools gradually. “We are building skills with hand tools, but the kids can already see what they want. Every time you pick up a tool, you are partnering with that tool. If they don’t have the skill or the time, they can produce it with our CNC [computer numerical control] mills.” He pauses, considering the limitations even within the wealth of current resources. “We have craft versions, but nothing that can scale to a set and a large CNC mill would be a new and more sophisticated tool that allows students to imagine and make beyond their current skills and available time.”

When Hood shared her vision for *Amèlie*, Purlee was excited by the challenges. The Seldom Scene crew would have to construct a raw canvas for the lights to paint—already an exciting challenge—while focusing the team on how the set’s components move together to create shiftable surfaces with close seams, including rolling doors that go in and out of the scenery. The students needed to learn new skills and develop workarounds given their production timeline and busy lives as students and athletes. As always, they were ready and excited. “There are nights when you see the kids walk out of the door backward, looking at what they have built,” Purlee reflects. “They need to eat and go home and shower, and then you find them talking about it in the parking lot.”

The Players

O-oh everyone is falling

As their lives come into view

And everyone’s connected

Though they may not know it’s true

(*Amèlie: Teen Edition*, 2020)

Amèlie was the first show **Jackson Vetter '25** worked on. He had always enjoyed watching live theater but hadn’t realized how much work went into putting on a show. He started coming to Seldom Scene to work on sets and then served as a projections operator under the direction of **Sahar Bhutto '24**, the *Amèlie* Projection Designer. Vetter applied his math skills to this new adventure. “I took all the images designed for *Amèlie*, created the transitions, and changed the geometry, changing certain angles, sizes, and placement.” This was no simple matter of shining light through a

slide. Vetter learned QLab, a program for professional audio/visual designers. The process involved a lot of trial and error because complicated projections can be hard to visualize. For Vetter, stagecraft is “a cool way to be creative. Technical theater is meant to help the play be as best as possible, and seeing everything work at the end is magical.”

Charlie Mills '26 served as the stage manager and on the crew for *Amèlie*. He enjoys paying attention to details with carpentry and painting and finds pleasure in the precision of the work. Since he

builds platforms that people stand on, he has to be precise to avoid cast injuries. Mills shares that his work in Seldom Scene is about balance to get to “an elegant form. I spent hours obsessing over a seam you could barely tell was a slot between two walls. It was amazing and so satisfying. Part of that satisfaction is creating something beautiful, and part of it is getting to make something that is so perfect at its job that you don’t even know it’s there.” For Mills, building scenery is slow, therapeutic work, and Seldom Scene is a place of success, growth, and connection.

Amèlie was the fifth show for lightboard operator **Dalton Costick '26**. He finds working with light interesting, and in this production, the lighting crew used many different color schemes. He learned more about colors, how to program them, and how they hit actors’ faces. Dalton found *Amèlie* an exciting challenge because, with 350 light and sound cues, it was the most complex tech show in the archives. Costick hopes to be chosen as the lead lighting designer for the next show. He shares, “It doesn’t feel like hard work because it’s enjoyable. You want to put out your best work. During tech week, we stay at school until nearly midnight and put in five or six hours after school. When what your work is doing represents not just you but everyone who worked on the show, you want to put your best foot forward.”



Sahar Bhutto '24 appreciates the physicality of theater and that, as a designer, she can participate without actually being on stage. For *Amèlie*, she worked on the sets and served as lead projections designer, which, given the volume of work, turned into a lot of project management. To begin, she sat down with Hood and talked through the whole play, deciphering where they were going to be literal and where they were going to be more conceptual. “I was fortunate to have a big team,” Bhutto said. “I made the concepts and ideas beyond the projections by looking at past shows and based my ideas off of an interactive Van Gogh exhibit.” Even though there is hard

work, issues, and pressure in the theater, she explained why she finds it meaningful and different from school. “In a class, the teacher gives you the question, and the creativity is coming up with your answer. In Seldom Scene, we make our own structures and it’s entirely contained by the crew rather than having a teacher giving us instructions, an outline, resources, and parameters.” For the first night of *Amèlie*, Bhutto sat in the audience, taking notes. The crew ran into communication issues stemming from a shortage of headsets, forcing them to develop creative workarounds. Finally, Friday night, she sat back and enjoyed watching the show.

“It doesn’t feel like hard work because it’s enjoyable. You want to put out your best work. When what your work is doing represents not just you but everyone who worked on the show, you want to put your best foot forward.”

DALTON COSTICK '26

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The Epilogue

Open row window seat

Runway ends the world grows clear

Hanging suspended in midair

Now I can see everything from here

(*Amèlie*: Teen Edition, 2020)

Immediately after *Amèlie* wrapped, the set was deconstructed and its pieces repurposed for the next show. Since Huber hoped to evoke a Russian lacquered box for *The Good Doctor*, the matte cream *Amèlie* set with Mills' careful seams was pulled apart and painted black. The Seldom Scene crew was moving forward.

The theater program is still climbing back from COVID. The pandemic interrupted a natural skill development progression for students over four years on staff. Finally, next year's juniors will have three years of experience. **JK-12 Arts Department Chair Jo Nardolillo** is also rebuilding coordination between divisions so older students can work with younger students on Middle and Lower School productions.

Huber notes that equipment issues come from entropy as equipment ages and breaks. He tries to help students troubleshoot and build what they need from their old equipment. While MICDS updated the sound system in Orthwein eight years ago,



theater has evolved since then. The current system handles 16 microphones; *Amèlie* required 20. "Balance with the orchestra is tough," Huber said. "It's a stressful night with all the instruments. The musical director will say, 'I have to turn the piano up; the other musicians can't hear it,' and then the stage director will say that the piano has to be quieter to not drown out the singing. Both are right. In a complex production, people need to hear many different things." He's added more mics to his wish list, along with video feeds "so everyone can see what they need to see to stay in sync."

Over in the shop, Purlee has developed his own ideas. He watches students design work they don't have the time or skill to produce by hand, so he'd like to upgrade the scene shop with new, larger-scale equipment that allows programming and printing pieces of full-size scenery like professional companies. "It would be like having a master carpenter that didn't talk back," he explained. "If the director wants a French door, we can make a French door fast, clean, and sophisticated."

This is how our world gets made.

Fin.





Author Neal Shusterman and the Craft of Writing

Seventh- and eighth-grade students enjoyed a special visitor: author Neal Shusterman stopped by Eliot Chapel to speak about his books and the craft of writing. His latest book is *Courage to Dream: Tales of Hope in the Holocaust*, a graphic novel. "Having Mr. Shusterman speak about this book dovetailed nicely with the seventh- and eighth-grade history and English units," said **Middle School Librarian Bethany Kavanaugh**. "Mr. Shusterman's amazing writing journey is a perfect example of what it means to blend complex narratives and themes but still be able to create gripping stories and worlds that stick with readers forever."

Shusterman tends to write stories where he "bends reality" and admits that they might be considered science fiction, fantasy, or surrealistic. "I have a tendency to twist reality," he said, "but how do you take a reality as hard and stark as the Holocaust and add fantasy?" He knew that he was walking a fine line: too much fantasy and it becomes fodder for denials about the reality of the tragedy.

Ultimately, Shusterman feels his writing is a tool. "I want it to be a beacon to shine light into the dark corners where hatred lies. It's always there and finds new places and new voices, but beacons can chase it away, and we have to be vigilant about chasing it away, be the light in the face of darkness."

"As writers, we don't know what compels us to tell stories, but there's always something. That's what makes the story relatable."

#RamNation

2024

Rams Rewind

WINTER SPORTS SEASON RECAPS



Girls Basketball

Head Coach: Scott Small

Injuries did not hinder a run to the District Semifinals

The MICDS Girls Basketball team, led by seniors **Ella Etherington '24**, **Ava Moore '24**, **Julianna Resch '24**, **Genesis Starks '24**, and **Abby Wyckoff '24**, battled through a turbulent 2023-2024 season to earn a 12-16 record. After a tough start to the season against a host of ranked opponents, the Rams found their groove in mid-December, going 9-4 until a series of injuries to key starters slowed momentum. Once healthy, the Rams finished the season on a winning streak and fell just short at the buzzer in the District Semifinals after overcoming a 21-point 3rd quarter deficit. Starks earned First Team All-Conference honors in what was a very talented Metro Conference this year, and **CeCe Harris '25** was named to the Second Team despite missing eight games due to injury. Harris and **Lilly Loeb '25** will step up next year to lead the Rams.

Boys Basketball

Head Coach: Travis Wallace

Team maturity leads to 21-7 record

The MICDS Boys basketball team was led by seniors **Jayden Banks '24** and **Mason Swartz '24** and finished the 2023-2024 season with a 21-7 record. This year's team featured seven underclassmen. The team matured a lot throughout the season. One of the highlights was winning the Fort Zumwalt North Tournament. Banks and **Brandon Clemens '26** were named First Team All-Conference, while Swartz and **Jason Stokes '26** were named Second Team All-Conference. Next year, the team returns with a good nucleus of players.

Ice Hockey

Head Coach: John Mattingly Jr.

Third-place finish in the Central Division

The ice hockey program put together an early 7-2 start under the leadership of **Henry Cordes '24**, **Ameer Hajji '24**, and **George Williamson '24**. The holidays proved to be a tough stretch, but two huge wins against JBS and solid efforts against the entire Central Division earned the Rams a third-place finish in the Central and a Wickenhauser Cup Championship bid going into the playoffs. The Rams battled through a short bench and injuries late in the season, ending in a round-robin series of playoffs. **Henry Clay '24** had an outstanding second half of his season, playing a key role. **Cooper Myers '26** and **Alejo Theodoro '26** led an extremely talented group of sophomores. **Max Chen '27** and **Keifer Winegrad '27** led the way for an impressive freshman class, and as always, **Miles Jensen '25** proved to be one of the area's top goalies. The hockey program's future remains bright, as the pipeline is as strong as ever.



Girls Squash

Head Coach: Robyn Williams

10th consecutive title at Ashes Invitational

The Girls' Varsity Squash team finished another strong season with a 15-5 overall team record and impressive individual results. They finished second at the Tom Flanagan Invitational Tournament in Mercersburg, Pennsylvania. Both senior captains, **Bridget Clennan '24** and **Avery Summers '24**, displayed grit in a close match. The Rams defended their title at the MICDS Ashes Invitational, winning all five matches, including a clean sweep against John Burroughs and Westminster. This marked their 10th consecutive Ashes victory and solidified their undefeated tournament record. The U.S. Squash High School Nationals saw them placed in a strong Division II bracket, where they finished twelfth. **Annabelle Medler '24** and **Abby Derdeyn '25** remained undefeated with a perfect 4-0 Nationals record. The girls' squash team finished on a high note, showcasing talent and fighting spirit. The team bids farewell to five seniors this year: Clennan, **Charlotte Derdeyn '24**, team manager **Ananya Kamineni '24**, Medler, and Summers.

Boys Squash

Head Coach: Nolan Clarke

Team participates in U.S. Squash High School Nationals Tournament

This year marked another remarkable season for the Boys' Varsity Squash team. Leading the charge were captains **Haider Malik '24** and **Sameer Shafqat '24**. The varsity team went 9-10. They were fortunate to host the second annual MICDS Ashes tournament. The Rams' season was capped by participation in Division 5 of the U.S. Squash High School Nationals Tournament. A special shoutout to the Most Valuable Player at Nationals, Malik, who had a phenomenal tournament and showed tremendous determination and leadership. Shoutouts also go to **Zach Withington '26**, whose commitment to improving his game set a high standard for the rest of the team to follow, and to **Hawk Bergquist '27**, a freshman on the team whose growth and hard work caught everyone's attention. The squad bids farewell to the following players this season: **Hasan Aslam '24**, Malik, **Anuj Pullakandam '24**, Shafqat, and **Cody Zheng '24**, and wishes them all the best in their future endeavors.

01. The Varsity Girls Basketball team finished the season on a winning streak and fell just short at the District semifinals, overcoming a 21-point 3rd quarter deficit.

02. A season highlight for the Boys Basketball Team was taking home the trophy at the Fort Zumwalt North Tournament.

03. The Girls Squash Team landed in second at the Tom Flanagan Invitational in Pennsylvania and took home their 10th consecutive win at the Ashes Invitational.

04. The Varsity Boys Squash Team finished the season with a 9-10 record and participated in the U.S. Squash High School Nationals Tournament.

05. The Rams Ice Hockey team earned a third-place finish in the Central Divisions and a Wickenhauser Cup Championship bid going into the playoffs.



01. The Girls Swimming & Diving Team placed second at the Class 2 State Championship after taking second in the Metro League Conference.



02. Despite one of the toughest and largest schedules in the past decade, the Wrestling team accumulated over 160 wins, with nearly half by pin.

03. The Cheerleading Team crafted two stunning full-length stunting routines for the Coaches vs. Cancer game and Senior Night.



Girls Swimming and Diving

Head Coach: Chris McCrary

Second in the Metro League Conference and second at the Class 2 State Championships

The Girls Swimming and Diving team finished the year with great results. They were second in the Metro League Conference and second at the MSHSAA Class 2 State Championship meet. **Lindsay Naber '25** had the highest finishes at State, placing second in the 200 IM and fourth in the 100 Backstroke. Other top-8 finishers included **Grace Coppel '25** in the 50 Free and **Nina Schuerer '26** in the 500 Free. Coppel, **Everdine Ferguson '24**, Naber, and **Mikaela Mikulec '24** finished second in the 200 Free Relay. Coppel, Ferguson, Naber, and Schuerer also finished fourth in the 400 Free relay. The top 16 scorers for the Rams would include Ferguson (200 Free and 100 Fly), Schuerer (200 Free), Coppel (100 Free), Mikulec (50 Free), **Thisbe Diamond '24** (Diving), and **Isabel Phillips '24** (100 Fly). **Sophia Goodwin '25**, **Sarah Mills '25**, **Bella Anadkat '26**, and **Elise Hamelink '27** also competed for the Rams at State.

Wrestling

Head Coach: Austin Smith

Team accumulated over 160 wins, nearly half by pin

The team, led by captains **Grant Nicholson '24** and **Brian Schlafly '24**, faced one of their toughest and largest schedules in the past decade. Despite challenges, the team showed resilience and growth throughout the season, accumulating over 160 wins, with nearly half of them by pin. **Sam Glasser '26** earned Rookie of the Year. **Christopher Kline '27** earned Most Improved. **Will Reding '27** won Outstanding Individual Achievement. Schlafly was named Outstanding Wrestler. The following Rams were honored with the National Wrestling Coaches Association & The United States Marines Corps-High School Scholar All-American award: Glasser, Nicholson, Schlafly, **Max Charnond '25**, **Eshan Majeed '26**, and **David Osborn '24**. Nicholson was also selected as the recipient of the Character & Leadership All-American Award. Special thanks to managers **Taaj Saddler '25** and **Matthew Hardin '27**, and to **Camden Miller '24** for his selfless assistance and dedication to the team.

Cheerleading

Head Coach: Emilee Lemp Ivie '06

A season characterized by athleticism and teamwork

The Varsity Cheerleading program had 14 talented athletes who rallied around the Boys Basketball team all season long. Building on their impressive stunting skills, the squad crafted two stunning full-length routines for the Coaches vs. Cancer game and Senior Night. In addition, at another game, they performed a combined routine with the Junior Varsity team, wowing the audience and showcasing the program's versatility. The Varsity team extended its reach to host a three-day mini Rams Cheer Clinic for their Lower School friends. The team performed as a combined group, leaving friends and family beaming with pride. As we bid farewell to seniors **Cora Bryan '24**, **Devon Carruthers '24**, **Jada Greer '24** (Co-Captain), **Haya Hussain '24** (Co-Captain), **Mia Krieger '24**, and **Zoie Tolson '24**, we celebrate their contributions and leadership. Their departure marks the end of a successful season characterized by teamwork, dedication, and boundless enthusiasm.

Eighteen Student-Athletes Sign Letters of Intent

Eighteen student-athletes from the Class of 2024 signed symbolic letters of intent this year. Parents, coaches, teammates, and friends cheered them on at an Upper School assembly as they committed to continuing their athletic careers in college.

"It is fantastic that we get a chance to celebrate our seniors who are committing to higher education and taking their athletic passions to the next level," said **Josh Smith, Director of Athletics**. "They are examples of the success you can achieve when you pair your time in the MICDS classroom with the relentless pursuit of a personal dream. We can't wait to see what they do next!"

Director of College Counseling Matt Essman is also proud of these Rams. "I want to congratulate all of the outstanding MICDS student-athletes for this wonderful recognition!" he exclaimed. They have worked tirelessly, both in the classroom and in their sport, to earn this opportunity to continue their athletic careers at the collegiate level. I wish them all the best as they take this next step in their educational journey."

Students signed their letters in unison and donned their respective college hats, which were provided by the MICDS Parents Association Sports Boosters.



Congratulations to our Class of 2024 student-athletes!

William Carpenter '24,
Washington and Lee University,
Lacrosse

Andrew Clifford '24,
Denison University, Baseball

Agatha Curylo '24,
Dartmouth College, Rowing

Henry Cordes '24,
Purdue University, Baseball

Charlotte Derdeyn '24,
Dickinson College, Squash

Thisbe Diamond '24,
Wesleyan University, Diving

Carter Enyard '24,
Michigan State University, Football

Ella Etherington '24,
Saint Louis University,
Field Hockey

Everdine Ferguson '24,
Lafayette College, Swimming

Ava Goldson '24,
Claremont McKenna College,
Lacrosse

Ameer Hajji '24,
Washington University, Ice Hockey

Colin Hutton '24,
Sewanee: The University
of the South, Baseball

Rachel Li '24,
Carnegie Mellon University, Tennis

Ellie Lochhead '24,
DePauw University, Field Hockey

Liam McCarthy '24,
Truman State University,
Cross Country / Track & Field

Amir Muhammad '24,
Queens University, Track & Field

Isabel Phillips '24,
University of Rochester,
Swimming

Davis Schukar '24,
University of Chicago, Football

Go, Rams!



A New Middle School Tradition The Winter Classic Debuts!



"I woke up in the middle of the night and started to think about how we could showcase Middle School athletics and build community."

While those thoughts were running through the head of **Nick Menneke, Middle School Assistant Athletic Director and PE Teacher**, similar sentiments were taking shape with **Callie Bambenek, Middle School Community Coordinator and Science Teacher**. "Over the summer, I met with groups of Middle School faculty, and the feedback was clear: find opportunities to be together as a middle school and have fun," she said.

When Bambenek heard about Menneke's vision of developing a stronger community with home athletic contests, she realized "it would naturally build connection and be an absolute blast!" She said, "I immediately knew that we could partner together." The final addition was to include teacher appreciation night—all of the Middle School teams

wrote letters thanking a current teacher and inviting them to their athletic event. The Middle School Winter Classic was born.

The event kicked off with a pep rally in the South Gym. "First and foremost, we wanted to build community," Menneke said. "We wanted to show off our awesome band, choir, and orchestra while at the same time having some fun competitions during the assembly." Fifth, sixth, seventh, and eighth graders faced off against each other and faculty members in a series of fun, lighthearted games. As important as the community-building element of the event was, Bambenek stressed that the rally was vital because it allowed the student body and faculty to see how capable Middle School student leadership is with their desire to build the assembly. "I couldn't be more proud of our eighth graders for planning, collaborating, and carrying out a vision for their own Middle School," she said.



Events like the Middle School Winter Classic certainly build community, but also need community in order to be successful. "I appreciate the administration who allowed us to create this event. The support from them was amazing," said Menneke. "Huge shout out to our faculty members who were willing to participate in these events. Special thanks to **Head of Middle School Jen Schuckman** for helping us see how far our vision can take us and to **Andy Kay, MS English Teacher, Coach, and emcee of the year**. Not many people can energize a crowd like he can," said Bambenek.

So, will there be another Middle School Winter Classic? "You better believe it!" said Bambenek. Menneke agreed, "100% YES! Callie and I have already started discussing the next one!"



Go, Middle School Rams!



Varsity Cheerleading Revives Clinic for Beasley Students

The MICDS Varsity Cheerleading team hosted a cheer clinic for 35 excited Beasley friends, rebooting the tradition to share their love of cheer with the next generation of athletes. During the two-day clinic, students rotated through small groups with the varsity squad, learning cheers, the mechanics of a nice, loud cheer clap, a high-stand tripod stunt, a split jump, and choreographed dance moves.

Assistant Varsity Coach Katherine Fraley '15 said, "This is the first time we've done the mini cheer clinic in four or five years. It's awesome to have so many students. Many of our cheerleaders over the years remember doing it in Beasley and keep talking about it. Since we had enough cheerleaders on varsity this year, we have a great ratio of cheerleaders to Beasley students to make us comfortable enough to bring it back. It's been really fun to see the Upper School students become mentors to the younger students and form relationships with them. The sheer number of students who signed up was overwhelmingly positive, and it's been super fun."

Senior Captain Jada Greer '24 enjoyed working with the Mini Rams and discovered that, ironically, clapping (a Cheer staple) was the most effective at gaining the younger students' focus and attention. She said, "I absolutely loved working with the Mini Rams. It was definitely a challenge because with high school cheerleaders, you can ask them to be quiet, but with elementary school kids, you have to clap to a beat for them to repeat—which we did not discover until we were a day in! There were also many kids to work with, but they were all amazing (as long as we kept the snacks coming)."

Senior Captain Haya Hussain '24 added, "I was assigned to the dance station and was able to teach the little kids a sequence of three 8-counts that they would perform at the game. It was a simple, sassy dance that Jada and I choreographed. I also had to learn it mirrored so I could

"It's been really fun to see the Upper School students become mentors to the younger students and form relationships with them. The sheer number of students who signed up was overwhelmingly positive, and it's been super fun."

ASSISTANT VARSITY COACH KATHERINE FRALEY '15



cue the kids as they performed, and there were so many more pieces of effort and preparation that went into the Mini Rams Clinic. I truly admire the work and care that the cheerleaders and coaches put in.”

Hussain continued, “It was also just a wonderful way to bond with the rest of the school. Being a JK-12 school, opportunities like this really bring the school together. This connectivity and sense of community is exactly what our school is about—allowing children to see the endless opportunities they have in their future. I loved seeing the joy and excitement on these kids’ faces, and there was so much promising talent at these young ages that the high school cheer program would be lucky to have. It was also so rewarding to see students come in shy and then develop connections with their group leaders and the cheerleaders, teaching them cheers, dances, stunting, and jumps. You could really see the development of self-confidence, and that is not something everyone gets to experience or see.”

On the final day, the entire squad—35 strong—performed at halftime during the Girls Varsity Basketball game. The captive audience was wowed by their sharp moves, stellar jumps and stunts, and, of course, their joyful faces.

Put your hands together for the future of cheerleading, little Rams!



One Extraordinary Day!

Community Bands Together to Support One Day for MICDS

This past Valentine's Day, we really felt the love on campus as the MICDS community from near and far came together to participate in One Day for MICDS, an annual online giving challenge in support of our students and School. And, our community is certainly one for over-achievers as goals were exceeded at every turn! Parents went all in for our students and made a big difference, with overall participation numbers increasing significantly. A gold star goes to the first-grade parents who shot to the head of the pack with 100% participation!

Nearly 400 alumni, parents, grandparents, parents of alumni, and friends collaborated to raise

over \$190,000 for the MICDS Fund in the blink of an eye! The entire day was a wonderful show of support and school spirit. Several generous donors issued matches and challenges throughout the day and night, and our MICDS family stepped up every time.

We are so appreciative of all those who participated, and we are floored by the outpouring of generosity from all of you during this year's One Day for MICDS.

Thank you for choosing to make MICDS your Valentine this year. Your support means the world to our students and faculty, and we are immensely grateful for the impact it has on our community.



Save-the-Date

MICDS Homecoming Weekend



September 27 - 28, 2024
MICDS Campus

FRIDAY:

School-day pep rally,
food trucks, and bonfire

SATURDAY:

Fun Run, Carnival, picnic

Note: athletic contests are at JBS this year

Show your Ram spirit and join us for all the fun!

MICDS MADNESS

2024 GIVING CHALLENGE MARCH 7-13

A Ram-Tastic Spring Tradition Continues! 2009 Repeats as MICDS Madness Champions

In March, alumni/ae from the classes of 2009-2019 competed in the 14th iteration of "MICDS Madness," our annual virtual young alumni participation challenge. Reuniting as a class once again, the alums celebrating their 5th to 15th reunions had their eye on the prize of taking home this year's Madness Championship. When the dust settled, we had a two-peat winner, with the Class of 2009 again claiming the top spot by achieving 127% of their class goal! While not a *lamb-slide*, it was a hard-fought win. And, the glory of victory was especially sweet for 2009 as it's their last year in the competition, so they're riding off into the Madness sunset as champs. Fun fact: The Class of 2009 finished in last place in their first year of Madness, so they truly have gone from zero to hero!

This year's MICDS Madness was, as always, a Ram-bunctious week with many exciting incentives. Young alums who made their first gift to the School were treated to MICDS-branded sunglasses because their future is so bright!

Even though the classes competed against each other for the Madness crown, the classes of 2009-2019 crowdfunded together to give back to the School. Their support went towards the MICDS Fund, and many donations were made in honor or in memory of classmates and teachers who impacted their MICDS experience.

TOP FIVE CLASSES

(based on class participation goals)



We are always thankful for our dedicated and lively Madness Class Reps, who tirelessly engaged their classmates to encourage participation. We couldn't do it without you (and it wouldn't be nearly as much fun)! Our students and faculty benefit

directly from the effort and support and are grateful for everyone's participation. From Troubs and Whales to Pond Tosses and Boat Races, all young alums go together like Red and Green!



Why I Give

From Student to Supporter

Margaret Mize Mathis '45 recounts her time as a student during WWII, her teaching career, and her commitment to annual giving.

Did you know that this year is the 165th anniversary of Mary Institute's founding? On the cusp of her 80th reunion, Margaret Mize Mathis, Mary Institute Class of 1945 and a dedicated supporter of annual giving at MICDS, joined a Zoom call with us from her home in Maine to share more about her journey as a Mary Institute student, parent, and faculty member (1979-1987).

Q: WHAT WAS IT LIKE FOR YOU AS A YOUNG STUDENT AT MARY INSTITUTE?

A: I grew up in Ladue, and my mother went to Mary Institute, so I followed in her footsteps and joined in seventh grade. I played hockey, tennis, and all those sorts of things. We didn't have any swimming at the time, so I swam for Shaw Park. I was at MI during World War II, so we had air raid drills, where we all went into the downstairs halls and sat and put our hands over our heads. I had an older brother who was killed in the war, and so did a couple of my other classmates. I did horseback riding after school, which was wonderful, but due to rationing, we didn't have the gasoline to go places. My father was in the real estate business, and they had a little extra gasoline for house showings, so we could use that occasionally. Mary I was a great experience, and the education was exceedingly good. The classes were very small, and you really got to know your teachers.



Photo credit: Danielle Sykes for Down East Magazine



Q: WHAT DID YOU DO AFTER YOU GRADUATED FROM MI?

A: I attended Wellesley College and then the University of Texas, Austin, where I got a master's in math education. It was very different from Wellesley. Since then, I've lived in California, Texas, Massachusetts, and Missouri and taught in Switzerland for 20 years. I currently live in Maine.

Q: TELL US ABOUT YOUR EXPERIENCE AS A PARENT AND TEACHER AT MARY INSTITUTE.

A: I was teaching at St. Mary's Hall, a school similar to MI in San Antonio, Texas, where my daughter had been since the third grade. She was spending her junior year in Spain and then her best friend moved away, so we thought about returning to St. Louis. I applied for a teaching position at Mary I, and they were happy to take me back. It was fun because I knew everything about the school. I didn't have to be given a tour. My daughter arrived at MI for her senior year and was happy to come back to St. Louis. We stayed for about 10 years.

During that time, I taught the first several years of the Swiss Semester program in Switzerland. Mary Institute occasionally sent students there. The person who ran the program asked his friends who worked in private schools, including the head of Mary I, if they would join the program. So that's how it started.



I taught math at Mary I and even economics at one point. It was before the schools merged, so Country Day boys came over for economics because they didn't have that class at Country Day at the time. One draw for the boys to take economics was they got to roam the halls of MI.

Q: WHAT TOOK YOU TO MAINE?

A: My daughter now lives in Bangor, Maine, which is why I chose to live here. I'm in a retirement community of sorts. It's a big place, and it's in Orono, the home of the University of Maine. We have a lot of retired professors here.

>> continued on page 56

- 01. Mathis (second from right, bottom row) listed her "senior ambition" in her class of 44 students was "To be known as something other than Dave's sister."
- 02. On her senior yearbook page, Mathis was noted for having an "analytical brain...turns a willing mind to her friend's problems."
- 03. Mathis served on the mathematics teaching team at Mary Institute from 1979 to 1987.



“I think if you really enjoyed your time here or feel the organization is doing a good job, you give to it. I don’t give to a lot of places, but I do give to MI, Wellesley, and a few others. I’ve never been what one would call really rich, so it’s not huge amounts, but since my mother went there, I went there, I taught there, and my daughter had one year there; that’s the least I can do.”

MARGARET MIZE MATHIS '45

>> continued from page 55

Q: WHAT DO YOU ENJOY ABOUT MAINE?

A: When I first arrived, I lived in the last house on a dead-end road, right next to a ski slope. Now, I live in the independent living section of a retirement community. I used to hike, but a skiing injury from years ago started bothering me, and I no longer hike. I now ride the Peloton. They have dozens of activities here. I do some of them. It’s very quiet up here, and with many professors around, there’s always someone to talk to. If I hadn’t already been living alone for a long time, I probably wouldn’t like it at all. But it’s what I’m used to, and the view out the window is nice. I miss traveling, but I have three sons in California, Tennessee, and Pennsylvania who visit.

Q: WITH YOUR DEEP TIES TO THE SCHOOL AS A LEGACY, FACULTY MEMBER, AND PARENT OF AN ALUM, WHAT MOTIVATES YOU TO CONTINUE GIVING BACK TO MICDS?

A: Well, I really enjoyed my time there. It was very different than it is now. Country Day was out by the airport, where my twin brother went. He first went to Clayton High

School and didn’t like it, but he loved Country Day. My twin lived to the age of 92 before he died in an automobile accident. I miss him. He lived in a very old house in Vermont, and it wasn’t too far, so I went over there often. We have the same early memories. We remember our first year of kindergarten and when we both had our tonsils out.

I can still remember the day I started at MI. I was very well prepared for Wellesley. There were five of us in my MI class that went to Wellesley, which was unheard of. At the time, Wellesley said, “We can’t possibly take five from the same small school,” but they did. And we all graduated.

Q: WHY IS PHILANTHROPY IMPORTANT TO YOU?

A: Well, I think if you really enjoyed your time here or feel the organization is doing a good job, you give to it. I don’t give to a lot of places, but I do give to MI, Wellesley, and a few others. I’ve never been what one would call really rich, so it’s not huge amounts, but since my mother went there, I went there, I taught there, and my daughter had one year there; that’s the least I can do.

Q: WHAT REASONS WOULD YOU GIVE OTHER PEOPLE TO INSPIRE THEM TO GIVE BACK?

A: The education you get is excellent. I thoroughly enjoyed it the whole time as a student and teacher. We were extremely well prepared for college. The fact that we had small classes...I mean, I had four people in my Latin class. I saw how much my brother changed going from Clayton High School to Country Day. The difference was just incredible. He went into the Army, and when he got home, he talked himself into Wesleyan University in Connecticut and graduated with honors.

The two schools have changed a lot. We didn’t have any boys at Mary I then, but they were close by. When I was teaching in Texas, that school was also working on combining schools like ours and going coed. Why would Country Day have moved next to Mary I if they weren’t going to be together eventually?

We are grateful for many things here at MICDS, not the least of which is that CDS did move next to MI, and that **Margaret Mize Mathis '45** continues to inspire our community.



The World Needs Your Art

Guest Artist Carolyn Lewis Visits Beasley

"I do art every day!" Carolyn Lewis exclaimed. "If you dream of something, keep working toward that every single day. Don't let that dream go away."

At a Lower School assembly, Lewis shared one of her project themes with the students: Empowerment Birds, which have special messages to motivate and inspire on their wings. "I wanted to do something to make me feel strong and empowered and brave, so I chose words that made me feel that strength," she said. "Every bird is wearing red shoes, just like I'm wearing red shoes today. I wear them on days I need a little extra confidence. They make me feel stronger and walk braver."

She encouraged Beasley students to find their own pair of red shoes, or a special necklace, favorite t-shirt, or lucky socks—something that makes them feel strong and brave—put them on, and keep moving. And, of course, there's always art. "Even when you don't have the words to tell how you're feeling, art is always there. Even when the world feels way too big and overwhelming, art is there to make you feel calm. Even when you feel scared or anxious, put your red shoes on, walk taller, be confident, and put one foot in front of the other. The world needs your art. Imagine this school without your artwork—it would be so boring! I want you to keep creating."

After the assembly, fourth-grade students spent time with Lewis in the art studio, making their own Empowerment Birds. Beasley artists are now walking a little taller, proud of the difference their art makes in the MICDS community.





Your Reputation Will Be Your Legacy

Rhyan Henson '10 Returns as Bond Lecturer

"How would you measure the value of life? Think about that," **Rhyan Henson '10** instructed the audience of Upper School students in Brauer Auditorium for the 2024 Bond Lecture. The **Erik Lyons Bond '77** lecture is named in honor of the first African American graduate to complete all eight grades at Saint Louis Country Day School. During his years at CDS, Bond distinguished himself in scholastics, athletics, and student government. He died unexpectedly in June 1984.

Henson invoked the legacy of the lecture's namesake. "He was the best of us," he said. Even though Bond passed before Henson and the students he addressed were born, "In a lot of ways, we know who Erik was. We know what it means to embody being an MICDS student or staff member every day."

Henson spoke about the three characteristics that define a well-rounded member of the MICDS community: character, academics, and athletics.

How does Henson measure the value of life? "I measure it by the decisions, relationships, and reputation I make."

Class Notes

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

The following pages reflect
notes submitted through

April 15, 2024

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

Weddings

CONGRATULATIONS TO THE FOLLOWING ALUMNI ON THEIR RECENT NUPTIALS

- 01. **Spence Myer '10** and Kristen Herbst, *May 6, 2023*
- 02. **Matthew Myer '14** and Caroline Brown, *August 19, 2023*
- 03. **Paulita Pranschke '93** and Robert "Bob" Murray, *September 23, 2023*



Births and Adoptions

WE WELCOME THE FOLLOWING CHILDREN TO OUR MICDS FAMILY.

- 04. **Elizabeth Rechter O'Neill '06** and Michael E. O'Neill, Jr., Samuel Joseph O'Neill, *April 23, 2024*
- 05. **Alex Schaefer Levis '08** and **Matt Levis '05**, Elliott Chase Levis, *January 1, 2024*
- 06. **Riley Thomlison Bechdel '09** and Jeff Bechdel, Harry Steedman Bechdel, *July 25, 2023*
- 07. **Frances Jones Winkler '10** and Sam Winkler, George Warren Winkler, *March 26, 2024*
- 08. **Caroline Maples Moore '11** and **McPherson Dorsett Moore Jr. '10**, McPherson "Mac" Dorsett Moore III, *January 28, 2024*



Alumni/ae Deaths

THROUGH MAY 30, 2024

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

Suzanne Mullins Keeler '42, April 19, 2023
Suzanne Patterson Buhrman '44, January 4, 2019
Adele Luetscher Hacussler '44, March 18, 2012
Elizabeth Wight Herring '44, April 11, 2024
Patricia Niedt McCadden '44, January 22, 2024
Betty Hohenschild Neuenschwander '44, February 3, 2021
Julia Hill Brownlow Pulliam '44, March 17, 2023
Stewart Scott Galt '45, January 8, 2024
Marilyn Simon Lord '47, February 14, 2024
Mary Garvin Seibel Cornwell '49, June 18, 2017
Helen Laird Hetlage '49, October 7, 2019
Frances Carton Pauley '49, September 7, 2023
Mary Richmond Quinlivan '49, October 1, 2021
Virginia Gay Findlay '50, April 16, 2024
Mary Bemis Woods '50, February 6, 2024
Stephen M. Boyd '51, April 7, 2024
Harold Maxwell Stuhl '51, January 20, 2024

Alan Popkin '52, January 20, 2024
Joan DeWitt McKean '54, April 2, 2024
Charles Sherman Burger '56, February 3, 2023
James Wilson Hensley '56, February 22, 2024
Christopher Layton '56, March 20, 2024
Donna DeWitt Lambert '57, April 6, 2024
Willis Dean Hadley Jr. '58, March 7, 2017
Helen Putzel Belliard '59, October 28, 2023
James Kimball Douglas '60, 2024
Larry Pierce Knight '60, January 22, 2024
Ada W. Long '63, February 4, 2024
Edmund Randolph Whitelaw '63, March 24, 2024
Arthur Allan Hancock '64, November 11, 2005
John Douglas Pearl '64, June 2, 2001
Howard Robinson '64, March 4, 2024
Ginger Honig Estep '67, May 18, 2024
Irvin Fishel '67, unknown
Katherine Harper Connolly '69, September 7, 2023
Jeffrey Donnelly '74, unknown
Donald Oliver '74, 2023
Martha Scott Roeder '75, March 9, 2024
Michael Patrick Casey Jr. '88, January 6, 2024
James Beshler II '89, February 21, 2024

Faculty Deaths

Charles Rose, Band Director at MICDS, January 15, 2024
James T. Hakes, Director of Business & Finance, MICDS,
February 5, 2024
Harvey B. Sperling, Upper School History Teacher
and Dean of Students, Mary Institute, February 27, 2024
Jane Gould, Upper School English Teacher, Mary Institute, unknown



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!

1942 MI

We received a lovely handwritten letter from **Dorothy Ann Cable**, who reports: “This February 7, I was 100 years old. After MI, I attended Missouri Valley College in Marshall, Missouri, graduating in 1946. Then I went to the University of Missouri-Columbia for photography and photo engraving courses. Careerwise, I was a newspaper woman for 40 years—reporter, photographer, feature writer, and a bit of editing, mostly on daily papers in Orlando, Florida; Morganton, North Carolina; and Anderson, South Carolina. I loved horses all my life and later raised regular American Saddlebreds and still have one stallion well into his teens—about four generations of my breeding and ownership. The last several years, I have lived with Ann Logan on one of her farms in Greenwood, South Carolina. She’s a retired nurse and her husband is a doctor and farmer. I read a lot.”

1956 MI

PAGE SHARP JACKSON

PageJackson1@gmail.com

I am so sad to report that we have lost two more classmates. Our very accomplished friend, **Ann Luedinghaus Case**, died in October. Ann was a master gardener who won many awards at the Missouri Botanical Garden. There was even a special lily named after Ann. We will always remember Ann’s house and the many good times there over the years. Interestingly, Ann lived there as a child and also as an adult.

Jane Lipscomb LaBonte also has died. Jane was a wonderful member of the Class of ’56 and a wonderful friend. When thinking about Jane, we always remember the Upper Ladue swimming parties when we were children. In our early days, a pool in the yard was a rare thing. How we loved going to Jane’s house in the hot summertime.

One fun thing has happened to **Judy Gissler Adair** and **Page Sharp Jackson**. Page’s granddaughter, Patricia, moved to Washington D.C. for her job with J.P. Morgan. Judy’s granddaughter, Natalie, who lives there, and Patricia have become very good friends just like their grandmothers are.

Mary Morey Bradley tells the class that she gave up two things for Lent: “ice cream and hospitals.”

Jody Noel Dietz shares that she had a wonderful winter trip to Vero Beach, Florida, to visit her sister-in-law, **Carter Noel Miller ’64**, and **Ben Miller ’58**. Then on to Naples for a lively Class of ’56 reunion, staying with Judy Gissler Adair and Jerry and seeing Page Sharp Jackson, Mary Morey Bradley, and **Susie Fischer Yoder**. Lots of good memories, some going back to first grade. Jody’s second great-grandson, Casey Taylor Jackson, was born May 28, 2023, joining big brother Jack in Austin, Texas.

Nancy Green Maune reports: “Moving to Westminster Canterbury in Richmond, Virginia, was good. I have made new friends and have a fun Mah Jongg group and a garden with heirloom tomatoes. This place offers a variety of programs, so I am always busy. I still collect dolls and have joined a wonderful doll club that has many knowledgeable members; I am learning a lot. I am going to Kansas City in late July to a doll convention and then coming to St. Louis. I hope to see some classmates.”

Nancy Noland Kurten shares: “Our month in Vero Beach this winter was a highlight, especially because the four “Noland kids” and their spouses were all in town together. **Betty Noland Caravati ’59** visits from Virginia, and **Jody Noland Old ’62** and **Ted ’67** and **Lou Horan Noland ’68** call Vero Beach home. We celebrated our family’s seventy years in VB! Many thanks to all the Class of ’56ers from out-of-town who called about Ann Case’s death in November. It was wonderful to share our memories.

Page Sharp Jackson includes this addendum to Nancy Kurten’s news: Ann Luedinghaus Case asked Nancy to take care of her during her final days. Nancy was by Ann’s side daily taking care of every little detail for at least three months. Nancy truly became Ann’s sister, and it was a real testament to how wonderfully close our Class of ’56 friends have become.

Andrea Maxwell Platz reports, “George and I still migrate to Safford, Arizona, every winter, where we play golf and do everything at a pretty slow pace; it’s kind of fun to slow down! I am always working on a quilt for someone in our family. I still love cooking. We don’t travel much, except to and from Arizona, Evanston, and our farm in Michigan. Not sure how long we can manage those trips, but we will probably be using those airport wheelchairs before we give up our yearly travels.”

From **Mary Zeppenfeld Glaub**: “Allyn and I are enjoying life in Kansas City and hope to get into St. Louis for a visit. Stay well and thank you for being our ‘reporter.’”

Minette Grunik Bethke reports: “I am still adding to my written collection of anecdotes for *My Fummy File of Life’s Little Stories* that I have made notes on for years.”

Friendships are the ribbons that tie together the hearts of the world.

Good friends are like the stars.

You do not always see them

But you know they are always there.

Judy Trimble Lane reports she will be expecting her fourth great-grandchild in July. This is her daughter Ann’s first grandchild. Her daughter Ellen already has three grandchildren.

Priscilla Hocker Claman writes: “Last summer when I leaned over to give my niece a kiss, her wheelchair started and ran over my foot, trapping it underneath. I ended up with a hip replacement. I am fine now and getting stronger. With any luck, I’ll spend some time at the Cape this summer. I’d like to get back into my kayak. All of my kids and grandkids are doing well. I’m planning a new garden, mostly roses.”

1959 CDS

ARTHUR LUEKING
arthurl@msn.com

Kent Faerber writes: “My wife of 59 years, Scottie, and I continue to live in the wonderful home we built 17 years ago for my retirement. Scottie had a bilateral hip replacement, but we are extraordinarily fortunate to have few other health problems, although the systems are clearly slowing down. I have devoted myself to volunteering for too many causes, which resulted in a ‘Lifetime Achievement Award’ from the Amherst Chamber of Commerce.”

From the wilds of Moscow, Idaho, **Ivar Nelson** reports: “I’ve been involved every summer for a number of years in working with a bunch of other curmudgeons in identifying and clearing a very old indigenous Southern Nez Perce foot and horse trail through the wildness of central Idaho. Our crew includes a group of retired smoke jumpers as well as assorted historians and archaeologists. We eat, drink, tell stories, and cut through years of deadwood.”

Our world traveler **Norman James** shared: “I am back in St Louis, living across the highway from where I grew up, widowed, and packing as much into life as a guy our age can. Since reaching 80, I have skydived and bungee-jumped. I rafted the Grand Canyon for eight days. I traveled to Berlin and New Zealand and have planned a return to New Zealand as well as a tour of Spain and Portugal focusing on Sephardic history. This has required that I begin learning Spanish. Never too old.”

From **Henry Massie**: “I finally, gratefully retired on April 27, 2024, when I presented my last professional paper that day at the San Francisco Center for Psychoanalysis. It is titled *From Birth to Age 60: A Psychoanalytic Prospective Longitudinal Study of Emotional Development in 4 People*. Looking forward to free time and family time.”

Remember that, through the generosity of **Butch Welsch**, we hold a Zoom meeting on the first Friday of each month. If you do not receive a link and would like to join us, please email your

address to Butch at bwelsch@welsch-heatcool.com. And if you find yourself in St. Louis, the locals meet for lunch at Lester’s restaurant every Monday, 11:30ish. You’d be amazed who shows up.

1963 MI

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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 2023. 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 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. They are making the most of the ability to travel again!

Lynn Frazier Gas is heading back to St. Louis in December to help out her sister, **Chesley Frazier Morrissey** ’72, after surgery. She and Francois had a great time on a road trip east, visiting with **Roxie Pool** and **Edie Levy Brown** and Howie along the way. Roxie can now be officially crowned our Energizer Bunny! She went on a boat trip around La Paz, Bolivia, and 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. You go, girl!

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 autumn 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. 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 grandnephew’s wedding and will head west again to visit Nancy’s sister, Kay, 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**, missed you all so much since I had to miss the reunion due to COVID. After dodging the bullet for three years, I was furious to get it two days before I was to leave. Since then, I had my other knee replaced in August, have recovered well, and am eager to power walk, do Pilates, and maybe even play tennis again. Ralph is fine at 85, and again this winter, we will be in Boca Grande, Florida, which we love.

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

Stay well, and stay in touch!

1963 CDS

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Sadly, we learned of the passing of our classmate, **Randy Whitelaw**, on March 30. Randy had suffered from dementia for the last several years and had been living with his brother, **Mark '73**, during that time. Randy chose to have his body donated to the Washington University School of Medicine. Hopefully, this gift may get the world a step closer to understanding this horrible condition.

We also heard that our classmate **Ernest "Sonny" Rouse** is recovering from a stroke. Evidently, Sonny's recovery is going well, so we will wish him the best through the remainder of his journey.

We have now navigated through two Zoom calls over the past two months, thanks to **Neil Senturia** who has spearheaded these high-tech visits. We had 11 or 12 classmates on the March 19 call. As a group of (very) old-time friends, we are able to entertain some pretty dicey subjects, including antisemitism and the current political catastrophe in which we find the country. Neil assures us that we will continue with the calls, so stay tuned. Thanks so much, Neil, for taking on this endeavor.

Lastly, we can mark up another "found" classmate. **Randy Fingland** had dropped off the radar several years back. Thanks to **Steve Schmidt**, Randy was found in California where he had encountered some medical issues. He has weathered these issues and would like to hear from any and all of us.

1964 MI

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ANNE STUPP MCALPIN

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Marie Campagna Brauer writes, "In September 2023, I was sworn in by the St. Louis Family Court as a volunteer with Court Appointed Special Advocate (CASA) for children in foster care due to abuse or neglect. I was assigned my first case in October and continue working on behalf of a child currently in foster care until she is placed in a safe, permanent situation. Terrific organization!"



In August 2023, Peggy Bealke Nicholls '64 (left) and Marie Campagna Brauer '64 (right) took a hiking trip to Iceland which included a trek up an iceberg (not for the faint of heart) and lots of other adventures and laughs.

1965 MI **CONNIE BASCOM MCPHEETERS**

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Many thanks to **Peggy Dubinsky Price** for her devoted care and keeping of the Class of 1965's Notes for the past 20 years! I, **Connie Bascom McPheeters**, have taken the title of Class Agent and ask you to please share your information and photos with me. I can't match

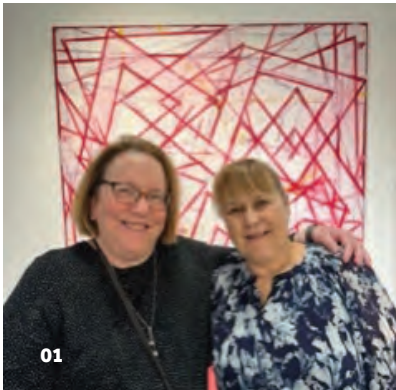
Peggy's wit, exceptional detective work, and years of devotion to our class, but I will do my best. Please join me in thanking Peggy...there are not enough words of appreciation we can give her! Let us raise a glass and sing, "Palman Quae Meruit Ferat."

Elizabeth Kendall wrote in late fall 2023: "I'm still teaching full-time at Lang College of New School as: Associate Professor in the Literary Studies department, creative nonfiction writing track. I finished a piece for the *NYTimes* and my Balanchine manuscript. I am starting a new book with my best friend, author Margo Jefferson. We just got a contract with Pantheon. It's a book about a cross-racial friendship—ours—and about our generation of second-wave feminists."

Nancy Burkham Williams: "In early December my aging process was exacerbated by a dumb 'stumble' that sent me sprawling, resulting in a fractured right wrist. I was in a cast for a month. I did get to Vermont for Christmas with my daughter, Holly, to see my stepson, Rowe, my two grandsons, Matthew and Sam, and my great-grandson, Silas, age three. I've spent months in hand rehab and now am about to have a shoulder replacement due to wear and tear, probably from tennis. **Weezie Legg Deland** was here in Naples for a few days, and we had a great time together. We enjoyed an evening at the beach watching the sunset along with **Diana Davis Madsen** who is down for a few months from New Jersey. Unfortunately, **Janie Atwood Whitehead** couldn't join us since she just had knee replacement surgery. Ain't aging grand?"

Peggy Dubinsky Price: "I am grateful to **Connie Bascom McPheeters** for taking over as class secretary. It's been a fun 20 years since I took over from **Ann Jacobs Biraben**. In other news, Dick and I took a Mediterranean cruise from Athens to Barcelona on Oceania in November. I was able to fulfill my dream of visiting Pompeii after reading a book about it in fifth grade."

Irene Leland: "In February, I was pleased that a lovely tribute to my Joey as the "Alum Spotlight" was published in the Brentwood Alumni Association newsletter. I'm ever so



01. Peggy Dubinsky Price '65 and Connie Bascom McPheeters '65 at the opening of Annette Morriss Clow '65's show at the Atrium Gallery in St. Louis, spring 2024.

02. Weezie Legg Deland '65, Diana Davis Madsen '65, and Nancy Burkhams Williams '65 in Naples, Florida, spring 2024.

03. Peggy Dubinsky Price '65 and Dick in Rome, 2023.

happy that my audiobook, *The King's Kid*, is now released and available on Audible and iTunes! This was a big special project in narrating my own written word."

Connie Bascom McPheeters: "As for me, I keep chugging along. My girls, **Elizabeth McPheeters Rickard '95** and **Katherine McPheeters '99**, work way too hard at their respective stores, Bowood Farms and Holliday in the Central West End. I have four grandchildren. Patrick is in his second year at Cornell in the AG program! His grandfather, **John McPheeters '65**, would be so ecstatic. Margaret is a junior at Kirkwood and super involved (not our genes). Patrick and Margaret, like their father, **Alex McPheeters '93**, are both water polo goalies at their respective schools! Lizzy's kids are eighth grade and a sophomore at Ladue, and are both really into soccer. I met up with Peggy to go to the opening of a show at the Atrium Gallery hoping to see **Annette Morriss Clow** (she has her wonderful paintings shown there a lot) but she was not there. Peggy looked great! She is still her old self!

Judy Williams Gibbons' husband Jim passed away recently. Judy, please know how much we are all thinking of you at this sad time.

1966 MI

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Thanks to all of you for rising to the challenge imposed by your scribes and giving us so much news to report. The biggest takeaways from all of you were: (1) We are keeping whatever parts we have left moving at an impressive pace; and (2) we have a lot of new parts to keep moving.

We hear from **Pam Moulton Baker** that she is now a step-great-grandmother as of last June. Her grandson is a captain in the Marines at Camp Lejeune. Unfortunately, Pam cannot travel to meet baby Scarlett due to multiple failed back surgeries. Her son, **Adrian '00**, lives in Thailand but comes to the States to visit every spring and summer. Last year, he stayed until November—a true sign that he loves seeing you, Pam.

Susan Frelich Appleton is in her 48th year of teaching and writing at Washington University School of Law. Her career gives her the opportunity for work and travel, so she was able to visit with **Donna Howard Swanson** in Chicago and **Sally Schaum Witte** in New York. Susie was also able to see all five grandchildren and their parents in Wellfleet, Massachusetts, plus a weekend in Santa Fe with eight of her closest friends from Vassar. Another adventure was hiking along the Cotswold Way in England with a brief stop in Oxford to visit her niece (the daughter of her late sister **Joanie '68**), who is there on a post-doctoral fellowship. We are sure that the spirits of Mr. Beasley, Arnatt, and Gerrard were hovering above as Susie strode the cobblestones. Back in St. Louis, she had lunch with visiting classmates **Noel Messing Hefty**, **Jayne Schneithorst Land**, and **Patty Glaser**.

We send **Robin Ewing Engler** our deepest condolences on the death of her husband, Curt Engler, after a long illness. We know how strong you've been, Robin, and our thoughts are with you.

In Maine, **Nan Eliot Ulett** sits in her cozy house in front of her wood stove with her rescue cats, Hemingway and Gilley. In the summer, she manages three Airbnbs. She was recently asked to show her driftwood artwork at the local library where she sold several pieces. Nan's work is now in 33 states and 7 countries! Her son Teddy was with her from May through October 2023, and her older son, Eliot, lives in St. Louis with her two grandchildren, Amelia and Eli.

Ellen Griesedieck Posey reports that all Poseys are well and living in Sharon, Connecticut. Her daughter, Jude, and son-in-law Darren are back in their jobs, now that the writers strike is over. Son John is working on his novel and helping Ellen write copy for her lifelong work, American Mural Project (AMP), which opened to the public. She tells us that even though her husband, Sam, is less mobile due to Parkinson's, he is every bit as energetic, going for all the same projects despite difficulty pulling them off.



Ellen Griesedieck Posey '66 in front of her life-long art project come to fruition, with one of her students who helped with the project.

Diane Levy Jacobson, in Minnesota, is happily trying to retire from writing articles and teaching. She thoroughly enjoys her grandsons, sons/daughters-in-law, friends, husband, and beloved dog. Diane is engaged in climate crisis work, as well as serving on several boards, fishing, and exploring the great outdoors.

Pam Morris is busy teaching and playing mah jongg, traveling, and living in her retirement home in West Columbia, South Carolina. Pam traveled to the Georgia Mountains for October Fest, then enjoyed a cruise up the New England and Canadian coasts. At Christmas, she was

in New York City for the holiday decorations, a Radio City holiday show, and two Broadway shows. Pam celebrated Christmas with all three of her children, their spouses, and four grandchildren.

It is wonderful to hear from **Sally Bowen Fletcher** in Alabama who says she loves learning about her MI classmates whom she remembers from fifth grade. She tells us that she and **Patty Glaser** remain best friends since they lived across the street from each other in St. Louis. Sally and her husband have retired and are enjoying their grandsons, ages 14 and 17, who live only five miles away. She is looking forward to continuing to grow up, not old.

Anne Steiner Manning let us know that she survived COVID but broke her arm in January. This might slow her down traveling between her homes in Miami and Martha's Vineyard and her love for tennis, but it hasn't slowed her down professionally. She recently launched a food and wine blog on Substack, <https://trustedtables.substack.com>. Anne is a wonderful writer, and as Gale adds, "I can vicariously go with her to all these restaurants in my ratty old clothes and not have to pay any of the bills."

Mary Schlapp Thistle says that after 50 years, Florida feels like home. She was busy as a Latin teacher for 15 of those years and then became a personal assistant to a generations-old, renowned Florida family. Small world: this family is related to our own English teacher, Mr. David Read. Mary continues to play the accordion and is in a band during her summers in Colorado. We hope you take your act on the road soon, Mary.

Tauna Urban Durand decided the best way to celebrate her and her husband's major birthdays, 80 for Doug and 75 for her, was to take a cruise with their three sons and wives to Alaska. They also enjoyed a wonderful cruise/land tour to Norway and Great Britain. Her grandchildren have been busy. One joined the Air Force, and her granddaughter, after graduating from University of Georgia, was accepted to medical school. Another grandson is in Air Force tech school and got married.

Noel Messing Hefty tells us she got a new left hip in February to match her new shoulder and some work on her right foot. She is now a true bionic woman! Despite her repairs, she managed trips to Cabo and St. Louis in January 2024 and to Australia in May, where she saw **Diane Deal Parks**. Then off to Norway last August, and then they attended the Colorado Grand in September. We are very proud to hear that Noel was inducted into the Perry-Mansfield Hall of Fame.

Sally Lewis Kennedy is taking English courses from her favorite professor at CU-Denver. Her children are both in Colorado: Dr. Chesney Kennedy is at Boulder Medical Center, still in pediatrics, and son Will is a headhunter in Denver in IT. Sally and Tim took several trips to Mexico, some with family, others with Sally Jones Foley and her husband, Ned.

Life is good in central Idaho for **Abby Martin Packer**, who enjoys hiking, biking, kayaking and Nordic skiing. She headed to Portugal with her children and grandchildren in April 2024 and is hoping to see Mary Bagby Wyatt in Seattle.

Chiming in from Houston, **Kris Beam Dewees** tells us she had a great year for her 75th birthday. She is in good health and has had wonderful times with family and friends. Kris is delighted to be a part of our class and remembers Mrs. Striker and how she was a member of the Seven Seas. Claire wonders if you also recall raising sea horses in our homeroom.

Mary Babgy Wyatt is happily living in Seattle near one son, his wife, and their two little girls. Her other son is in San Francisco with his wife and their son. Mary says life is great despite some medical setbacks. She tells us that she did qualify, however, for the Women's Slalom for the 2026 Winter Olympics. Although it wasn't easy to compete against all those youngsters, she won her heat and is looking forward to seeing Italy and carrying the American flag into the stadium.

Becky Egle von Schrader says hello to our wondrously fun classmates and to our 1966 CDS companions. Husband **Eric '66** just completed his trilogy of a St. Louis reimagined. His latest book, *A Universe Revealed*, was published in March. Becky and Eric are doing lots of community work in Carpentaria, California, and she still keeps busy with her two therapy practices.

Another California dreamer, **Sally Jones Foley**, is busy walking, working out, golfing, and bike-riding when the weather is nice. On their rare rainy days, Sally plays cards, eats, and drinks wine with friends. Sally and Ned traveled to South America last summer and took three trips to Mexico with her sister, **Janny Jones Ramatici '68**, and the aforementioned trips with Sally Lewis Kennedy. Sally's son, Daniel, married Camilla in Baja last summer. Her four amazing grandchildren are her greatest joy.

Lark Upson reports from France that unfortunately her brother, **Tuck '69**, had a stroke last year, so Lark spent six months in Idaho assisting with his rehabilitation. This time away meant that she was not able to paint, but we are happy to report that she has rallied and recently sent Claire a photo of a beautiful portrait she painted of a friend's grandchild. Lark is back home now and is tackling the weeds that threaten to overtake her magnificent rose garden.

Liz Douglas spent September in Laguna Beach with two of her sons and their families looking after three grandsons while son Tom and his fiancée were in Italy. While in California, Liz visited San Miguel de Allende with son Will and his wife and baby. Last October, Liz produced, directed, and tap danced in an annual cabaret with a cast of 30 performers! She was asked present at the next Tony Awards with Hugh Jackman.

It saddens us to report that our classmate **Barbie Winkelmeyer Ballard** passed away unexpectedly in January 2024. We shared this loss with our classmates and were touched by the responses we received from so many of you about how much Barbie meant to you.

And from your scribes—**Claire Keeler Beck** had a rather uneventful year but enjoyed a number of travels with great and good friends. **Gale Rutherford Dunlap** and Sandy came to Vermont for a visit, and I was lucky enough to see Lark Upson in Colorado and Vermont last year. Then David and I drove from Vermont to South Carolina through Shenandoah National Park on Skyline Drive. Last summer, I got a new horse; I look forward to getting him up into the hills of Colorado. The 2024 ski season in Vail was fabulous with a trip to Park City just to remind myself how much happier I am when skiing in my own backyard.

Gale Rutherford Dunlap writes that “Sandy and I sprang from the grips of COVID in early 2023, trying to see more of the world while we’re still vertical. We started with a whimper, not a bang, when our winter getaway to Tucson began with COVID. That trip was a ‘driving vacation’ as we said hello and goodbye to friends and drove back to Colorado. In 2023, we traveled to Croatia, Slovenia, Northern Italy, the Cotswolds, Mexico, and Hawaii, and enjoyed trips around the U.S.”

1968 MI

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Lou Horan Noland reports she and **Ted '67** had a wonderful season in Vero Beach. Lots of golf and cards with friends. “Not the best winter in Florida but we enjoyed the chilly days

and lots of sunshine. This summer we have planned a family trip on an Alaskan cruise with our kids, **Tee '95** and **Laura Noland Tarrasch '98**, their spouses, and seven grandchildren. After our Alaskan trip, we will spend some time in Highlands, North Carolina, in August.”

1968 CDS

Under a random act of retirement and unbeknownst to the two classmates, Suzy and **John Kjorlien** and Sherry and **Gary Wolff** all had tickets to the *Carole King Musical* in Jupiter, Florida, and ended up sitting side by side. John relocated from Connecticut, and Gary lives part-time in Florida and St. Louis.

Closer to home, **Carol Ferring Shepley '68** and **Jake Shepley** met with **Susan** and **Fred Thatcher** to see August: Osage County at Webster University then onto the Hwy 61 Roadhouse for some great '60s live music.

Former classmate **Robert Trottmann** died after a battle with Parkinson's. A long-time resident of Kirkwood, he was married, and had a son, stepson, and two grandchildren. Robert had an extensive career at Southwestern Bell, then Fidelity Communications.

Just heard that **George Whitelaw's** older brother **Randy '63** recently died.

Some of the local classmates meet for lunch a couple of times a year. Let us know if any of you out-of-staters are up for a Zoom call.

1969 CDS

ED HALL

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Joe Rechter: “Last fall, Sue and I met Marilyn and **John Stein '69** for a weekend in San Francisco. Sue and I then headed north to visit Amy and **Bob Larkin '69** in Mendocino. Bob had some health issues but was doing well, and Mendo is beautiful. On our way back to San Francisco, we stopped to have lunch with **Rusty Messing '60** at his beautiful farm in Healdsburg. In addition to his fluency in Spanish which he still uses (and I still don't understand), Rusty maintains extensive olive groves on his property and can be seen at the farmers market selling his wares.

It was so wonderful to reconnect with my old classmates and teacher. One thing for sure as we pass our 55th year out of school: we CDS boys stick together!



01. Joe Rechter '69 and Bob Larkin '69 catch up in Mendocino.



02. Joe Rechter '69 visits Rusty Messing '60 in Healdsburg.

1971 MI

LAURIE JACOBSON PROVOST

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Editor's Note: we apologize for the inadvertent omission of the MI '71 Class Notes in the last issue of MICDS Magazine and appreciate Laurie Jacobson Provost's continued efforts to keep the class connected.

With the last publication, our news was accidentally omitted. While most of this issue's column contains new info, I want to include those who lost loved ones last year, especially the loss of our dear classmate **Cyndi Trauernicht** in February 2023 from cancer. Cyndi's passing came as a great shock to all and unleashed a torrent of emotional emails. As her sister **Christy Trauernicht '69** said to me, “She left this life on her terms.” Cyndi was never part of a clique or the “in” crowd and yet, as the emails revealed, she touched absolutely everyone with her huge smile, her uproarious laughter, her endless positivity, and her unconditional friendship. And she was just so damn much fun. She will be sorely missed.

A large group of classmates celebrated her life at her June '23 memorial service. Much love to her son, Don, sisters **Christy** and **Cathy Trauernicht '70**, and their families.

Condolences also to **Dana Sue McBride**, who lost her mom in February '23 and to **Sarah Knowles**, who lost her mom in March '23. **Alex Morriss Kingzett's** mother, **Suzanne Mullins Morriss '42**, was 99 when she passed in April '23. Alex suffered another great loss three months later when her husband, Jim, succumbed to glioblastoma a week after their 30th wedding anniversary. “Thanks to all who wrote touching notes to me,” says Alex. “It was deeply appreciated. I found the manuscript of Jim's book, and it was released on all media outlets in late April. *The New Dark* is about losing electricity. I already composed the score.” We send love to you all.

In lighter news, **Bartow Lammert Molloy** hosted **Hopic Jones Welles** and **Judy Griesedieck** last spring at her home outside of Hermann, Missouri. “We had a blast catching up and solving all the problems of the world.”

Debbie Smith Fitzgerald: “Art and I had a lovely spring: five weeks in France starting with a barge trip and traveling around eight regions. We had a wonderful adventure, learned a lot, and had lots of laughs. A memorable and meaningful day was spent touring the Normandy beaches, particularly Juno Beach. Art's dad came ashore there on D-Day + 10. Every day brought something new along with gratitude for all we experienced. Then we were off to Nova Scotia to visit Art's family.”

Cammi Fette Mock and Logan spent time in the mountains in Wyoming with no cell service or internet last year and continue to enjoy their home in the country and traveling. “March is beautiful in the country. We have been replacing fence posts, chain-sawing out olive trees, trimming the path to the far pond so the branches will not hit the tractor; and planting lettuce, onions, and potatoes in our small garden. We continue to travel with our dog Grace, just enjoying life.”

Author **Ann Hardy Aschauer** is trying something new. “I've started recording my books for audiobooks! After a long conversation with **Lele Woolsey Springs** at the reunion, I stopped procrastinating. All three books in my trilogy *Awakening* are now available in audio on Amazon. My first children's book, *Grumpy to Grateful*, is out. Marty and I hosted our 50th anniversary party at our summer home in Michigan last year. We still live in Louisville near our daughter.”

Lele Woolsey Springs was all about family last year. “Lanny and I had glorious visits with our son Tyler and his bride, Justine, and our son Andrew and his fiancée, Carolyn. And to top it off, a visit with **Audie Woolsey '71**, brother **Ross Woolsey '67**, and big sis **Suzie Woolsey Deaner '65!** All is well. We are happy and grateful.” In February, Lele and Lanny moved to a senior living community where they are the youngsters in the building.

Lucy Ferriss writes: “I have been deeply involved in a new initiative, Afghan Female Student Outreach (AFSO), to help university women in Afghanistan, barred from their education by the Taliban, realize their dreams. I've been giving online seminars with nine other professors in English and other subjects to 100+ women who log on with us a couple of times a

01. Katherine Fordyce Peake '71 and K.K. DuVivier '71 on Hwy 163 in Arizona/Utah where Forrest Gump stopped running in Monument Valley.
02. Lucy Ferriss '71 and hubby Don celebrate New Year's Eve and 20 years together!
03. Cristie Krauss '71 with her new grandson, Asa.
04. Robin Brunner Moores '71 in front of her new Jeep and new home, a log cabin in New Hampshire.
05. Sally Braxton Schnuck '71 and executive producer Terry Schnuck bookending actor William H. Macy, who portrays Jack Buck in the movie *On Fire* shot entirely in St. Louis last fall.



week to continue their studies. We consider this an emergency because the suicide rate among young Afghan women has skyrocketed.”

Cristie Tober Krauss writes: “Last fall, Stan and I welcomed our first grandchild, Asa Sawyer Friedrich Krauss. In addition, our middle son, Zack, got engaged. We are so grateful for these joyous events.”

Laurie Wolff Miller: “Not a very interesting summer of 2023 as daughter **Margot '06** came to town mid-April for back surgery—two operations and she stayed for three months! Many classmates sent cards, flowers, books, meals, cookies, coffee from Hawaii, texts, and a few visits. Thank you, all!”

Sally Braxton Schnuck: “All is well with us, both in St. Louis and in Boca Grande. With **Hadley '01** close by in Sarasota, we get to spend fun times with her and her mini-Australian Shepherd, Jojo. Terry was involved with the filming of *On Fire*, based on the book by John O’Leary. Our best news is our growing family: grandchild number three, Bauer Edward Schnuck, was born to Ted and Jessie on February 16. His older siblings, Leo (3) and Evie (2), are enamored with the little bundle of joy.”

Robin Brunner Moores moved in November. “Exchanged my Audi Sport for a Jeep Rubicon, and left Cambridge for eight acres in the New Hampshire backwoods. A whole new way of living, so peaceful. The bears come to visit, and deer, raccoons, wild turkeys, and hundreds of birds. Wouldn’t change the absolute silence and deep warmth of the wood-burning stove for all the schools and culture of Boston, though that was a super experience and grateful to have had it.”

Cynthia Avon Bennink: “Rob and I are still splitting our time between Vero Beach and Cape Cod. I’ve had a bunch of orthopedic surgeries in the last three years and am finally getting back to tennis and pickleball. Then I decided we needed a puppy. Cooper, an Australian labradoodle, joined our family in early March. Our sons are fine. The oldest, Andrew, and his wife are moving to Hawaii in the fall. We are excited for them and looking forward to visiting.”

Jeanie Roy has her priorities in order: “My son, David, is home from deployment and life is good.”

Judy Griesedieck: “I’m sitting at home today watching the snow; two storms arriving back-to-back after a winter with no snow. Mike and I are off to Chile—Santiago and Patagonia, where we will be doing a lot of hiking. Should be a fun adventure. Still taking care of honeybees for the UMN Bee Squad and taking photos and videos for Minnesota Public Radio and others.”

Susan Krone Cabral: “Still raising sheep and cattle, spending a lot of time on FaceTime with daughters and grandkids in Florida, and hosting ‘Art Days’ with friends in Volcano working with acrylics, watercolor, and resin. More recently, I’ve connected with Ewing cousins, and we are working diligently on our Ewing-Chouteau family tree and history to present at a nationwide Ewing Family Association conference to be held in St. Louis this fall.”

Beth Trueblood: “We celebrated the love and commitment of our daughter Greta and her partner, Parker Keyes, during a magical, event-filled weekend in Austin last October—

so happy for them! This year we will be visiting DC, where Rip will be elevated to a Fellow of the American Institute of Architects in recognition of his design work. We are also looking forward to a bike tour in Northern Italy in October for our 40th anniversary.”

K.K. DuVivier still teaches full-time as a tenured full professor (John A. Carver Jr. Chair in Natural Resources Law) at the University of Denver Sturm College of Law. “My specialty is energy law, and I continue to publish articles and present on topics such as wind energy, solar and storage, and microgrids. I’m also teaching trusts and estates. DU sponsors a tribal wills program providing free services on Indian reservations. **Katherine Fordyce Peake** and I joined the program in Kayenta, Arizona. The group of students, law professors, and attorneys provided wills, medical durable powers of attorney, living wills, and burial/memorial instructions for almost 40 clients for the week we were there. We had hoped **Molly Coe Niven** would join us, but she was visiting one of Katherine’s sons. In October, I moved to the same block as my daughter in Boulder. That way, my granddaughters, 9 and 6, can visit any time.”

As for **Laurie Jacobson Provost**, last year I added: a new hip, a senior pooch, and grandchild #3. Connor looks like he may be our last one. Traveling some, and working on two books which also feel may be my last. And this past spring, Jon and I launched a new CBD pet product, Spray, Mix ‘N Go! to help dogs and cats with anxiety, arthritis, digestion, and more. Who knows? We just might be on Shark Tank next year!

Till next time, please take care of yourselves.

1972_{MI}

Deborah Rutledge: I'm enjoying teaching piano lessons during retirement. Recently, I added two of my grandchildren into my piano studio. This year, two of my daughters each added one more child to her family: Brooks Cheyenne Fellman on September 18 and Hannah Abigail Jenkinson on November 12. Hope you all are doing well.

1975_{MI}

LISA DENNIG COULTER

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KAT SCHNEIDER-CLARK

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Hello, Classmates. We unfortunately have very sad news to share. **Martha Scott Roeder** passed away recently. Her beloved daughter and granddaughter were with her and we know they always brought our dear Martha so much joy. Many of our classmates were able to celebrate Martha's life with her family and friends. Martha will be dearly missed! More sad news, **Karen Sedgwick Kane** and **Kathy Sedgwick Moran** lost their cute mom this past spring. I know so many of us have wonderful happy memories of her! We send our love and sympathy to Kathy and Karen. And **Peggy Collins Rassicur** lost her dear older brother, **Ted '72**, last fall. We send our condolences to the whole Collins family and our love to Peggy. On a much happier note, Peggy submitted an exciting grandbaby announcement but the happy news unfortunately just missed our last class notes. She shared, "We are excited



The MI Class of 1975 gathers at the home of Celeste Dubuque Sprung '75. Front row: Celeste, Kat Schneider-Clark, and Patience Phillips Schock. Back row: Cathy Mallory, Lisa Dennig Coulter, Lisa Ritter Hayman, Gay Goessling, Carolyn Mozley Beiser, Mary Essen Detrich, Peggy Collins Rassicur, and Frances Van Dyke Burkham.

about our newest addition to our family. Emily Rassicur Orthwein and **Danny Orthwein '06** welcomed Eleanor Collins Orthwein on August 9." Congratulations, Peggy!

Lisa Dennig Coulter also has happy grandbaby news to share. "My son, **Chris Coulter '05**, and daughter-in-law, **Elizabeth Moore Coulter '08**, had their second child, Grace Moore Coulter, on October 10. Big brother Christopher is just as thrilled with his little sister as we all are!"

01. Carter Sullivan '75 and Ann, Dan Lane '75 and Peggy, Blake Noyes '75 and Joanne, Hawkie Moore '75 and Cathy Mallory '75, Chris Mower '75 and Vicki, Buddy Bearman '75 and Linda Loeb Bearman '76, Chris Noyes '75 and Anne, and Sandy McCandless '75 and Trish.

02. Blake Noyes '75, Sandy McCandless '75, Dan Lane '75, Chris Mower '75, Carter Sullivan '75, Buddy Bearman '75, Chris Noyes '75, and Hawkie Moore '75.



1975 CDS

> Several members of the Country Day Class of 1975 gathered with their wives and partners in Chicago shortly after Christmas to celebrate the wedding of Chris Mower's daughter, Grace, to Kyle Knight.

1980 CDS

ERIC FINCH

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< Eric Finch '80 sent this image taken at Lester's last December with, from left: Dick Sant '80, Tiger Wurdack '80, Donald Meissner '80, Parrish Collier '80, Mitch Jacobs '80, Mark Henderson '80, Eric Finch '80, and Jim Frost '80.





A four-generation picture with Anne Livingstone Kirsch '83, her mother, Judy Klutho (84), Caroline Kirsch Aguilar (24), Mariana Aguilar (4), and Novah Aguilar (3).

1982_{MI}

Louise Green O'Farrell: After 23 years, Sean and I bit the bullet and moved back to St. Louis. The past eight years, I've gone through treatment for ovarian cancer three times and it is now a chronic disease for me. I'm living life to the fullest, and I'm physically as strong as any warrior around! Through this journey, I've come to realize how important family and lifelong friends are. I look forward to reconnecting with everyone!

1983_{MI}

Anne Livingstone Kirsch: I currently live with my husband of 35 years, Marc, in Elgin, Texas, which is just outside of Austin. I continue to work for the Texas Department of Public Safety as a Contracts Administrative Manager. We are grandparents to two adorable little girls. Mariana is four years, old and Novah will be three in May. We adore these two, and my plan in three years is to retire from the State of Texas to be a full-time grandma.

1986_{CDS}

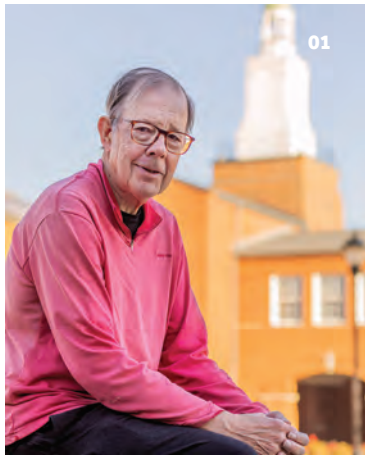
Tom Schott '86 received the Lifetime Achievement Award from College Sports Communicators, the national association for strategic, creative and digital communicators across intercollegiate athletics in the United States and Canada. He also received the Purdue For Life Impact Award from the National Football Foundation Joe Tiller Chapter of Northwest Indiana. Tom worked for the Purdue University athletics department 1990-2019. He currently serves as director of executive communications for the university.

1993_{MICDS}

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ADAM TAICH
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Paulita Pranschke '93 is happy to share that she married Robert "Bob" Murray on September 23, 2023, in Lafayette Park, St. Louis, Missouri. "We honeymooned on the French Riviera in January and visited Monaco; it was very James Bond."



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01. Jean Mason '64 exhibited a series of photographs titled *Resting, at Peace* at the Bruno David Gallery. The gallery is also publishing a catalog of Mason's work, with an in-depth exhibition history and bibliography.

Annette Morriss Clow '65 and **Caroline Weld '83** were featured artists in *Roots*, an exhibit at Atrium Gallery in St. Louis.

02. Chris Brennan '94 enjoyed an appearance on *Wheel of Fortune*, which aired on April 9, 2024.

03. Zuri Thomas '18 was invited to speak at City Academy's 25th Anniversary Celebration. She said, "During my time at MICDS, I had a lot of 'highs.' I was a leader in the Black Student Union, I helped plan and facilitate diversity conferences, and I felt the rush of becoming a two-time State champion in Track and Field."

04. Graham Bundy '19 was drafted by the Denver Outlaws of the Premier Lacrosse League. The midfielder graduated from Georgetown, where he earned United States Intercollegiate Lacrosse Association First Team All-American honors.

Sam Kastor '19 wrote a play called *The Greenery*, which was presented at The Tank in New York City in the spring. The Tank is a small, Manhattan-based non-profit arts venue and producer serving emerging artists.

Reagan Calcari '20, Caroline Carr '20, Mia Duchars '20, Jenna Bernstein '21, Brecken Calcari '22, Anna Lochhead '22, and Kate Oliver '22 were named to the National Field Hockey Coaches Association National Academic Squad.

05. Lucas McCarty '21 competed at the National Havoc Robot League World Championships in Norwalk, Connecticut, with his team from Georgia Tech. He was surprised by a visit from his robotics mentor, **Upper School Science Teacher Travis Menghini**.

06. Ash Aranha '23, a Northwestern University student, is serving as a preshow sound assistant intern at The Mundy in St. Louis this summer.

07. Marina Lea-Bernstein '23 won the William Trout Award at the University of Richmond. The award is given to "the best student based on performance in general chemistry."

Editor's note: **Lana Link '04** premiered *Pinball: The Man Who Saved the Game* at the St. Louis International Film Festival (not *Kemba* as originally printed).

THEN
— & —
NOW



Opportunities and connections between students, guest speakers, artists, and experts are embedded in the MICDS culture. This tradition spans generations, from famed actor, art collector, and alum Vincent Price '29, who returned to campus several times to inspire young students, to today's visiting guests like St. Louis-based artist Carolyn Lewis. Whether in the arts, STEM, or humanities, these interactions broaden perspectives, spark curiosity, and nurture creativity for all students. As MICDS evolves, our commitment to bringing diverse talents to our community remains constant.