

MICDS



THE MAGAZINE

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Pennies Into Gold

Middle School Scientists
Explore Alchemy

p. 17

Features:

8

Cultural Catalyst

Bill Guerri '74 shares his operatic life

18

Living with Intention

English Teacher Tex Tourais crafts his life, and his classroom, with purpose

34

A Peek Behind the Curtain

Joyful Beasley assemblies are thoughtfully curated to drive engagement and learning

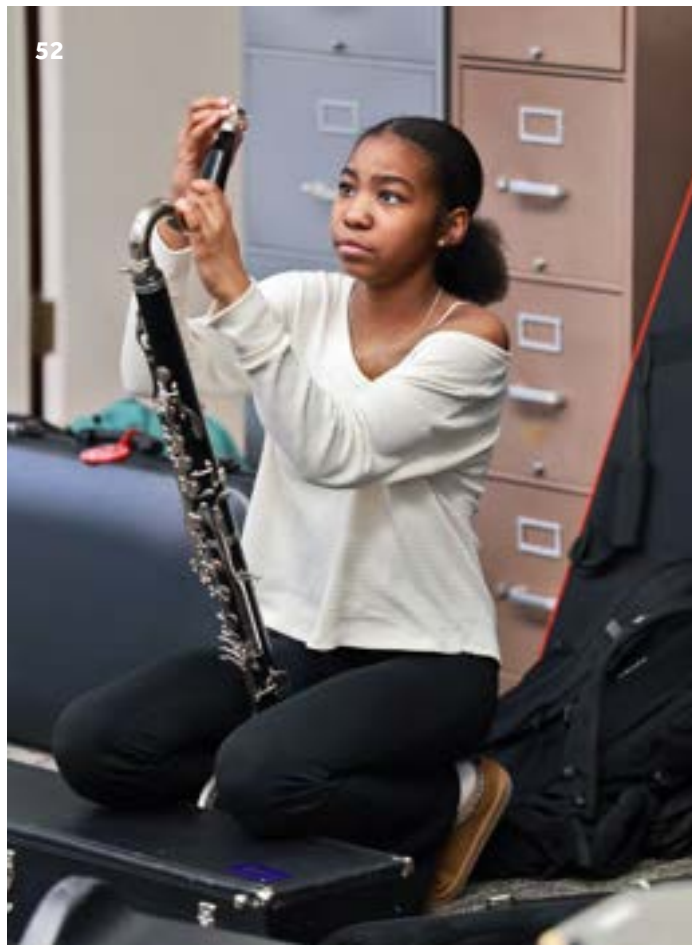
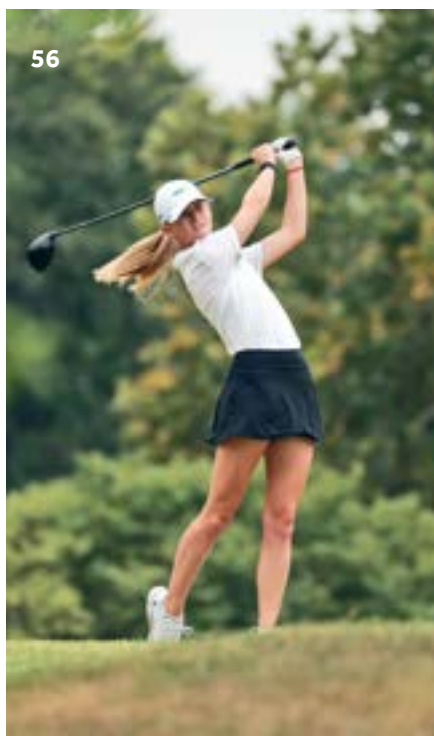
In this issue:

MISSION MATTERS

- 02 | A Message from Jay Rainey
- 03 | Headliners
- 12 | Academic Excellence
- 24 | Faculty Excellence
- 38 | Our Community
- 50 | The Arts
- 56 | #RamNation
- 59 | Vibrant Future

CLASS NOTES

- 63 | For the Record
- 77 | Events
- 80 | Alumni Accolades



MICDS

MARY INSTITUTE AND SAINT LOUIS COUNTRY DAY SCHOOL

OUR MISSION

More than ever, our nation needs responsible men and women who can meet the challenges of this world with confidence and embrace all its people with compassion. The next generation must include those who think critically and resolve to stand for what is good and right.

Our School cherishes academic rigor, encourages and praises meaningful individual achievement, and fosters virtue. Our independent education prepares young people for higher learning and for lives of purpose and service.

ABOUT MICDS MAGAZINE

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Dear MICDS Family,

Greetings, MICDS community! As I compose this letter to you, we are experiencing our fourth “inclement weather day” of the new year. Our Middle and Upper School students are attending classes on Zoom, while our Beasley scholars are working at their own pace on packets sent home by their teachers. Is it still permissible in February to say, “Bah! Humbug!”—and if not, what alternative would you suggest? Cold and gray have ruled the day in 2025 thus far, and yet there are always, of course, silver linings to discover in the clouds. One person’s indoor confinement is another person’s opportunity to cozy up to some good books—and plenty of them have been published in recent months. To narrow the list, I thought I might select a few with ties to the pages that follow.

Who, for example, can read about **CeCe Harris '25** getting ritually tossed into Polk Pond without thinking of Vicki Valosik’s *Swimming Pretty: The Untold Story of Women in Water*? Or who can hear the tale of this year’s senior boat races without recalling Oliver Heffernan’s *The High Seas: Greed, Power and the Battle for the Unclaimed Ocean*? I certainly can’t.

Similarly, this issue’s profile of **Bill Guerri '74** and his career in opera evokes *A New Philosophy of Opera* by Yuval Sharon, just as the report celebrating our Upper School students’ success at Upstream Theater’s Translation Slam brings to mind fresh

English translations of *Strabo’s Geography* (from Sarah Potheccary) and the *Dao De Jing* (from J. H. Huang).

How about math? If we’re going to talk about implicit differentiation and the chain rule, as we do in this issue, then we may as well talk about Wayne Kalayjian’s *Saving Michelangelo’s Dome: How Three Mathematicians and a Pope Sparked an Architectural Revolution*. One of the book’s mathematicians, Thomas le Seur, wrote his own book on integral calculus after all. (What is “chain rule” in French, I wonder? “Règle de chaîne”?) Moreover, if we’re going to go “Leapfrogging into Mathematical Mastery” with our eighth-grade students, then we may as well peruse Matt Parker’s *Love Triangle: How Trigonometry Shapes the World* or Justin L. Bergner’s *Solving The Price Is Right* while we’re at it.

Just as presidential politics was a persistent focus for our Upper School students in the fall (read on to find out!), so, too, are the stories of several United States presidents the subjects of recent books by Jared Cohen (*Life After Power: Seven Presidents and Their Search for Purpose Beyond the White House*), Edward F. O’Keefe (*The Loves of Theodore Roosevelt: The Women Who Created a President*), and Robert Schmuhl (*Mr. Churchill in the White House: The Untold Story of a Prime Minister and Two Presidents*).

Finally, given this issue’s profiles of three of our wonderful MICDS English teachers—**Louise Hindle**, **Chris Rappleye**, and **Tex Tourais**—I will close this prefatory letter with a list of 10 novels from last year, sorted alphabetically by author, that have enjoyed high praise from critics and readers alike: *Martyr!* by Kaveh Akbar, *The Familiar* by Leigh Bardugo, *James* by Percival Everett, *Brotherless Night* by V. V. Ganeshanathan, *River East, River West* by Aube Rey Lescure, *My Friends* by Hisham Matar, *The History of Sound* by Ben Shattuck, *Tiananmen Square* by Lai Wen, *Time of the Child* by Niall Williams, and *How to Read a Book* by Monica Wood.

There is always more to learn, as our students and teachers at MICDS know well. If, after reading the stories that follow, one of the new books above appeals to you, then read it, too! “Great books,” the writer Mark Edmundson once observed, “read us as surely as we read them.” So grab a mirror—I mean a book—and see where it takes you. With any luck, it will be someplace warmer than St. Louis in winter.

Happy 2025!

Jay Rainey
Head of School

Pond Plunge for CeCe Harris '25

It's a rite of passage at MICDS—the annual pond toss! This tradition honors the first senior accepted into college and is a fun way to acknowledge the official start of the college application season and the academic achievements of our seniors.

This year, the esteemed title belongs to **CeCe Harris '25**, who was accepted to Grand View University in Des Moines, Iowa. Surrounded by cheering classmates, faculty, and family, Harris was ceremoniously tossed into Polk Pond by a handful of friends, one of whom almost took a full plunge with her. The splashes and laughter echoed through the air, marking a significant milestone in the academic journey of both Harris and all members of the Class of 2025. It's off to the races for college application season!



Senior Boat Race Delivers Splash of School Spirit



The annual Senior Boat Race delivered wave after wave of camaraderie and school spirit. Senior advisories once again put their engineering skills to the test, constructing makeshift vessels from cardboard, plastic, and duct tape.

Upper School Math Teacher and Advisor Philip Rosen shared, “Early on, it was clear the advisory’s design priority was making sure the boat would not capsize. Students drew out many potential designs on the whiteboard before beginning building. **Charlie Glass '25** and **Jackson Vetter '25** even brought in principles from their calculus classes to fit the design to the materials we had.”

The McGuns N’ Rosens team, also known as the McGlaughlin-Rosen Advisory, took home the coveted trophy. With a rock-n-roll attitude and t-shirts designed by **CeCe Harris '25** to match, **Jeremy Kalishman '25** skillfully piloted their boat to victory in the final heat.





Campus Update: A Bright Future for Beasley



We are preparing for an ambitious future for the Beasley Lower School campus. Detailed planning efforts are proceeding apace in anticipation of our project start date this spring. We wanted to share some design renderings to invite you to join in our excitement. We hope that after seeing them, you will be as enthused about this project as we are!



ESTIMATED TIMELINE

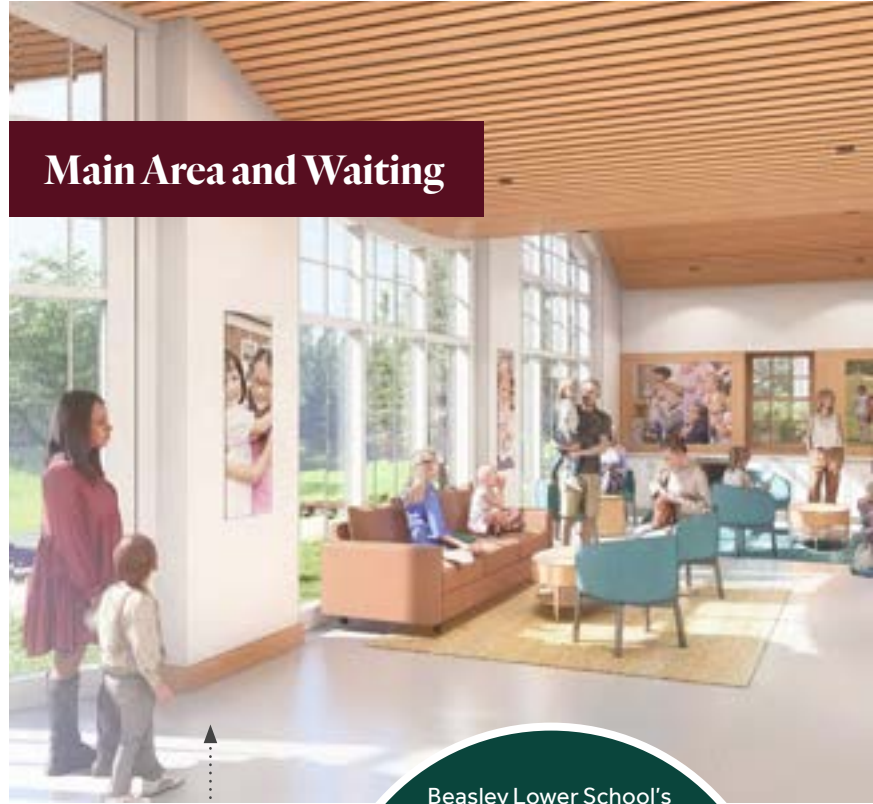
Our goal is to begin preliminary construction work in March 2025, with a commitment to minimizing school-day impacts on students and faculty in the current academic year. Full construction will commence in early June and is projected to be completed in time for the beginning of the 2026-2027 year.

Please bear in mind that, while these designs have been extensively reviewed and approved by numerous stakeholders, focus groups, administrators, and Trustees, future alterations may be required to accommodate discoveries during our planning process or modifications requested by

Ladue officials. We do expect, however, that the major design elements they depict will be realized in the completed project.

Outside, the improved Beasley Lower School will assert a front entrance facing Warson Road and mirroring its Middle and Upper School counterparts. A dedicated main doorway off Carpe Diem Drive will be flanked by the new dining pavilion to the south and our current Beasley classroom hallway to the north.

Main Area and Waiting



Beasley Lower School's dedicated entrance will be designed to welcome current and prospective families with warmth and comfort. Large windows will allow natural light to pour in, and offices for both Lower School administrators and Admission staff, as well as meeting and testing rooms, will be conveniently located on the perimeter.



Dining Pavilion



The new Beasley Lower School dining pavilion and adjacent servery will be a beautiful, light-filled space offering versatile functionality. Fourteen round tables will preserve the community feel during lunch and will be removable to nearby storage to allow 252 chairs to be set up, theater-style, for special events. The servery and kitchen will be separate from the dining room to facilitate efficient food service, and floor-to-ceiling windows will invite views toward our lovely south campus buildings and lawns. On beautiful days, a covered patio will beckon outdoor dining.

The library and new learning commons will sit at the heart of our enhanced Beasley Lower School. What is now the dining room will be transformed into a learning space that includes, yes, books, but also a dedicated makerspace and discovery room, along with a reading nook and areas for classroom work and group study. Our Beasley readers will access the library and learning commons through a bright atrium at the intersection of the administrative and Admission entry area, the dining pavilion, and the classroom hallway.



Library and Atrium



At the north end of the existing classroom hallway, a bright, shared space for junior kindergarten students will be designed and added solely with our littlest learners in mind. The oversized room will be scaled for small children, the entry corridor to which will feature interactive sensory pathways. Classroom resources will include facilities for dramatic play, building and arts, and additional multisensory design elements. An adjacent outdoor classroom will offer even more opportunities for learning, complete with a tricycle track, mud kitchen, musical wall, shaded areas for quiet activities, and zones for constructive and dramatic play. The new junior kindergarten facility will also allow more direct and convenient playground access for students.

Junior Kindergarten Classroom



From Troubadour to Cultural Catalyst

Bill Guerri '74 on a Life in Opera

In the winter of 1973, the Country Day Troubadours presented *Kiss Me Kate*. For **Bill Guerri '74**, who played the lead role, the memories of this decades-old high school production remain as vivid as the stage lights. This particular performance, he recalls, wasn't just a school play; it was a transformative experience that cemented a lifelong passion for the arts and arts education and ultimately shaped his career path as a mentor to operatic artists.

Guerri relished a 45-year career as an artist manager supporting opera singers, stage directors, and conductors. He became a mentor to a host of successful artists, helping them navigate the complexities of the opera world. To say opera is a niche is one thing; in the entertainment industry, being a manager of opera singers is an even deeper niche.

Finding His Voice

"My mother and father were not musical or theatrical in any way, but they were very into a rounded experience and education for their children," he said. "They took us to the Mundy to see the great musicals of *Oklahoma*, *My Fair Lady*, *South Pacific*, *The Sound of Music*, and everything. I just loved it, and I thought it was beautiful. That started my interest in singing and playing the piano." Taking lessons from Janet Lee, a Lower School music teacher at Country Day and director of the Troubadours, he also joined the Country Day Glee Club and the Mary Institute Madrigals, eventually landing roles in Troubadours productions.

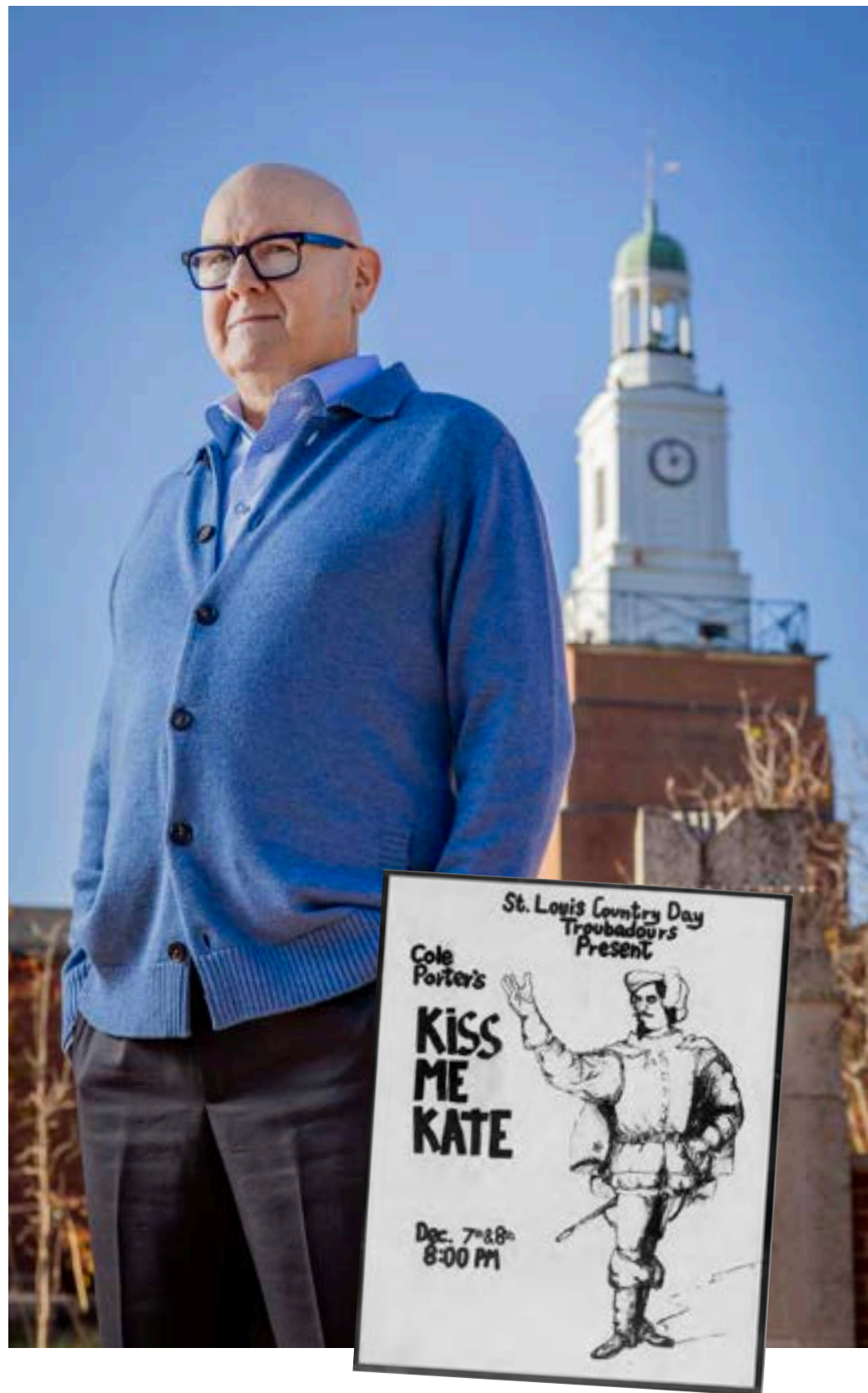


From the stage of Orthwein Theatre, Guerri left Country Day with a music scholarship to DePauw University. After two years, aiming for a larger community and more artistic competition, he landed at the University of Illinois at Urbana-Champaign and found what he was seeking. "I was introduced to grand opera at Lyric Opera of Chicago. I saw *Tristan Und Isolde* by Richard Wagner and was like, whoa. In the third act, the tenor John Vickers sang for 20 minutes nonstop at full throttle. It was unbelievable; that's where I got really hooked on opera," he said.

After college, armed with a music degree, he headed back to St. Louis, waiting tables at a restaurant in Clayton, and decided where he wanted to go next. While getting ready one day for work, he was listening to a radio broadcast from the Metropolitan Opera and realized he needed to be in New York. "I wanted to continue in music, not as a performer, so I went to New York intending to get a job at the Met. I had some interviews; it didn't happen. However, I got hired as an assistant at Columbia Artist Management, one of the world's biggest agencies at that time. For five years, I worked as an assistant to a woman who represented opera singers, stage directors, and conductors. I was fascinated with the business of artist management because of the close relationship with the artists, and the singers especially, and I wanted to help and participate in what they do. Then I was given my own roster of artists, which took off from there," he said.

The Business of Art

Being an artist manager is a multifaceted experience. It's more than an agent who is solely responsible for finding work for the performer. The artist manager sees the whole picture, handles the publicity interviews, and negotiates their contracts. Guerri said, "When they're young and just starting, you have to pursue work for them, arranging auditions and advising them the best you can about what they should and should not do. Maybe you should sing this, or maybe you



>> continued on page 10



>> continued from page 9

should not sing that, based on their ability to sing and matching their abilities to the right repertoire. It's a very small niche business but a very necessary business. We protect the artist as they will be taken advantage of by the producers and by the presenters if there's not someone there to say, 'That's not enough money,' or 'That's too much rehearsal.'"

Classical music and opera began to wane in the United States as time passed, but that didn't deter Guerri. "Opera is an acquired taste. It's a fascinating business," he said. "I was never bored. The people you're working for must keep the focus on themselves as performers, but they can also get into trouble, and you have to help them avoid pitfalls or repair mistakes. They really can't afford to be difficult unless they are superbly talented. They sell tickets based on their reputation, name, and star power. If you do a good job for the presenter, they will hire you back. The foundation of any career in classical music and opera is re-engagement. If the artists go from one job to one job, there's something not right in their process; either they're not prepared, or they're not behaving well, which you can't control."

Guerri had just the right amount of moxie to be a skilled, nurturing mentor and a peacemaker between artist and presenter. "The artist has to spark the attention and garner the attention and the affection of the business," he said. "Opera Theatre of St. Louis is great because it is a company that engages young, mostly American artists to make debuts and sing important roles. People come from around the country to see the performances, such as presenters and casting directors from opera companies around the country. It's one step at a time. No one becomes famous overnight."





“The day I graduated from Country Day School was one of the proudest days of my life because it was rigorous. It was hard and it was socially challenging for me. I ended on a high note with the Troubadours, and when I went away to college the first year, it was a breeze.”

BILL GUERRI '74

Another unique facet of opera is that repetition doesn't work. Every performance is new. Guerri said, "The artist has to be inspired, capable, and prepared. I can't expect perfection because perfection is not possible. If they want to do it, they have to really want to do it and hang in there. Just because you're not successful today doesn't mean you won't be successful tomorrow. And if you stick with it, give your very best effort, and work on your singing, musicianship, and ability to sing in other languages like French, Italian, and German, it might happen for you."

A Legacy of Inspiration

This mindset and his discernment as a mentor led to Guerri's success. "An artist manager is only as successful as the artists they represent. So the key is to find the right people. If they won't meet you halfway, there's no relationship. It's usually a handful of artists that really make your reputation," he said. Ben Heppner was one such artist, a Canadian tenor who sang with nearly every major opera company and symphony orchestra and recorded for Sony, RCA, EMI, and more. "He was the cornerstone of my career. He was a dramatic tenor who sang important repertoire and brought joy to the stage. He sang so beautifully."

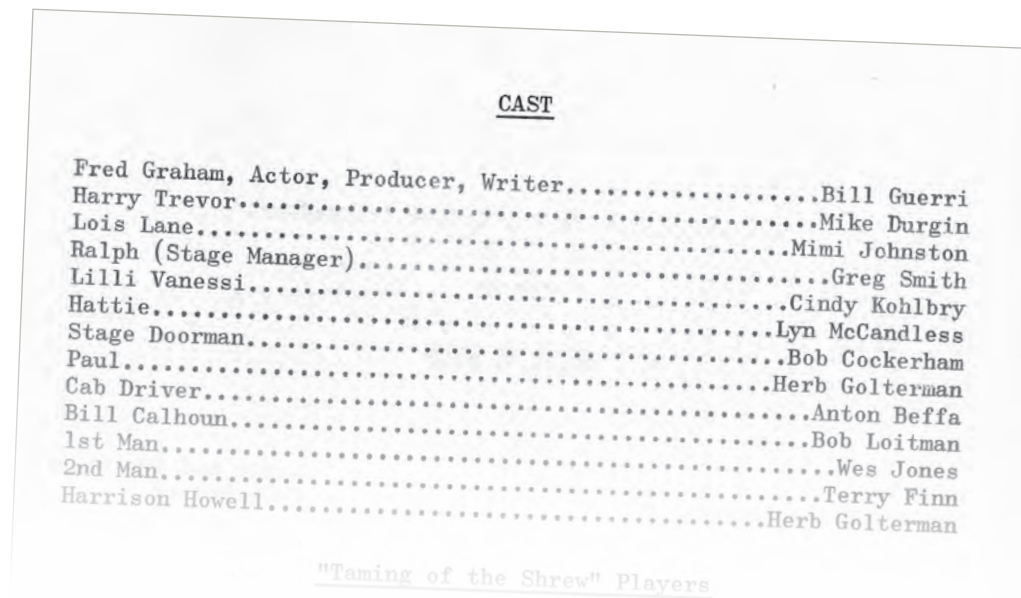
Living in Florida 49 years after his time at Country Day, Guerri was invited to join the MICDS International Board of Visitors, an advisory board comprised of accomplished alumni living outside St. Louis. His first meeting was in the fall of 2023, and the topic was centered around the arts and art spaces on campus. Guerri was happy to see how the arts have come together between the

two schools over time. "What's happening now at MICDS would not have happened had the two schools not come together. What **Dr. Nardolillo** is doing here is fantastic with a strings program, orchestra, choirs, and band. I'm watching students sitting there making music and thinking, 'God, that's great. This might keep them interested and motivated to continue attending performances, and eventually, they will buy tickets.' That's what it's all about," he said.

When fondly remembering his former teachers **Janet Lee**, **Dr. Hugh Johnson**, and **Donald Webb**, he remarked, "The day I graduated from Country Day School was one of the proudest days of my life because it was rigorous. It was hard and it was socially challenging for me. I ended on a high note with the Troubadours, and when I went away to college the first year, it was a breeze.

"Of course, I learned reading, writing, mathematics, reasoning, cognitive thinking, and those horrible algebra word problems that I tortured myself with. But those algebra word problems form the basis of cognitive thinking and learning. What I also learned was discipline and self-reliance. If you don't have a certain amount of either in an atmosphere like this, you are going to fail."

When asked what's most important to him in education now, especially in his field of work, he said, "It's really about exposure to the arts and whether that exposure captivates the child's attention. I'm grateful to my parents for giving us that, and they never stood in the way of me pursuing music. When I was in college, my dad said to my mother, 'I don't know what Bill's going to do, but he's going to be in music.'"





Third Graders Step Back in Time



In a quest to bring history to life, third graders embarked on a field trip to Faust Park. This historic Missouri site from the 1800s offers a unique glimpse into the past with wagonloads of experiential learning along the way.

When students arrived at Faust Park, they were greeted by friendly guides dressed in period attire, who took the students on a tour of the Frederick Bates mansion. Third graders learned about Missouri's early statehood and the life of its second governor. It was like stepping into a real-life history book!

Hands-on activities are always a highlight on field trips. Students participated in traditional chores like grinding corn, using a two-person saw, and churning butter. They experienced firsthand what it was like living in the 1800s in the Louisiana Territory and how children of that era were expected to contribute to the survival of their families.

Students also enjoyed exploring the park's historic log cabins, especially the Governor's home. **Lower School Teacher Meg Mottl** said, "This year's focus was on the life and home of the second governor of Missouri, Frederick Bates, and daily life for his family. Students learned about the separate kitchen and cooking tools, the smokehouse, the blacksmithing shed, the cistern for collecting rain runoff, and the ice house."





The Art of Translation

Students in Spanish 350 had a unique opportunity to participate in a Translation Slam, which is modeled after a Poetry Slam, a public performance of a verbal art form that invites audience participation. This innovative event can include a variety of participants like students or professional translators who compete to best embody an author's voice. It also becomes an open forum to see how translation happens, what meanings come through different readings, and what constitutes the art of translation itself.

Upper School World Language Teacher Alyoska Diaz chose this pilot program for her students to pique their interest and encourage more active engagement with their study of Spanish and performing arts. To prepare, students translated their assigned part and were ready to enter the first-ever Translation Slam organized

by Upstream Theater in collaboration with Washington University.

Diaz shared, "The event was a novel experience for the students and me. I was particularly impressed by how the group captains, **Arisa Alpaslan '27** and **Grace Griffin '27**, confidently responded to questions and defended their translations. It offered a fresh perspective on translation, especially through the lens of poetry."

Alexander Goossens '27 said, "I found it challenging to rationalize and explain the words we chose to use in our translation against ones used by other groups because the word choice comes rather naturally when translating. But when you see other options, you realize that the word choice can have a big impact on the meaning of the passage when in context."

Alpaslan shared, "This was unlike anything I've ever done

before in Spanish class; it was a great experience that taught me that translation isn't an easy process and has a lot more meaning than what meets the eye."

Through the adventure of a Translation Slam, our world language students discovered the complexity and artistry of translation, gaining a deeper appreciation for the nuances of language and the power of communication and intent.



“We The People”: Learning about Presidential Politics

Every four years, the MICDS History and Social Sciences team offers a timely Upper School elective: Presidential Politics. This year, many students registered to learn more about the office of the presidency of the United States of America, with an emphasis on its structure and powers. They learned how a presidential candidate is nominated and, eventually, elected. Students examined the role of campaign organizations, parties, campaign finance, and the Electoral College. They also explored traditional and digital media.

As part of the course, students researched the 2024 election and predicted the outcome, as well as explored specific examples of consequential elections and presidencies in American history. Following the election, students conducted post-election analysis, examined the transition process, discussed the election’s impact on policymaking, and studied the legacy of American presidents.

Upper School History Teachers Kristin Roberts and Dr. Tanya Roth led the classes this fall. They challenged their students to think critically about what makes a winning presidential campaign, what role “we the people” play in the presidential political process, and what makes a good president of the United States. The classes also reviewed the candidates, the issues, citizen engagement, and the legacy and impact of presidents.

At each Upper School assembly during the course, small teams of Presidential Politics students shared information with their peers about various topics related to the election in a series of brief presentations called “We the People.”



Implicit Differentiation and the Chain Rule

Upper School Math Teacher Melanie Moody's AP[®] Calculus AB class was in the hallway doing a scavenger hunt—but not just any scavenger hunt. It was a calculus-themed scavenger hunt that covered implicit differentiation and the chain rule.

Implicit differentiation is when one differentiates each side of an equation with two variables (typically x and y) by acting as if one of the variables is a function of the other. This is when the chain rule comes into place. The chain rule tells the mathematician how to find the derivative of a composite function.

After Moody explained the topics of implicit differentiation and the chain rule to her calculus students, they started working on a problem in groups. Solutions

led them to different spots along Brauer and McDonnell Halls. "If done correctly, they were supposed to end up where they started," explained Moody.

Along with the opportunity to learn when the problems got tricky, students found the lesson captivating, creative, and effective. "It was an interesting way to practice implicit differentiation because it's really easy to skip steps or forget to do something with calculus, but if you got one answer wrong on the scavenger hunt, it would throw off the rest of your answers, too. That happened to me a couple of times, and it forces you to go back and check your work for mistakes," said **Navya Reddy '27**. "The scavenger hunt helped me figure out what parts of the problems I was forgetting."



Leapfrogging into Mathematical Mastery



Who knew that gummy bears could be used to solve complex math problems? In an innovative approach to teaching equations, eighth-grade accelerated math students played a game called Lilypad Landing (with gummy bears as frogs) to grasp the concept of mathematical modeling.

Middle School Math Teacher Dr. Jody Marberry said, "In our math department, we focus on teaching students how to use equations to represent real-world situations—a process called mathematical modeling. We aim to help students not only understand equations but also to create their own models from practical situations."

Students figured out the least number of moves needed to transport the frogs from one side of a pond to the other. They experimented with different strategies, such as making organized lists to keep track of the moves and patterns. Once they figured out the best method for a certain number of frogs, they found a rule or equation to predict the least number of moves for any frog.

"This activity helped students move from working with a specific example to developing a general

formula they could apply to more complex problems. It's a fun way to connect hands-on problem-solving with the abstract world of equations," Dr. Marberry said.

The students struggled at first but eventually found their way across the pond. "The most challenging part was when we had to get all six of the gummy bears to the opposite side of the board," said **Parker Cabbabe '29**. "We struggled for around five minutes before finally figuring out the formula."

Ada Song '29 said, "I enjoyed working with another person instead of by myself so that I could collaborate. It was challenging to try and move on whenever my partner and I got stuck because it was frustrating. I think this will help me in the future because this has something to do with functions. Functions are also a good thing to remember when you are an adult!"

Lilypad Landing was more than just a game; it was a playful way to connect abstract mathematical concepts to real-world problem-solving and have a hopping good time!





Pennies Into Gold: Science Students Explore Alchemy



Eighth-grade chemists delved into the ancient art of alchemy, the supposed transformation of matter. Medieval people thought it possible to turn inexpensive metals into precious resources like gold. Our students learned that looks can be deceiving and had fun with chemistry in the process.

Using simple ingredients, the student scientists set about transforming coins. First, they cleaned pennies in water with vinegar and salt to remove oxides. The cleaned pennies were then submerged in a new mixture of water, dissolved sodium hydroxide (commonly used as drain cleaner), and zinc metal. When heat is added, the pennies slowly become coated in zinc and look silver. After drying the now-silver pennies completely, students placed them on hot plates. They watched as the pennies slowly changed color, turning from silver into gold.



"Sadly, no silver or gold was used as the starting materials," said **Eighth-Grade Science Teacher William Bander**. "So, despite how the pennies looked, they were not actually silver or gold."

"I was able to learn a lot about how mixing metals worked and a little bit of the periodic table," said **Cate Wagner '29**. "I also learned how different metals can mix together and create completely new metals. My favorite part was being able to see the process of the pennies turning silver and gold."

After the transformation, they learned what their pennies became based on the ingredients they had used. "They were able to deduce that the silver coating was actually zinc and, with some engagement from our band students, they deduced that the gold color came from zinc and copper melting together to form brass—the same alloy in trumpets and tubas," said Bander. "This served as a great introductory lab into chemistry as it allowed students to contrast this modern scientific field with the archaic field of alchemy. It also demonstrated the conservation of matter and how you can't magically produce something like gold if your starting metals do not contain any gold."



Students were allowed to keep their transformed pennies as a "back-to-school present" from their science teacher.

An Intentional Life

The Carefully Crafted Existence of English Teacher Tex Tourais

Tex Tourais' life seems directed by happenstance.

The Florida and Texas native lost his given first name during a pick-up football game early in his freshman year at William and Mary. Everyone was just getting to know each other and names hadn't yet been shared, much less memorized. His quarterback, in an effort at effective downfield communication, dubbed him "Tex" due to the University of Texas t-shirt he had thrown on without thinking that day. It stuck, and even his mother, who presumably played no small role in naming him "John" at birth, now calls him Tex.

At a friend's happy hour several years later, he met the love of his life after an acquaintance of the host convinced her new roommate, still tired from moving to Washington, D.C., to also attend the party. "You never know," the friend said. "You could meet your future husband."

Anecdotes like these belie the truth: the Upper School English teacher has carefully and deliberately curated a life of intention and purpose. He even enjoys and embraces the illusion of his name. "People hear 'Tex,' and don't think of a bespectacled English teacher," he muses.

"Being a teacher is part of my identity."





Tourais' personality is a combination of affability, a love of language, and strong communication skills, so all signs pointed toward a successful career in marketing and sales. In his senior year of college, while completing his marketing degree, he realized that if he took just one more English class, he'd have a second degree. It turned out to be a prescient decision. After graduation, though, he started his career doing marketing for dot-com companies like 1-800-FLOWERS, Omaha Steaks, and Macy's by Mail. "If you got an email from any of those companies—or Heller's Whirligigs!—between 2000 and 2002, it came from me," he says apologetically. His career was going well, and he enjoyed lax hours and leisurely lunches.

"I have a felicity with language but am equally comfortable with digital environments," Tourais explains. "It was definitely a 'Jack of All Trades, Master of None' situation. As long as I could evince middling skill in Photoshop while crafting terse, pointed copy for Valentine's Day-themed waffle makers, I was a star. It occurred to me that I could coast for the rest of my life and that society might even reward me for doing so, but that would be a poverty. I would become boring, discontent, lifeless." He did some soul searching, took bartending classes, picked up side jobs to find human connection outside his cubicle—none of that addressed the problem. Tourais had always been interested in teaching, so he investigated what it would take to completely overhaul his career.

A small private school in Prince George's County outside of Washington, D.C., where he was living, offered an opportunity for change: the school was desperate for an English teacher and couldn't afford an experienced one. It was a sea change in many ways, including salary. Tourais took a massive pay cut, increased the hours he worked each week, and loved every moment. "I need the work to be intrinsically valuable; I need the expectant eyes of 18 kids in a room willing me to be better,

>> continued on page 20

"I needed to become a teacher in order to become something other than what I could have become, a degraded version of myself."

"At the end of your life, you don't want to look back and be unable to tell the difference between the things you chose and the things that chose you."

>> continued from page 19



to become the thing I needed to be. I was developing holes in my soul in marketing, so I found something I was passionate about and felt a deep and abiding responsibility to. It changed my orientation to the very idea of work."

Now on the right path, he set about becoming the best teacher he could be. His new role offered a lot of growth opportunities. The English department consisted of Tourais and one other teacher, and funds were tight. He didn't have mentors, but the experience he gained proved invaluable. He even found himself leading the accreditation committee in only his second or third year of teaching, which he acknowledges was absurd.

To develop the practices and routines necessary for curriculum building and classroom efficacy, he leaned on a valuable resource right at home. His wife, Rachel, now an Upper School Science Teacher at MICDS, had years of teaching experience on Tex. "I knew the English side," he says, "but I needed the moves necessary to build a class. I needed the architectural piece. It was a lot of trial and error, making mistakes, reading curriculum books, and talking to my wife. I was lucky to have people in my orbit who provided me with help even when I didn't ask for it." He eventually completed the Klingenstein program at Columbia Teachers College, a fellowship that allowed him to live on campus in Lawrenceville with other young teachers while taking a "crash course" in contemporary pedagogy. His Masters from the Bread Loaf School of English at Middlebury, which was partially financed by MICDS, filled in the gaps.

Tourais is grateful for how the timing of his career as a teacher has worked out. After five years in D.C., as he and Rachel were starting their family, they dreamed of finding a school where they could teach together and send their children. They began to look around the country. Tourais had embraced using technology in the classroom, a holdover from his work in the dot-com world, and MICDS was looking to hire teachers that could help implement the brand-new 1:1 program. They are also grateful that MICDS was hiring both an English and a science teacher at the same time. "We looked at St. Louis and decided it was easily a town we could see ourselves raising kids in. Because of the tuition remission program at MICDS, both of our kids (**Elise '28** and **Max '30**) are able to attend. We are really proud that our kids go here and that our work benefits them as well," he says.

He's also grateful for the team he joined at MICDS. "I went from having a two-person department to having a department full of thoughtful, impressive teachers. It's also wonderful to have a chair who puts in the work and is personally invested in pedagogical trends and thought leaders. **Lynn Mittler** absorbs copious amounts of content, has a head for pedagogy, and has consistently tailored professional development to where my head's at. Then, you've got someone like **Chris Rappleye**, who decides to dig into the brain processes that drive writing and thinking and ends up publishing a book about it. Meanwhile, **Julia Hansen** is setting up Independent Reading programs, and **Celeste Prince** partnered with the History department to take my daughter to Atlanta for the Civil Rights in the South Winter Term class. It's endless, the things my colleagues are up to." Tourais is a constant learner himself, reading dozens of plays if he decides he doesn't know enough about theater or taking a short story class so that he can teach his own. He appreciates MICDS' commitment to supporting teachers who want to explore their passions, describing how he went down a rabbit hole of researching video games with interesting narratives. "I built a course around horror and science fiction and the relationship between author and artifact and reader-slash-player. MICDS has been very generous in giving me the room, latitude, and resources I need. The School encourages teachers to follow their own visions and grow into the kinds of teachers they need. I've always felt very supported by MICDS."

He, in turn, finds fulfillment in supporting his students. "It's challenging," he admits. "There's a really high emotional burden to this job. When you see a student who is getting in their own way, who is resistant to education, who just won't do the things that would better their lives. When they're choosing to be bored, to not engage, that's disheartening." He recalls his own experience as a student and admits it was probably frustrating for his teachers. He coasted through high school and much of college even as teachers and professors pushed him to do better. "It wasn't until grad school, until I was a teacher myself, and I was focused on absorbing as much information as possible that I became a strong student. That informs my teaching. When you learn to cook, you become a different kind of eater; production informs consumption. So, my video game class ended in the creation of a video game; my short story class ends in writing a short story. When they've written themselves, they come to understand the kinds of choices an author makes and why."

Tourais knows he's playing the long game. "Every kid has to mature at their own pace, come to their own understanding of society in their own time. I don't necessarily need for the engine to run right now; it's my job to ensure that when they do come to fire the ignition, the thing turns over." He also understands that he most likely won't see that moment. "Maybe it starts in college, maybe later. But when they decide it's time, those pistons need to move."

Still, the most important question Tourais might ask on any given day is simply, "Are you ok?" He's attuned to the

>> continued on page 22

What is Tex Tourais Reading?

Tourais' favorite books are constantly changing, but at the moment, he's recommending these works:

One Hundred Years of Solitude by Gabriel García Márquez

"It's a whole other way to read and live than I know."

Catch 22 by Joseph Heller

"You can be the funniest and smartest person in the room and still have humility, big ideas, and laugh-out-loud comedy."

Haunting of Hill House by Shirley Jackson

"The lyricism and the way she constructs sentences, the sounds of the words in your head, they're a little off, and there's something wrong, but there's a beauty there, unsettled but mesmerized all at the same time."

Dangerous Liaisons by Pierre Choderlos de Laclos

"It's mean-spirited, vicious and savage and funny...a nasty little book."

"I think what the kids notice about me is the intentionality. Everything in here was a choice, and even the wrong ones were agonized over. The kids come to believe that. It matters to them."



>> continued from page 21

personalities in his classes, and when a student seems a little off, he's ready for that conversation. "I try to just sit there and listen—which is not exactly my skill set. And empathize. Sometimes, you'll get that email years later. 'There's an interaction I had with you, and you probably don't remember it, but it was meaningful to me.' As a teacher, you don't know the impact you're having on kids, both positive and negative, and that's wonderful and wonderfully stressful. I have the capacity to do something that some kid remembers for a good long time, but I also have the capacity to destroy someone's day without even knowing it. It's a double-edged sword."

He witnesses evolution with current students, especially on quiet Saturday mornings when grading essays. "I've been working on improving my feedback, on more efficiently, more compassionately getting students to that next plateau. When you see them reach it, or sometimes just when that next plateau becomes visible, that's really fun. I love when a student surprises me with a piece of writing that is compelling and engaging, one where their passion has created authenticity, one where they found value in the production of the thing in the moment."

There's satisfaction in the moment some days, too, after working hard to balance guiding students through 90 minutes of learning with an experience that doesn't feel repetitive. "When one of those comes off, where it lands and it's exciting, and there is academically playful chatter in the room and quality analysis, and they leave stuff behind in the room after class because their minds were blown, there's an energy to

that," he says. "There's no record except in the minds of the participants, an experience that they'll carry with them for a week or a month. That's a really exciting thing. There's a lot of pressure to be entertaining, and you walk down the halls and see cool stuff happening in all of these other classes, so that can lead to impostor syndrome. In my mind, if you can hit dynamic, experiential learning once every two weeks, you're probably one of the best teachers in the nation—even once a month, you're doing really well."

He continues, "The teaching of English is something that I might well have been built for. I do love literature, and I love that marketing piece: I'm trying to sell skills to kids who might not see the value in them. You have to establish your own ethos as a teacher: that you are working hard for them, that you value their time, that you're never going to intentionally waste it. It's important to convey that whatever it is you're teaching them is something that can help them right now and in two years but most importantly right now."

He sees the rise of artificial intelligence as a tool, but one that must be used carefully and with guidance. AI makes cheating easier but also has the potential to remove drudgery from complex tasks and thought processes. "It gives students more time for higher-order thinking because of the hours saved doing the lower-level thinking no one wants or needs to do," he explains. "It can also function as a nice sounding board and brainstorming aid. Additionally, every class has a wide range of reading comprehension skills, and with heavier pieces of literary criticism, students who might have struggled in the

past can now put sections into AI and get a summary, some bullet points—different ways to access the material. Then, they have a better chance of understanding and writing about it. It's not the same thing as talking to the teacher, but it can move them through that first cycle of lower-level questions."

Just as he was on the leading edge of incorporating computers into the classroom, he is now working to stay current with the advent of AI. "I want to be a help to people coming up behind me, not an obstacle. I have to embrace the change and admit that all the work I've put into facets I now consider myself good at might no longer be useful to me. You develop skills, and then, at some point, the skills become crutches. Something like AI comes along and kicks the crutch out, and what are you going to do? I'm going to hobble for a little bit, but it'll make me a better walker in the future. I'm excited."

He is also excited to see what his students will become and do. "It's not just about job functions and preparing them to be workers. Literature helps us become better, more nuanced versions of ourselves and, by extension, more sophisticated members of our communities. Writing is thinking. Writing these essays, they're puzzling through things too big to puzzle through in your head. Talking about and sorting through larger societal ills in class creates patterns of thought, a process and a routine whereby you can deal with complex issues by sitting down and taking notes and working through some ideas. They're learning how to be a person, how to engage with your own brain and leverage that and manage that and be a good steward of the intelligence they were given," he says.

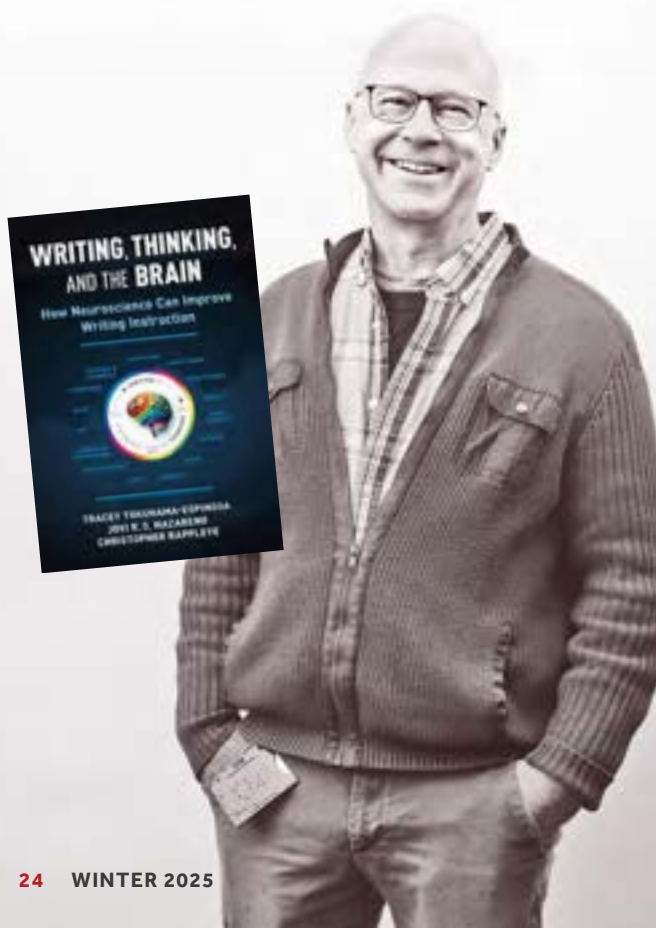
In the meantime, he'll continue connecting with students during the day and as a Middle School track and field coach after classes. He'll head home each night to his family, which includes cats Harlequin (Harley) and Cheeto ("He thinks he's a dog."). He'll teach his course on writing effective college application essays at Eliot Summer Academy and head to Six Flags to ride roller coasters with his children. The Tourais family will vacation in Michigan, where Rachel has family, and will continue visiting national parks. And he will continue to read. If he's working on developing a new course, he'll dive into ten different works of literature that relate, consuming as many different works in that milieu as possible. If he's not, he'll read just as much but with a scattershot approach. It's a full, rich life, carefully constructed.

"I'm really happy here," he said. "It's been great having the kids go here. I love working with the faculty members and having a lot of freedom to build classes and then, when I get bored, build new classes. It's true of most, if not all, teachers: they keep introducing a little bit of chaos into their lives. I need to be doing different things every day, and the fact that the kids change every year makes it exciting, too." He smiles. "It might look like I do the same thing year-in and year-out, but you can't fish the same stream twice."



Rappleye Teaches through Harvard Division of Continuing Education & Launches Book

Last April, Upper School English Teacher Chris Rappleye was a guest lecturer along with the co-authors of *Writing, Thinking, and the Brain: How Neuroscience Can Improve Writing Instruction* (Tracey Tokuhama-Espinosa and Jovi Nazareno of MIT) for Tokuhama-Espinosa's course PSYC E-1609—The Neuroscience of Learning: an Introduction to Mind, Brain, Health and Education, offered through Harvard University's extension school. "We gave an overview of our model of the writing process," Rappleye explained. Over the summer, he served as a teaching assistant for the same course offered through the Harvard Division of Continuing Education. Rappleye's co-authored book is available on Amazon.



P.E. Teacher's State Championship-Winning Volleyball Team Inducted into Kirkwood High School Hall of Fame

Middle School P.E. Teacher Rachael Maurer's 1996 Kirkwood High School State Championship volleyball team was inducted into the Kirkwood High School Hall of Fame last September. "It was a full weekend event," Maurer said. "We were recognized at the football game on Friday, and then the formal ceremony and reception were held on Saturday."

The purpose of the Athletic Hall of Fame is to honor and recognize men and women athletes, coaches, or community members who have

made significant contributions to Kirkwood High School athletics. They are proud to acknowledge those who have contributed to Pioneer pride, their community, and society at large.

"It was such an honor to be recognized with such a distinct group of athletes," Maurer said. "I will cherish this award and all that it represents forever. I am grateful for my teammates, coaches, and fans who supported me during my volleyball journey."

Arts Chair Performs in Julia Perry Concert

Dr. Jo Nardolillo, JK-12 Arts Department Chair and Orchestra Director, is also on the faculty team at Washington University as a teacher of applied music, violin, viola, and chamber music. As such, she played in a Julia Perry concert last fall as part of a larger symposium called *(Re)Discovering the Musical Legacy of Julia Perry*. Both the concert and the symposium centered on the groundbreaking work of Julia Perry, the first Black woman to have her music performed by the New York Philharmonic.

Bravo, Dr. Nardolillo!



MICDS Presents at EMA Conference on Feeder Schools and Financial Aid

MICDS Admission and Marketing & Communications team members attended and presented at the Enrollment Management Association's (EMA) annual conference in Boston, Massachusetts. The annual conference is designed for enrollment professionals who seek to expand their leadership and management skills, learn from others in the field, and collaborate on industry-wide innovations.

Director of Enrollment Management Eric Brunt, along with **Kerry Bryan, Associate Director of Admission – Middle School**, **Teron Sutherlin, Associate Director of Admission – Upper School**, and **Allison Light, Associate Director of Marketing & Communications**, presented *Feeders of Dreams: If You Build it, They Will Come*, a session that highlighted the team's collaborative approach in leveraging data and developing strategies for nurturing, building, and cultivating feeder school relationships.

Ciera Field, Associate Director of Admission – Tuition Assistance, showcased the team's expertise by serving on a panel moderated by Clarity, the MICDS Tuition Assistance application platform. The panel "From Pay What

You Wish to No Soup For You! A Look at Financial Aid Policies" addressed financial aid policy elements and standards.

The conference attendee team also included the newest member of the Admission team, **Bill Senti, Associate Director of Admission – Lower School**. All attendees enjoyed inspirational keynote presentations from Dr. Joseph Aoun, President of Northeastern University, and Joy St. John, Director of Admissions at Harvard College, as well as many tactical sessions hosted by peer schools and industry leaders. The team is grateful to MICDS for providing access to engaging professional development opportunities such as this conference to learn, grow, and expand their skills in their respective areas.



A Summer of Learning

Faculty and Staff Become Students

In the summer, many MICDS faculty and staff members flip to the role of student as they engage in various professional development experiences. From a math spa/boot camp to magic in Spain, check out the summer adventures of our teachers and leaders.

Seven Faculty and Staff Members Attend ISTE Live

Thanks to our **Chief Information Officer, Stewart Crais**, and division heads **Amy Scheer, Jen Schuckmann, and Scott Small**, a group of faculty and staff attended the International Society for Technology in Education (ISTE) National Conference in Denver at the end of June. This year, the conference hosted over 18,000 participants and covered many topics, including integrating technology with project-based learning, artificial intelligence, VR/AR, and digital citizenship. Attendees also connected with others and learned from experts within the field.

> **Elegan Kramer, Director of Instructional Technology and Digital Literacy**

"What made this conference special was bringing a small group from school who walked away equally overwhelmed with excitement for instructional technology and digital literacy." Kramer also delivered a snapshot presentation on *Split, Splice, & Separate the Video Making Process to Alternatively Assess Students' Knowledge*.

> **Robyn Williams, Lower School Coordinator of Instructional Technology**

"The sessions where teachers and students shared their innovative uses of technology were especially inspiring.

I also gained practical skills from hands-on sessions like stop motion using clay, 3D printing, and incorporating the Cricut machine."

> **Laura Pupillo, Lower School Science Specialist**

"During STLinSTL, I had the opportunity to explore microbit coding and was thrilled to see so many class offerings at ISTE. Furthermore, I got to explore stop motion with claymation, additional circuit tools, and some additional ideas for engineering projects which all have numerous connections to the science curriculum."

> **Tanya Roth, Upper School History Teacher**

"I was grateful for opportunities to talk one-on-one with representatives from different edtech organizations. One of the outstanding features was the Google Gemini hands-on experience. I've worked with some of these colleagues for years, but going as a group to an event like this helps make us a stronger community and team."

(l-r) Thomas Buffington, Lower School Librarian, Robyn Williams, Lower School Coordinator of Instructional Technology, Bethany Kavanaugh, Middle School Librarian, Tanya Roth, Upper School History Teacher, Laura Pupillo, Lower School Science Specialist, Travis Menghini, Upper School Math & Science Teacher, and Elegan Kramer, Director of Instructional Technology and Digital Literacy at the ISTE Live Conference.



Eric Kimminau Learns About Youth Mental Health First Aid



Eric Kimminau, Lower School Teaching Associate, completed the Youth Mental Health First Aid program, run by the National Council for Mental Wellbeing. The program is primarily designed for adults who regularly interact with young people, and introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step

action plan to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. Kimminau said, "I look forward to using the tools I learned from this professional development experience to help guide kids through tough times and identify some struggles that kids are experiencing."

Dr. Sheila Powell-Walker, Director of Student Support, said, "I think the YMHFA training is another tool that teachers and others who work with children can put in their toolbox. It's important for all of us to have some basic understanding of the signs of emotional distress and the important steps we should take to ensure the well-being of all students."



Broberg and Marberry Continue Summer Series

Diane Broberg, JK-12 Math and Computer Science Department Chair, and Middle School Math Teacher Dr. Jody Marberry once again took their math show on the road, presenting for the Missouri Council of Teachers of Mathematics (MCTM) at four two-day workshops in St. Joseph, Waynesville, Springfield, and Poplar Bluff. For their session, participants were invited to join them on "an exploration of math from multiple perspectives," investigating mathematical tasks that allow students to develop critical thinking and problem-solving skills. They collaborated on activities to "Build thinking classrooms" and add technology and coding to curricular activities.

Additionally, Broberg led two in-person Texas Instrument sessions at Middle Tennessee State University in Murfreesboro. She also hosted a webinar session last fall as part of Texas Instruments' national webinar series.

>> continued on page 28



Dr. Marberry Attends "Math Spa/Bootcamp"

Middle School Math Teacher Dr. Jody Marberry attended the Math In The Mountains conference—a math teacher's dream professional development opportunity. "It was an unparalleled experience," said Dr. Marberry. "Described aptly by Paul Zeitz as a 'math spa/bootcamp,' the conference allowed me to engage deeply in mathematical exploration, fostering an environment where I could play, think, and wonder about math alongside fellow enthusiasts. The camaraderie and shared passion for mathematics among participants were truly inspiring. Moreover, the breathtaking location of Jackson, Wyoming, added an extraordinary dimension to the event."

>> continued from page 27

Six MICDS Educators Attend PRIMED

By Melanie Duffy, Upper School Dean of Students & History Teacher

The MICDS Mission calls for commitment to our community through character. Character education and development is an integral part of what happens at all levels at MICDS. Over the summer, a team of educators, including **Assistant Head of School for Teaching and Learning Dr. Sally Maxwell**, **Dean of Faculty Dr. Grace Lee**, **Director of Student Support Dr. Sheila Powell-Walker**, **Dean of Curriculum & Instruction Elizabeth Helfant**, **Middle School Dean Eric Taylor**, and **Upper School Dean of Students & History Teacher Melanie Duffy**, dedicated a week in partnership with University of Missouri–St. Louis and their Character Education-based program called the PRIMED Summer Institute.

The UMSL PRIMED Summer Institute allows educators from around the world to come together in affinity for growing their toolbox and implementation strategies to live into their school's mission and develop effective programming around character education. The MICDS team studied, shared, and evaluated our experiences collectively to make recommendations on how to further implement character education programming at all levels.

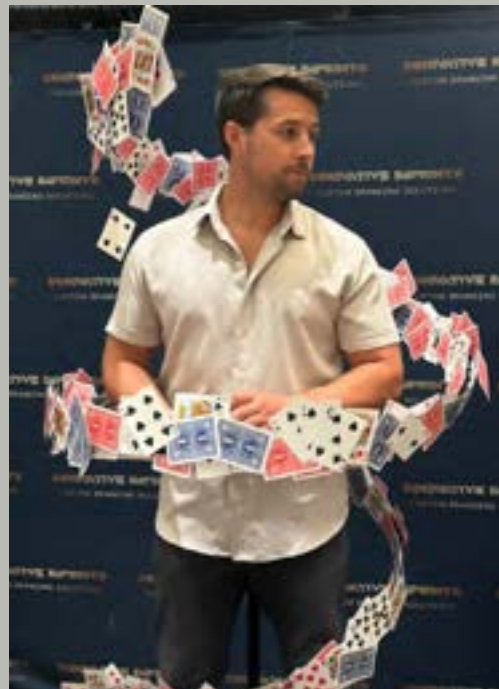
MICDS also has shared a partnership with CharacterPlus whose mission is to promote positive character development in young people through evidence-based processes, expert support, and professional resources.

What is PRIMED?

Primed is a character education development model based on six principles. They are:

- P**rioritizing character education
- R**elationships
- I**ntrinsic motivation
- M**odeling
- E**mpowerment
- D**evelopmental perspective





Barker and Díaz Explore Magic in Spain and Portugal

Upper School Spanish Teachers **Christopher Barker** and **Alyoska Díaz** enjoyed a trip to Spain and Portugal, where they connected with other magicians and learned about the ways they perform, structure their magic schools and shops, and how they teach classes. "I did a fair amount of impromptu performing while I was there and visited a magic festival, a magic museum, and several magic shops," said Barker. "I learned some great strategies and effects from the people who own schools in Spain and Portugal, which I implemented in my Winter Term class, Card Magic!" Barker and Díaz will also incorporate much of what they learned into their magic shows outside of the school day. Barker also completed a four-day conference for magicians in Las Vegas called Magic Live, where he learned more performing techniques and magic theory.

Congratulations to all of our teachers who learned so much last summer! We can't wait to see what you implement in the classroom, on the field, and everywhere at MICDS!



Dr. Katy Nichols Participates in Modern Band Conference

Dr. Nichols, Lower School Music Teacher, attended the Modern Band Summit at Colorado State University. "I took Modern Band 101, which approaches music through a rock band lens," said Dr. Nichols. "It teaches kids how to play instruments such as the guitar, keyboard, drums, and ukulele in ensembles. Then, it helps students perform, improvise, and compose in rock, pop, hip-hop, and R&B styles of music. I took classes such as beginning a modern band, rock band for elementary, ukulele for lower school, and hip-hop for littles. I couldn't wait to begin implementing aspects of the modern band approach into our Lower School music curriculum!"

Using a Summer Sabbatical to Explore Literary History

By Louise Hindle, Upper School English Teacher

"William and I took a long walk in the rain," wrote Dorothy Wordsworth in one of her journals. This was one of many long walks the siblings took together, and with others, in and around the village of Grasmere during 1799-1808. Their home, Dove Cottage, has come to be associated as the home of the English Romantic movement in literature: a place where words were

crafted and articulated out loud; where poetry and prose were forged in the presence of nature. Even today, Grasmere, nestled in a valley of the English Lake District, is not especially accessible or populous. Grasmere has cafes, bookshops, small hotels, and craft stores. For the community, there's an elementary school, the village church, and a village green. The 'fells' (*read hills or mountains*) tower above the settlement and embrace it like a precious secret. Beyond the village rests Grasmere Lake and, a little

further, Rydal Water. Over the years, Dove Cottage and its gardens and orchard have been preserved as the home of the Wordsworths. Near to Dove Cottage is a museum for visitors to understand the lives of the Wordsworths and their creative community. Most recently, the Jerwood Center was built to protect and accommodate the Wordsworth archive.

As a Brit, a keen hiker, and a romantic poetry enthusiast, I had already visited Grasmere a couple of times: July 2024, however, was a particular highlight. Thanks to the generosity of the **Edward M. Rivinus Memorial Summer Sabbatical**, I spent an additional two days in the U.K., focusing my time in the Jerwood Center exploring the Wordsworth archive. From letters through to journals and commonplace books, I was looking at manuscript and digitized materials from this pivotal moment in literary history. With a particular focus on the women and their everyday lives as companions, sisters, mothers, and writers, I wanted to learn more about their contributions, their talents, and their challenges. It's hard to describe the thrill (and the trepidation) of seeing the folds of a 19th-century letter and the scratch marks of ink. As each day went by, I tried my best to discover the person behind the writing, paying attention to how they documented their life from talk of the weather, updates

on friends and neighbors, through to philosophical reflections on the world. I had hoped to take a glimpse into their world, to better understand what fueled this moment, and even, perhaps, to gain some insight into their writing process. It was, however, so much more than that. This was an immersive experience through archival materials, greatly enhanced by the physical opportunity to hear, see, and re-imagine the 'sources' of so many literary outpourings.

Hardly a day goes by without us being reminded of the numerous benefits of being outdoors, of walking, of connecting with nature. I'm already sold on all of those messages: my experience at Grasmere helped me appreciate even more the long influence of these messages in and through literature; and the ways in which, through nature, we might begin to learn more about ourselves and those we encounter along the way.

Back at school, my literary journey continues: it inspires my interactions with students when we talk about what we've read and are aiming to read; I already know that some of these materials will show up as examples of the writer's process in my curriculum. Beyond this, my research is starting to form its own terrain, perhaps as a course on 'Landscape, Literature, and the Lived Experience.'

William Wordsworth declared Grasmere to be 'the loveliest spot that man hath ever found.' If some of the writings of those who visited and collaborated in that spot kindle students' literary curiosities, it was a trip worth taking!



“Find a book and READ.”



Author Sharon Draper Visits MICDS

Students in third through seventh grade enjoyed a visit with author Sharon Draper, who is best known for her book *Out of My Mind*, a middle-grade novel about eleven-year-old Melody with cerebral palsy.

Middle School Librarian Bethany Kavanaugh shared, “Through her compelling narratives and deeply resonant character, Ms. Draper has opened doors to understanding, empathy, and resilience. Her writing often explores themes of courage, determination, and the triumph of the human spirit, earning her numerous accolades and awards.”

Draper spoke about her time as a teacher and how she kept a huge library of hundreds of books in her classroom for her students to read and enjoy. She followed up all that reading with writing assignments, because she knows from experience that reading a lot helps make one become a better writer. After winning a short story contest, Draper tackled the arduous task of writing her first book. Forty books later, she is still writing, and *Out of My Mind* has been made into a movie.

At the end of her time with MICDS students, Draper said, “I have one bit of instruction for you: find a book and read it,” she said. “Find the librarian; they know stuff. They are the smartest people in the world. They know everything. Use your teachers; use your librarian. Get yourself involved in a book, any book. READ.”

Board of Visitors Examines Institutional Advancement

The MICDS International Board of Visitors serves to educate its members about the strengths, advantages, and values of the Mission, programs, and future plans of MICDS so they can offer counsel to the Head of School and support the work of the institution. It is comprised of dedicated alumni who live outside the St. Louis region and is currently chaired by **Jamie Corley '05**. It was founded in 1998 with Senator **Jack Danforth '54** as the inaugural Chair.

During their annual visit, members interact with administrators, faculty, and students. They spend time in breakout sessions to discuss what they've learned and debate possible solutions and recommendations. Each visit is focused on a specific theme. This year, the Board of Visitors studied Institutional Advancement at MICDS, which includes Admissions, Alumni

Relations and Development, and Marketing and Communications.

Our visitors tackled two questions: MICDS is highly regarded in the St. Louis area and beyond, but how does the School stay relevant ahead of competitors while continuing to educate our students to the highest standards? And while building a strong and vibrant alumni community and a culture of philanthropy?

At the end of the session, representatives from the Board of Visitors shared their observations and recommendations with **Head of School Jay Rainey** and the Senior Leadership Team.

Many thanks to our dedicated Board of Visitors members for their time and talent. Your insight and feedback are invaluable.





Board of Visitors 2024-2025 Team

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Billy Weitzer '71



*Many thanks to our
dedicated Board of Visitors
members for their time and
talent. Your insight and
feedback are invaluable.*

Peek Behind the Curtain of our Beloved Beasley Assemblies

“It’s impossible to leave a Beasley assembly without feeling joyful about the work that we do with students.”

AMY SCHEER, HEAD OF LOWER SCHOOL

You haven’t been to a Beasley assembly until you’ve been awed by our JK through fourth-grade students filling the Lower School (LS) Music Studio, enthusiastically singing along to **LS Music Teacher Dr. Katy Nichols’** ukulele with synchronized hand signals and dance moves! “I love our assembly time,” said **Amy Scheer, Head of Lower School.** “There is such a strong sense of community. Being together as a full Lower School helps students see the impact they can have on each other and

really gives us a chance to celebrate our students’ strengths across all grade levels.”

Lower School students and faculty gather twice a month at the assemblies to allow students to lead, share information about Fly Five words, sing and learn together in community, and celebrate student strengths.





With all of the behind-the-scenes logistics in place, Beasley students journey through assembly in a format that provides structure, excitement, and celebration. Here is the basic structure of the LS assemblies:

- Ms. Scheer welcomes everyone and sets the expectations for the time together.
- The Pledge of Allegiance is led by third graders, followed by everyone singing *America the Beautiful*.
- Students lead the motions for a community-building or theme-related song.
- The leadership crew performs a skit about the assembly's theme.
- A guest speaker presents on the theme.
- Recent birthdays are celebrated.
- A closing song on the piano wraps it all up.

Who magics the Beasley assemblies together so well? While it is a team effort, Dr. Nichols takes the lead. She manages the communication, ensures everything is organized, preps the students with songs, and helps with the themes and guests. The assembly crew works together to lead, set up, break down, present, and help with the logistics.

- **Robyn Williams, Lower School Coordinator of Instructional Technology**, helps with technology needs.
- **Thomas Buffington, Lower School Librarian**, and **Sarah Garner, Lower School Visual Arts Teacher**, create the Beasley Broadcasts.

- **Buffington and Nicole Liebman, Lower School Library Associate**, volunteer for skits.
- **Laura Pupillo, Lower School Science Teacher**, shares special science presentations.
- **Bridget Seery, Fourth Grade Teaching Associate**, oversees the fourth-grade leadership crew.
- Dr. Nichols leads the singing, and everyone helps reset the room after the assembly concludes.

All the Lower School specialists and teachers serve as guests and help at some point in the year, either through sharing classroom activities or leading in assembly.

>> continued on page 36



>> continued from page 35

The content for Beasley assemblies is very intentional. The MICDS Lower School has an overarching theme: “Beasley C.A.R.E.S. for our Community.” The acronym C.A.R.E.S. stands for **C**ooperation, **A**ssertiveness, **R**esponsibility, **E**mpathy, and **S**elf-Control; these are “Fly Five” words.

Fly Five is a social-emotional learning curriculum developed by the Center for Responsive Schools, which aligns with the Responsive Classroom approach used by the MICDS Lower School. Fly Five focuses on five core competencies that the Center for Responsive Schools believes are essential for student success in and out of the classroom. One of these words is the theme of each Beasley assembly, along with other themes such as peace, citizenship, and caring for our community.

“Each grade level has an assembly where they share something that they are learning that aligns with our assembly and Fly Five themes,” explains Dr. Nichols.

One assembly theme was self-control. To bring this Fly Five word to life, Middle School orchestra students performed as guests, showcasing how one needs self-control to play music at the right time with the right volume while in sync with the rest of the orchestra. **Jay Rainey, Head of School**, was also a guest and read the book *Clark the Shark* to give another perspective on self-control. Fourth



“Each grade level has an assembly where they share something that they are learning that aligns with our assembly and Fly Five themes.”

LS MUSIC TEACHER DR. KATY NICHOLS

THE FLY FIVE THEMES ARE:

- Cooperation
- Assertiveness
- Responsibility
- Empathy
- Self-Control



graders led a game of Red Light, Green Light, a physical demonstration of self-control as students tried to move when the light was green or stop movement immediately when the light was red. A student also played piano, and all of the Lower Schoolers sang along to the several songs led by Dr. Nichols.

“Assembly is a special community bonding time for all of us in the lower school,” reflects Dr. Nichols. “It’s a place where we all sing together, students take on leadership roles, and we share what is happening in classrooms across our school. The children are eager to participate and lead in assembly, and their enthusiasm is palpable! I love being a part of assembly and get such joy from the experience.”

Thank you to Dr. Nichols and our Lower School faculty, staff, and students for making the assemblies meaningful, joyful, and memorable!

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LOWER SCHOOL MUSIC TEACHER DR. KATY NICHOLS





The Most Wonderful Time of the Year MICDS Celebrates Homecoming 2024

Homecoming at MICDS really is one of the most wonderful times of the year—and a little rain made the memories *flood* in over the weekend! Rain or shine, Homecoming at MICDS is a powerful reminder of what makes our school community a vibrant and engaging place to be.

Spirit Week

In the days leading up to the weekend of festivities, students in each division participated in themed dress-up days. From pajama party pals to beach vibes, there was something for everyone to enjoy, including the traditional Homecoming t-shirt day—designed this year by **Taylor Gast '27**—and the Friday full-out red and green spirit wear day.

All-School Pep Rally

The RAMbunctious week of spirit culminated in an all-school pep rally where students, faculty, and staff gathered in the MAC to cheer on our varsity athletes and enjoy performances by our talented cheerleaders and Middle and Upper School Bands. Athletic Council co-heads **Cameron Cooper '25** and **CeCe Harris '25** announced the varsity captains of each fall sport, who introduced their teammates. Each team dressed up with a theme and performed short skits or dances before running through a gauntlet of cheerleaders.

Food Truck Friday

Friday night offered eight different food trucks with a smorgasbord of delicious dinner and dessert options. With face painting and temporary tattoos, the MICDS Parents Association Arts Boosters and Sports Boosters ensured every attendee was in spirit mode! Charger the mascot made an appearance, and the band Raised on Radio, with lead guitarist and student **Luke McGinness '26**, performed as the soundtrack for the evening.





Parade and Bonfire

As the dark of night set in, the bagpipers played for the traditional procession of cheerleaders and football players. The large crowd of Ram fans gathered to watch the football players light the bonfire, which was topped with a wooden design of a bomb that was created in the makerspace by Upper School Athletics Committee Representatives **Wyatt Giles '28**, **Lily Harris '28**, **Luke Peritore '28**, and **Abby Walsh '28**. Arm in arm, the players and cheerleaders took in the moment as the bonfire warmed the night, singing the CODASCO Fight Song.

Fun Run

The MICDS-JBS Family Fun Run got Saturday off to an exciting start as both Ram and Bomber families ventured along the 2.5-mile route from MICDS to Burroughs. Children walked and ran with spirit wear, strollers, wagons, and dogs—many with their whole family braving the course!



Homecoming Carnival and Barbecue

The MAC was transformed overnight into a bustling space of pure fun for Ram families with kids of all ages. Children jumped in bounce houses, raced in inflatable obstacle courses, had their faces painted, showed off balloon artist creations, played carnival games, earned prizes, treated themselves to popcorn, and enjoyed a complimentary BBQ lunch. There were plenty of smiles to go around!



Athletic Contests

The Rams took on the Bombers throughout the weekend in various athletic contests. The day was packed with Girls Tennis, Boys Soccer, Boys Swimming & Diving, Volleyball, and Field Hockey contests—all before the afternoon Varsity Football game.

Ram Run & Football Game

The culminating athletic event of the day was the MICDS versus JBS Homecoming football game! The famous Ram Run preceded the game as MICDS Upper School students in the Rams Army spirit club raced into the JBS football stadium together. The cheerleaders led the MICDS fans in supporting the Rams while the football players worked hard on the field. The final score of the game was 29-0, with MICDS as the victor. Way to go, Rams!

We are thankful for the support from our event planners, parents, alumni, and student volunteers, along with the coaches and game officials, the grounds, maintenance, housekeeping, technology, and security crews, the MICDS Parents Association, FLIK Independent School Dining, and our talented student-athletes and sports fans. Thank you to John Burroughs School for the friendly competition and all who worked hard to make this weekend a shining success. What a happy Homecoming Weekend 2024!

Rolling Through Skate Week

Beasley's Beloved Annual Tradition



Who's ready to roll? Our annual Lower School Skate Week rolled onto campus, transforming the South Gym into a skating rink of yesteryear. For nearly three decades, students from JK to fourth grade have been gliding across the hardwood under the watchful eyes of Lower School P.E. rink masters **Jim Lohr** and **Susan Orlando**.

From mastering the basics on the carpet to conquering the wooden floor, students have been building confidence, balance, and endurance. With upbeat music, laughter, and a few spills along the way, fun was at the ready with every spin of the wheel.

Parents even joined in the excitement, lacing up their skates and reliving their own childhood memories. Whether they were a seasoned skater or just learning the ropes, Lower Schoolers learned that Skate Week was a fantastic way to have fun, stay active, and create lasting memories. Wheels forward, Rams!



Wheels forward, Rams!



Fun in the Sun for Sixth Grade

Annually, our sixth graders break out of their classes for what is dubbed “Sixth-Grade Fun Day” to connect as a class, take on teamwork challenges, and have some—you guessed it—fun!

For Fun Day, all MICDS Rams in the Class of 2031 participated in three unique activities: building perspective, honing observation skills, and embracing play. They participated in activities and games such as Toxic Island, a game to transport a raw egg, teamwork challenges with balance boards, plank walking and balancing, and a good old-fashioned campus scavenger hunt.

Middle School Math Teacher Dustin Delfin said, “I witnessed students embracing challenges, working as a

team, and advocating for each other while having fun. Whenever a challenge did not go well for any group, students were willing to try it repeatedly until they saw success. This, paired with the momentum of Homecoming week, promoted how we value our community.”

Kelly Walsh, Middle School English Teacher, said, “Sixth-Grade Fun Day was just that—fun! It was refreshing to see our students in such different settings from our classrooms. They were truly just enjoying themselves. They were given very challenging tasks, but each one was embraced throughout the day with persistence and joy. It’s one of my favorite days of the year!”



Ladue Fire Department Visits Beasley

Lower School students always enjoy a visit from the Ladue Fire Department. During their most recent visit, they learned how these dedicated firefighter paramedics provide emergency services to people in need throughout Ladue, which includes MICDS.

Classes took turns visiting both the Advanced Life Support vehicle (ambulance) and a Light Rescue Pumper (firetruck). In the ambulance, they saw equipment for measuring heartbeats, a stretcher, and a backboard and learned how paramedics could use automated external defibrillators (AEDs) to restart hearts. The students asked great questions, such as, "How does the person get on the stretcher if they're unconscious?" The paramedic answered, "We pick them up and put them on it!" She also showed how the oxygen masks come in different sizes since grown-ups are bigger than kids. Finally, the paramedic explained that it's important to know that emergency responders are there to help, so don't hide if they are coming to help you.



At the firetruck, students learned there are different kinds of trucks with specific functions. A ladder truck has big ladders designed to allow firefighters quick access to high places. A pumper truck, which our students visited, also has ladders, but its primary function is to get a lot of water to the fire quickly. The pumper comes with hoses of various sizes, including a big one that the students noted is too big to carry into a house. "Where do you think we connect that big hose?" asked the firefighter. The little faces looked confused. "What is outside your house on your street? And around everywhere you go?" Another firefighter offered a different hint. "Sometimes they're yellow, sometimes red." "The fire hydrant!" several students answered. He also showed the headphones they use in the cab since the sirens are too loud to hear anything else, and the Officer (or Acting Officer) is getting and relaying information from dispatch to the team as they are responding to a fire. "We don't always know exactly what we need when responding to a fire, so we always send more than we think we'll need," he said.

The firefighters opened all the compartments on the side of the rescue pumper so students could see all the tools they use. A long metal rod is used to unlock vehicle doors to safely get to a child, pet, or unconscious adult. A wooden pole

with small knobs at one end is how they reach the test buttons on smoke detectors, to test them without having to climb a ladder. They carry a leaf blower, which they use to clear roads of debris after accidents. Each truck has a generator and extension cords, so they always have power without having to find an outlet in a building. A large fan is used to move smoke out of a house. A pair of tools called "irons" allow firefighters to quickly get in locked doors and windows in emergency situations, and the tools are designed to nestle together for easy carrying. A sack called a RIT bag contains an extra mask and air tank. "That's for us," the firefighter explained. "If our equipment malfunctions or breaks, another firefighter can bring us this to help." Students also saw the Jaws of Life, a rescue tool that can cut through car frames and breach doors to allow firefighters quick access to people who need help.

A student asked, "Do you have something to do every day?" "Oh, yes," answered the firefighter. "If we aren't responding to a call, there is always something to do. We are checking fire hydrants and buildings, and we have training. School never stops! I learn something new every day."

Thank you to our amazing Ladue Fire Department firefighters and paramedics for spending time with our Lower School students. Stay safe!



Thank you to our amazing Ladue Fire Department!



Rams Connect Across Fifth, Sixth, Eighth Grades



“This space is helpful when it comes to building communities now and laying the foundation for strong communities down the road.”

SCOTT SMITH, MIDDLE SCHOOL ENGLISH TEACHER

To bring the Middle School closer together and forge connections across the fifth, sixth, and eighth grades, **Middle School Science Teacher Callie Bambenek** started the Rams Connect program last year. Rams Connect was born out of the feedback from Middle School advisors stating there was a need to celebrate moments across grade levels more within the Middle School community. Through the program, once a month, advisories across fifth, sixth, and eighth grades meet so students can get to know Rams in other grades while engaging in a fun activity.

“The goals of Rams Connect are multi-faceted,” explains Bambenek. “This time promotes well-deserved student

leadership and added service for our eighth graders as they ‘LEAD’ and plan the activities for their paired fifth- or sixth-grade advisory, down to the detail of even contacting the advisory to plan and reserve their space for that session. Rams Connect allows our fifth and sixth graders to see our eighth graders as their peers and important community builders, as well as people they can connect with when they see them traveling the halls or at different school events! It allows all of our students and advisors alike opportunities to belong with each other in a space that promotes light-hearted fun.”

During Community Time, the fifth, sixth, and eighth graders could be seen throughout campus playing kickball, ping

pong, and touch football, making friendship bracelets, and producing a silly and fun fashion show, to name a few. They learned each other’s names, shared a lot of laughs, and fostered a sense of belonging with one another.

“As a new eighth grader, I really enjoyed being with the fifth graders for Rams Connect because I got to feel a sense of MICDS community,” reflected **Aanya Gande '29**.

Scott Smith, Middle School English Teacher, said, “This space is helpful when it comes to building communities now and laying the foundation for strong communities down the road. Yesterday, my eighth-grade advisory boys played touch football with a sixth-grade



“As a new eighth grader, I really enjoyed being with the fifth graders for Rams Connect because I got to feel a sense of MICDS community.”

AANYA GANDE '29

advisory and had fun doing it. More important than the fun we had is that the boys did a great job modeling sportsmanship and celebrating the younger students' achievements—even those of the other team. It was a wonderful investment of time and one I hope we continue.”

Why doesn't the seventh grade participate in Rams Connect? Class size doubles in seventh grade at MICDS, so their focus is on building community and

a sense of belonging within that particular grade. Those students spend the year uniting and growing as a strong class. Becoming close this year allows them greater capacity to lead and foster community through Rams Connect once they reach the eighth grade.

We can't wait for the Rams connection to grow stronger and stronger throughout the year!

“Rams Connect allows our fifth and sixth graders to see our eighth graders as their peers and important community builders, as well as people they can connect with when they see them traveling the halls or at different school events.”

MIDDLE SCHOOL SCIENCE TEACHER CALLIE BAMBENEK

CAMPUS DIRECTORY



First Graders Dig Deep Into School Community

First graders love to learn all about community, exploring everything from familial relationships to their local surroundings. Their school is an important part of their community, and last fall, they were able to learn about this special place where they spend so much time. **Eric Brunt '02, Director of Enrollment Management**, was happy to serve as a tour guide to our wiggly first graders, taking them all around campus to learn about their school.

Brunt picked up his charges in Beasley and, with the help of their teachers and **Bill Senti, Associate Director of Admissions—Lower School**, shepherded them inside Olson Hall, a focal point of our campus. There, students viewed the MICDS seal in the foyer, learning that the legend says if you step on the seal, you have to kiss it. They visited the campus store where we sell MICDS merchandise, of course, as well as Mary Institute and St. Louis Country Day vintage wear. Brunt explained how we used to be two schools and are now one, which is how we have our school colors of red and green. He also shared that the people who worked on the

merger even considered merging the two school mascots: an MI alligator and a CDS ram, making a Ramigator! He asked the students to imagine what that looked like. Is it an alligator head on a ram body? What about an alligator with ram horns? Or a ram head on an alligator body? Imaginations ran wild with the possibilities!

The tour continued outside of Olson Hall toward May Hall, which is an original building from the CDS campus when Country Day moved from Brown Road near the airport to Ladue. Students were treated to an expansive view of many of our athletic fields and the new tennis center currently under construction. They reviewed a map and counted the number of buildings on our campus. Curious how many? Ask a first grader! Brunt also pointed out Polk Pond and shared traditions such as Boat Races and the Senior Pond Toss. From there, the group saw the Alumni Dining Hall, which serves Upper School students, faculty, and staff, and learned that there's a frozen yogurt machine! They saw another seal outside and went to great lengths to avoid stepping on it.



Brauer Hall was up next, where they saw the student commons, the Hearth Room (claimed by seniors each year), and Brauer Auditorium, where the entire Upper School gathers for assemblies each week. Thanks to the glass walls of our STEM building classrooms, they were able to peek into math and science classes. A highlight was getting friendly waves from cool Upper School students! Brunt also shared that underneath the Brauer courtyard, a giant tank collects rainwater run-off, part of the building's LEED Platinum Certification.

The group trooped through May Hall, stepping around yet another seal (this time the original Country Day School emblem) and passing by the Upper School offices and World Languages classrooms. They toured through the Bryant Arts Center, home to studio arts, Orthwein Theatre, and music rooms.

Their last stop was the front lawn of Olson Hall, where Brunt explained that buried in the ground by the flagpole is a time capsule. It was buried in the 2009-2010 academic year in honor of the 150th anniversary of the school and is big enough to hold boxes from each grade level and several departments. The students learned that in 10 years when they are sophomores, they will be there when the time capsule is unearthed in honor of the School's 175th anniversary. He challenged the students to think about what they would put in a time capsule today. "A Barbie!" offered one student. "An iPad," said another. Brunt shared that when the time capsule was buried, iPads didn't exist. The students were shocked!

Students returned to their classrooms understanding more about their school community and seeing what lies ahead.





Student Voices Heard at Town Hall

Upper School Student Government Listens to the People

MICDS Student Government in the Upper School held its second annual Town Hall last October. Six groups of students reported to different locations on the Upper School campus. For 45 minutes, co-heads, representing three different branches of student government, rotated through each location for a mini town hall-style meeting. Fellow Upper Schoolers could ask questions, share ideas, raise concerns, and make recommendations to their elected leaders. Each branch of the student government recorded the comments and suggestions from their peers. Then, later that month, the student government co-heads shared a summary of the suggestions, ideas, and concerns and announced the items they would be addressing first.

The format of the Town Hall came about initially when **Director of Upper School Student Leadership & Dean of Students Nicole Trueman-Shaw** attended the Independent Schools Experiential Education Network Institute (ISEEN). She was inspired by the workshops that focused on empowering students and student leadership. Now, the Town Hall is held every year, allowing student leaders to guide the areas of the Upper School they impact and the student body a chance to share their voices and ideas and make positive changes as citizens of the Upper School.

Outcomes ranged from new and better events to community service and mental health initiatives. **Jacob Daus '25** from the Activities Committee shared, "The Town Hall was an excellent opportunity to hear from fellow students about their experiences with the events that the committee plans, from different theme ideas to new social events. It was a great way to hear from everyone across all grade levels. While our committee comprises students from every grade level, the Town Hall brings our student leaders and student body closer together, where we can trade new ideas and concepts before finalizing them!" **Keaton Gion '25**, from the Honor Council, said, "Holding a Town Hall is like being a weathervane in a storm; you might get sent spinning, but you will eventually be in alignment with your community. On the Honor Council, we are constantly creating new policies and architecture around AI usage, and these Town Halls help us know the concerns of the student body." **Evie Strobe '25** also thought the meetings were valuable. "It is so important, as student leaders, to represent the ideas of the student body," she said. "Through the Town Hall, we could hear feedback from all the students about our ideas and even gain some new ones!"

Thank you to our student government co-heads for listening to the feedback from their peers and charging forward with implementing as many positive changes as possible. What a fun way to make an impact and learn how to advocate in this town hall-style experience.

"It is so important, as student leaders, to represent the ideas of the student body. Through the Town Hall, we could hear feedback from all the students about our ideas and even gain some new ones!"

EVIE STROBE '25



Dr. Caiyun Liao Delivers Harbison Lecture



For the 2024 Harbison Lecture, the Upper School at MICDS was delighted to welcome **Dr. Caiyun Liao P'36**, a leading reproductive endocrinologist specializing in infertility and in vitro fertilization (IVF). She trained at renowned institutions like Johns Hopkins, Oxford, and Yale, where she completed her fellowship in Reproductive Endocrinology. As a reproductive endocrinologist, Dr. Liao focuses on the body's hormonal systems and their role in fertility, helping patients navigate some of the most emotionally charged decisions in healthcare.

Paul Zahller, JK-12 Science Department Chair & Upper School Science Teacher, introduced Dr. Liao to the Upper School assembly, saying, "Her work in reproductive health has garnered numerous accolades, including the Yale Office of Health Equity Research Award. Originally from southern China, she is fluent in Mandarin, Cantonese, and English. Dr. Liao is also a dedicated educator, having taught at Howard University and the University of Tennessee. Her expertise and compassion have earned her a stellar reputation among patients and peers alike."

Once welcomed to the stage, Dr. Liao delivered her lecture, "Facts or Hype? 'Data' could produce both. Can you leverage evidence and harness emotion?" She shared a bit about her life's journey—growing up in southern China,

raised initially by her resilient grandmother, and becoming inspired to dedicate her life to serving women. In her 20s, she left everything familiar and went to medical school, becoming a physician, statistician, and epidemiologist.

Dr. Liao then spoke about several pioneers in the world of health and shared a few impactful, published medical research studies. She explained how some of these leaders and their research revealed life-changing impacts on humankind and how sometimes data and certain research can be misleading, misused, or biased. She also explained the difference between causation and association and described how some studies have too small of a sample size to show statistical significance. There can also be conflicts of interest that lie in who is sponsoring the medical research or the level of media interest and publication bias. With social media as a catalyst and engineered controversies that spread uncertainty and doubt, falsehoods as facts, and opinions as truth, the ability to spread misinformation is stronger than ever. She encouraged students to learn the researchers' interests and cautioned them whenever something is shared by an "expert opinion."

Dr. Liao concluded by saying, "The true value of education is to train someone to think critically and independently."

*The Harbison Lecture is named on behalf of **Mr. Earle H. and Mrs. Suzanne Siegel Harbison '45** to commemorate Mrs. Harbison's 50th Class Reunion in 1994.*

A Season of Drama

Middle and Upper Schoolers Take the Stage

Upper Schoolers Dig Into *The Art of Dining*



The talented Upper School thespians of MICDS took to the stage in Orthwein Theatre to offer *The Art of Dining* over three days. The play, written by Tina Howe, is set in a New Jersey restaurant and follows three groups of characters and their relationships with food. The owners of the restaurant have taken loans to invest heavily in their new restaurant, and they are worried about repaying the money. The play is a farce, which aims to entertain audiences by making them laugh. Farce relies on absurd situations, silly jokes, and stereotypical characters.

Upper School Performing Arts Teacher Carolyn Hood directed the show and was thrilled with the production. "I had a very talented group of actors," she said. "Farce is so hard to play. It takes such precision in

physicality and timing. My cast truly rose to the challenge."

Because the show is set in a restaurant, food is an additional character. The play is written so that characters prepare, serve, and eat meals right on the stage. This took a lot of forethought and planning. Hood said, "The immense challenge of the play was that we had to prepare dinners, soups, salads, and desserts in real-time. **Ava Casillas '26**, who played Ellen, one of the restaurant's owners, was a true master chef in this area. However, our real Hero was Props Master **Cam Cozad '27**, who pre-prepared much of the food and spent hours after the show doing dishes!

"The show went so very well," summed up Hood. "It was fun to see fans of *The Bear* coming to see a true foodie show."





A Mansion, a Mystery, and a Murder for the Fifth- and Sixth-Grade Play

Just in time for Halloween, 40 MICDS fifth and sixth graders produced the play *How to Get Away with a Murder Mystery* by Don Zolidis in Freeman Theatre. And what a *thrill* their production was!

Five guests converge in a mansion and a murder ensues. The story is told in vignettes and hilariously hits the tropes of a traditional murder mystery.

The fifth- and sixth-grade play is considered an extracurricular opportunity for our students. Under the direction of **Debra Mein, Middle School Drama Teacher**, auditions and tech interviews were held at the end of August with rehearsals in September. Mein ensured that every student interested in being part of the play had a role in the cast or crew. There were so many actors and actresses that the group was divided into a Wednesday cast and a Thursday cast. Most of the cast rehearsed once a week after school, and those on the crew participated in "Techie Tuesdays," where they worked each week on creating the costumes, designing the set, and perfecting the sound and lighting in their behind-the-scenes roles. At the end of October, they were ready to showcase the finished play through four performances, including a performance for their peers during the school day.

The play was well-executed, entertaining, and captivating for all who attended. The student tech team rose to the challenge, from the running crew moving furniture on and off to the students running lights and sound in the booth. The actors and actresses hooked the audience, with many on the edge of their

seats trying to figure out *how* someone could get away with a murder mystery. Two seventh graders helped in supporting roles.



"I think the play taught me how to keep up with deadlines and memorize things," said **Priyanka Gandhi '32**, who played Narrator 2.

Alice McDonald '31 played Mr. Burgundy and enjoyed developing more as an actress through the show. "I really enjoyed this experience because I made a lot of new connections, like with new friends and people! I also learned a lot about how to act, like how to project my voice without screaming or how to put emotion into my lines. We also practiced our lines and practiced going on stage, so I was much more comfortable when the time came to perform."

The Tech team also had a lot of fun with the play. **James Moore '32** shared, "My role was a sound technician (or "techie") in the play. My team and I created the sound effects for the play, and I used the computer to play the sound effects during the play. I enjoyed working with my team to research creative sounds and music that fit with the show. My favorite part of my experience was helping to perform the play for the audience."

Congratulations to our Middle School students, Ms. Mein, and all who helped the middle school get away with such a gripping performance! You *killed* it!



Moving in Harmony

How the MICDS Band Builds Teamwork

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



Finding Your Way to Band

Shashi and Anisha Depa were both encouraged toward music as children; Shashi played the flute (when he wasn't on the pitch), and Anisha studied classical dance. They see music as an important way to learn critical thinking and bought their son, **Rikki '29**, a piano when he was eight. He learned to play by watching YouTube videos. Now, Rikki is learning trumpet in his MICDS Band class, and enjoys the collaborative nature. He said, "The band sounds much better when everybody plays together—percussion, clarinets...everybody." In a Middle School assembly, the band planned a surprise performance of the MICDS rally song. "They had a secret code word that they put on the screen, and we all went up. Some of my friends almost tripped over the chairs. It was exciting." **Middle and Upper School Band Director Bernard Berry** credits Rikki's positive attitude with the amount of progress he has made with the trumpet in just over a year. **Middle School Dean and Music Instructor Eric Taylor** said, "Rikki is organized and works really hard. He shows up and does it with kindness and grace. He is pretty humble and sincere."

Berry's classroom has a carefully cultivated sense of community and hard work that embraces new students, an environment that mirrors his childhood in a musical family. "From a young age, I was surrounded by music," he said. "My parents would play everything from jazz and R&B to gospel and soul, filling our home with rhythms and melodies that sparked my early fascination." Berry attended a church that centered music, and he even put together dance routines as a child. "We listened to a ton of Marvin

Gaye, Earth, Wind, and Fire, Al Green, and, my favorite, Otis Redding, especially the track *Try a Little Tenderness* because it starts mellow and then builds."

Taylor also came from a musical family that sang together. They listened to everything—R&B, smooth jazz, Motown, classical. He cherishes family trips to concerts, including a New Year's Eve performance of the New York Philharmonic at the Lincoln Center, where the musicians played in gowns and tuxedos.



Middle school is a crucial time for students to cement their identities as musicians. Berry started learning the saxophone the summer after sixth grade and had his first solo performance in seventh. "I had just started playing the alto saxophone, and the idea of performing a solo was both thrilling and terrifying," he said. "I remember the nerves before stepping up, but as soon as I started playing, it felt like floating on air, especially with a live audience. That rush of excitement and connection fueled my desire to improve and share music with others." Taylor also recalls the pride he developed as a middle schooler when he played well. Both teachers stress that people who don't go on to have music careers can still find it adds enduring and essential value to their lives.

The Power of the Stage

Tess Thompson '28 joined the Middle School in eighth grade when her family moved from Oklahoma City. She immediately thrived in Band. Berry considers Tess a model band student: dedicated and passionate, with a deep musical understanding. "What stands out about Tess is her work ethic," he said. "She came in playing the oboe and took it upon herself to learn the alto saxophone. And then, in ninth grade, she began learning the clarinet." Tess' father, Dave, has played the guitar since college, and her mom, Kerrie, sings. They keep their instruments in a designated music area in the house. Early on, Tess started paying close attention to songs on the radio. She said, "Music grabs me based on a change in rhythm. The rhythm is impactful. I like bands that are inventive and on the cusp of creating a new sound." The Thompsons noticed Tess's musical ear when she was young, and once she started formally learning to play instruments, her aptitude was clear.



“Playing at a football game builds community in the band and at MICDS. They learn to do their part to work towards a common goal.”

MIDDLE AND UPPER SCHOOL BAND DIRECTOR BERNARD BERRY

As Tess performed for the first time in a musical, she fell in love with the stage. "When the lights came up, I felt like it was my place to be loose because no one would care," she said. She also had the opportunity to write the talent show script and enjoyed making people laugh. Dave appreciates that Berry has been a great mentor to Tess and has encouraged her to hone her craft and try out for the St. Louis Metro District 8 Honor Band. She also played in the Pep Band for football games.

This year, for the first time, seventh- and eighth-grade band students are playing with the US Band at football games. Berry explains, "Playing at a football game builds community in the band and

at MICDS. They learn to do their part to work towards a common goal." It's exciting for Middle School students to participate in an experience they usually wouldn't have as a younger student. The band put a lot of work into learning the fight song, and the more MICDS wins, the more the band gets to play it. Tess found it exciting to hear people cheer at the football game. "The sun was setting, and it felt like a movie," she said.

Thriving Through Discipline

Wyatt Eggers '30 and his younger brother, **Barrett '33**, play a lot of music at home. Jonathan and Leah Eggers encourage dance parties and the family

>> *continued on page 54*



>> *continued from page 53*

has a cherished tradition of singing Christmas songs every day during the season. The brothers are currently working on a duet with Barrett on the piano and Wyatt on the baritone. Leah appreciates that the MICDS Lower School encourages students to be delighted with other people's successes and to respond by trying harder. She sees this as a place where the School aligns with their family values of kindness and hard work.

When Wyatt joined MICDS, Leah had already noticed his interest in music, and she talked with his music teacher about when to start Wyatt on piano. In sixth grade, Wyatt joined Band as a trombone player because he found it challenging. This year, he started playing the baritone, thriving so much that Berry has him playing with the Upper School Band. Band students often work on new music during Flex, and Berry has noticed Wyatt setting up private lessons to support younger band students. Wyatt shares, "I try to teach them and help them. We work measure by measure and focus on notes first and then dynamics." The routines at the Eggers home support this growth; Wyatt practices both the

piano and baritone daily, allowing time for homework, with extended practices on the weekends.

In Band, Berry has Wyatt demonstrate for the class, both to model a song and to model what he has accomplished in just his second year on the baritone. For Wyatt, the difficulty and the challenge are part of the joy. He likes the marches because "they are fast and hard and really fun." Jonathan, who played trombone through college, notes that the collaborative nature of Band makes it challenging. "There is a level of discipline required in Band to practice every day and do well for the group." Wyatt is also a seventh-grader in an eighth-grade

"I try to teach them and help them. We work measure by measure and focus on notes first and then dynamics."

WYATT EGGERS '30

math class. Leah, an active member of the Parents Association, is happy that MICDS meets students where they are and feels gratitude for the opportunities that Wyatt has had to exercise his courage and stretch himself. When Leah and Jonathan attend performances, they know many of the students performing and can see Wyatt being embraced by the older students, who will be friendly faces when he goes to high school. Jonathan enjoys the mixed-age concerts. "It's great to see the progression between the different bands and where Wyatt is headed with his musicianship," Leah says. "It feels good to be part of something larger."

Building Leadership, Building Performance

The easy camaraderie and high fives that the Eggers see in concerts are the outcome of Berry's work to build community and leadership in the band program. The teacher intentionally creates opportunities for students in different grades to play together and support one another and often has students conduct songs, saying, "It's important to have leadership structures in Band to ensure that everyone is staying focused on what they need to

“When seventh and eighth-grade students play with Upper School students, they can connect and build rapport to become a singular band unit. Middle Schoolers look up to Upper Schoolers in awe, and when they are with Upper Schoolers on a team or in a performance, it gives them an even playing field, and they can imagine themselves as Upper Schoolers.”

HEAD OF MIDDLE SCHOOL JEN SCHUCKMAN

accomplish.” Taylor also sees the value of leadership because section leaders rally their band mates to rise and play at higher levels, and he appreciates when students meet to practice together. **Head of Middle School Jen Schuckman** values this aspect of the band program: “When seventh and eighth-grade students play with Upper School students, they can connect and build rapport to become a singular band unit. Middle Schoolers look up to Upper Schoolers in awe, and when they are with Upper Schoolers on a team or in a performance, it gives them an even playing field, and they can imagine themselves as Upper Schoolers.”

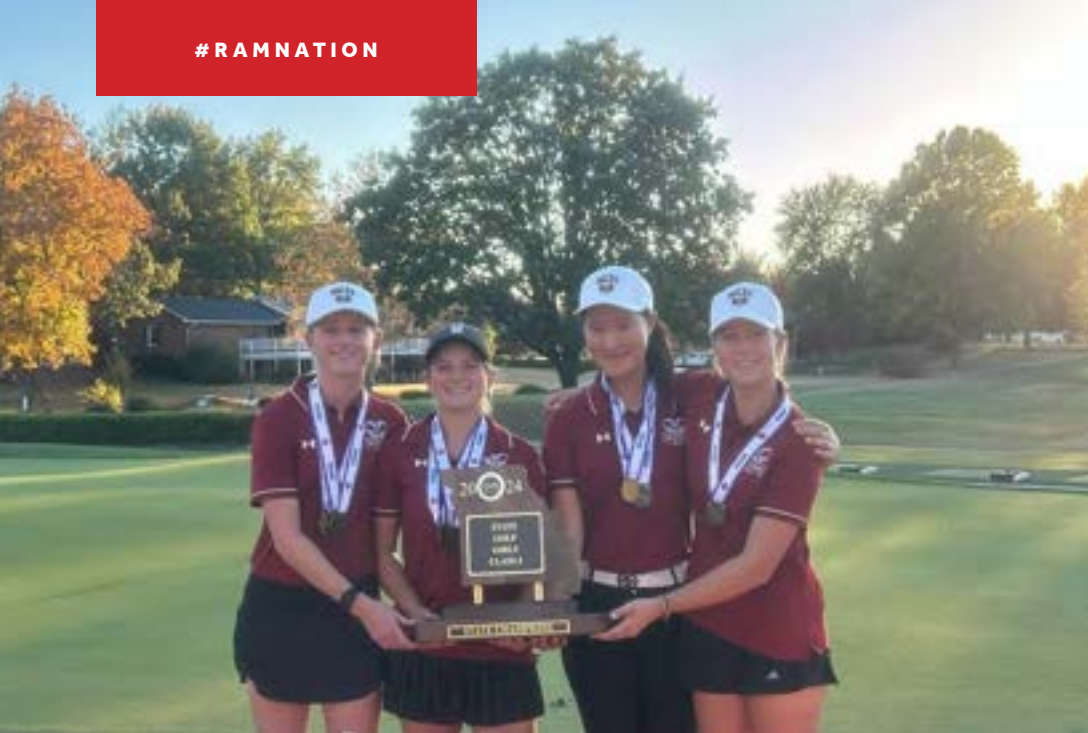
Teamwork and leadership are an intentional part of the MICDS Middle School program, and performance models are the perfect space for students to learn that they are part of a bigger community and that there is a group achievement, not a singular achievement. Schuckman sees music as a universal language that supports



students’ cognitive development and is committed to revitalizing multiple arts spaces in the Middle School. Since her students work hard and play hard, Schuckman has identified multiple spaces in the arts program that can be improved to better support student collaboration and performance in the arts. Earlier this year, the floor of the dance studio was replaced to better support healthy movement, and last summer, the Band room was renovated to give the Middle School Band students, who used to walk to the Upper School for classes, a beautiful space. Additionally, Schuckman has been working with her team to expand Middle School arts opportunities by offering courses with differentiated skill levels for seventh and eighth-grade music students and popular Winter Term courses like *The Little Mermaid Jr.* and *Frozen Jr.*, which mounts a musical production in two weeks. This is just Berry’s second year at MICDS, and he says, “The sense of community at MICDS extends beyond the students; it’s felt among the faculty

and families as well. I’ve experienced a warm welcome from my colleagues and the MICDS community, and it’s clear that this is a place where students can thrive academically and musically.”

The community at MICDS extends beyond campus and to the past and future. Much of what we have comes from the generosity of people long gone, who appreciate what they received from MICDS and want to pass that on. Each year, the MICDS Fund allows all of us to come together as a community and support the immediate needs of our students. Many of our families teach their students philanthropy—this is true of the Eggers household, and Wyatt sent a letter with his gift to the Alumni and Development Office last year, writing, “I get a small allowance every week, and I save a portion of that money which goes to charity. The reason I am donating to the area of greatest need is because I really want to help with what is needed most at MICDS.”



Girls Golf Wins State!

The Girls Golf team wrapped up an incredible season marked by teamwork, resilience, and record-breaking performances. With an impressive 7-3-1 finish, the team secured both District and State championships, establishing themselves as one of the top teams in the state.

A key moment came on October 14 when the girls clinched the District title for the first time since 2015. Leading the way was sophomore **Lisa Zhang '27**, who earned individual medalist honors. Close behind were co-captains **Morgan Withington '25** and **Mac Froedge '25**, finishing 5th and 7th, respectively. Zhang's success was a continuation of her strong regular season, where she medaled in eight matches, including a remarkable -7, 28. Her consistency was instrumental in the team's overall success.

The season culminated in a dominating win at the State Championship—also a first for the team since 2015. Seniors Withington and Froedge played pivotal roles, with Withington placing 5th and Froedge securing 13th place. Their leadership throughout the year, both on and off the course, provided the stability and motivation the team needed. Zhang

shone again at State, finishing 2nd, while junior **Claire Kaiser '26** capped off the team's success with a solid 28th-place finish. Seniors **Lilly Loeb '25** and **CeCe Harris '25**, along with sophomore **Saara Pandey '27**, cheered on the team during the final round, providing crucial support that helped bring home the title.

"This season was unforgettable," said Withington. "Our success came from working closely as a team and always pushing each other to improve. Every player contributed, and our coaches kept us focused and determined. Winning the State Championship was an amazing feeling and a reflection of all the hard work we put in. It was a great way to end the season."

While losing Withington and Froedge to graduation will be a challenge next year, the future of the program looks promising. With Zhang, Kaiser, and Pandey—who gained valuable experience as the team's 5-seed—returning next season, the team is poised to continue its winning tradition. The foundation is strong, and the future promises even more excitement and success for Girls Golf.



Andy Kay Takes Coaching Experience to ESPN All-American Game



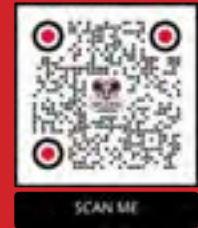
Middle School English Teacher & Varsity Boys Lacrosse Coach Andy Kay appeared on ESPN last July coaching one of the teams for the New Balance High School Senior All-America game! Past MICDS alumni who have played in this game include **Matt Trowbridge '16** (Michigan), **Harry Wellford '17** (North Carolina), and **Graham Bundy Jr. '19** (Georgetown). Congrats, Coach Kay, on being selected for this prestigious coaching opportunity!



Rams Rewind FALL 2024 SPORTS SEASON RECAPS

Want to catch up on the latest sports recaps? Check out what our coaches had to say about the Fall 2024 season, and read about our incredible student-athletes.

Go, Rams!



Ash Falk '26 Takes Cyclocross State Championship!

In the first three races of the Cyclocross season, **Ash Falk '26** took two of the top podium spots and finished second in the third. His success continued through the season, including leading all junior riders in total points. Falk was just getting warmed up. In early December, he competed in the Missouri State Cyclocross Championship Junior Category (ages 15-16) in Vlasik Park in Ballwin, and nabbed the top title.

"Winning the Cyclocross State Championship was an incredible experience, and I'm glad I got to have such a special moment at my first state competition," said Falk. "It was one of the most demanding races I've been

in, and came down to a few seconds at the finish line, but I was able to pull through with the encouragement of my family." The race was tight, but Falk managed to pull away in the final curve before the sprint to the finish.

"I wouldn't have been able to do it without the constant support of my teammates and coaches, and I'm so proud of all the accomplishments we've made this season," he continued. "As a team, we've won several races across two series and taken many podium positions, and I think our success is a testament to the cooperation and commitment we have with each other."

"Ash has come so far as a cyclist since he joined us as a

freshman," said **Cyclocross Head Coach Chris Ludbrook**. "He is a dedicated athlete who has embraced the value of hard work and, most

importantly, truly enjoys spending time on his bike. The team is super proud of him for his efforts and the success that has come from them."



Football Coach Dr. Fred Bouchard Charts 250 Wins

Congratulations to **Varsity Football Head Coach and Middle School P.E. Teacher Dr. Fred Bouchard** for notching his 250th career win as a football coach with the exciting victory of the 2024 District Championship. Coach Bouchard became the third most winningest coach in MICDS football history!

"Anytime I take time to think about that many games, it's truly humbling because I know of all the great players and great assistant coaches who poured their hearts and souls into helping pull that off," Bouchard said. "Any head coach will tell you it takes a village to put together a successful season let



alone a career. I so appreciate the great support from our school community and our parents for the many kind gestures for our players and the football program during my time here at MICDS. I've truly been blessed to work with so many great young people and coaches over the years," said Bouchard.

A huge congratulations to Coach Bouchard!

Tennis Coach Brad Heinemann Notches 100th Win

On October 7, **Coach Brad Heinemann** recorded his 100th win as Head Girls Varsity Tennis Coach at MICDS. He said, "It truly means so much to me when I reflect on all of the amazing players I've had the privilege to coach in this program and the role they've played in helping me reach this milestone."



Way to go, Coach!

Save the date

Reunion Weekend 2025

May 1-3, 2025

Join your classmates and share fun memories

1945–80th	1970–55th	2000–25th
1950–75th	1975–50th	2005–20th
1955–70th	1980–45th	2010–15th
1960–65th	1985–40th	2015–10th
1965–60th	1990–35th	2020–5th
	1995–30th	

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



MICDS Madness: Rivalry Reimagined!

Get ready for a twist on tradition—this year, MICDS is teaming up with John Burroughs School for the ultimate young alumni competition: **MICDS Madness**. Forget the usual class rivalry; the classes of 2010-2020 will be joining forces to take on the Bombers! From March 3–7, the school with the highest alumni participation will bring home the crown.

It's not just about school spirit; it's about friendly competition, fierce pride, and a little bit of fun in the mix. We know our Rams will rise to the challenge and deny the Bombers the crown. Get ready to BEAT THE BOMBERS!

Save the Date: March 3-7, 2025
Game On!

Beat the Bombers!

If you want to be an early bird and make a gift now, it will still count toward your Madness class totals. Scan the QR code and get on the leaderboard today!



The Gift That Keeps on Giving

Why the Kalishmans Believe in the Power of Giving Back

Amy and Jim Kalishman have been parents at MICDS for 17 years, each serving a separate term on the Parents Association (Amy) and the Board of Trustees (Jim). Their children—Amanda '18, Alyssa (Ally) '21, and Jeremy '25—joined MICDS at young ages, and as they navigate their way through Jeremy's senior year, Jim and Amy reflect on the importance of giving at MICDS.



An essential chapter in their story is Jim's mother, **Nancy Freund Kalishman '47**, an alumna and beloved teacher at Mary Institute under legendary headmaster **Mr. Ronald S. Beasley**. She taught sixth-grade English and was one of the youngest teachers on staff, and many years later, she was honored at the School's 150th anniversary as the oldest living teacher in attendance. Mrs. Kalishman passed away in November 2024 at the age of 94.

WHY IS PHILANTHROPY IMPORTANT TO YOU?

Jim said, "My parents were always involved charitably in St. Louis with their time and resources. My mother led the Scholarship Foundation as president and was committed to education and giving back to the community, including

active board roles in the Girl Scouts, Beyond Housing, her temple, and many other organizations. If they got involved, it was always a cause where they rolled up their sleeves and made sure they could make a difference and a lasting impact."

"As kids, we were always involved in giving back, helping our parents by stuffing envelopes, setting up events, or whatever it took. Later in life, our family focused on St. Louis-based educationally and Jewish-focused charitable organizations, such as the Science Center, Zoo, Jewish Federation, St. Louis Kaplan Feldman Holocaust Museum, and The Magic House, to name a few. We do it together as a family; it's in our blood and embedded in our social culture that if you are fortunate with time, talent, or resources, you give back."

IS THERE AN ASPECT OF THE SCHOOL OR AN EXPERIENCE THAT YOU FIND PARTICULARLY VALUABLE AND INSPIRES YOU TO GIVE?

Jim shared, "A seminal moment occurred when it was time for our daughter **Ally** to attend elementary school. She was one of the most severely food-allergic kids in the country, deathly allergic to eggs, dairy, tree nuts, and shellfish. Ladue Early Childhood was an amazing preschool, but now we needed to find the next learning environment that could make her safety a priority. When we looked at MICDS, the School's willingness to accommodate her needs was overwhelming. It was the only place we felt comfortable because of the support and accommodations, and the teachers and staff were all

“We are so grateful for everything MICDS has provided for our family; not everyone has the same opportunity. As we know, tuition doesn’t cover everything, so we feel fortunate to be able to give back to support the School and community.”

AMY AND JIM KALISHMAN

invested in her safety. While it was a challenging new set of protocols for MICDS, **Janet McMillion**, the head of the Lower School at the time, kept assuring us and saying, ‘We’ll make it work. Let’s meet with Ally’s teachers and plan how to handle this in the classroom, etc.’ We showed up for the initial meeting and were blown away when the entire Lower School teaching staff was there. We spent an hour discussing accommodations, handoffs, changing all snacks in Lower School classrooms, and washing hands before and after the playground. The Dining Services team was also a tremendous help, providing specially cleaned and wrapped trays. We knew right then and there that MICDS was the right place for Ally and us.”

Ally had her own special table at lunch, and rather than make her feel ostracized, the School created a sign-up sheet for people to “Have a dairy-free lunch with Ally!” which regularly had a three-week waiting list. Many of these safety protocols traveled with her through the Middle and Upper School divisions before she undertook novel immunotherapy treatments, which left her with only a shellfish allergy heading into college. This supportive environment gave Ally the

confidence to serve on the national teen advisory board of the Food Allergy Research and Education (FARE) organization, where she spoke at conferences across the country about her experience.

“We obviously love the School for so many reasons, in addition to Ally’s experience,” said Amy, “and it’s been the best decision. We always knew MICDS had wonderful academics, so it was an excellent fit for all three of our children.”

WHY CHOOSE MICDS FOR YOUR SUPPORT?

Jim and Amy feel strongly about supporting MICDS. “We are so grateful for everything MICDS has provided for our family; not everyone has the same opportunity. As we know, tuition doesn’t cover everything, so we feel fortunate to be able to give back to support the School and community.” When the STEM building project came along during Jim’s time on the board, the Kalishmans named an office in the STEM facility in honor of their mother. “Thanks to that facility, the teachers, and classes, our daughter **Amanda** was inspired to become a doctor and is now in medical school,” they shared.

The Kalishmans also noted the partnership between students, school, faculty, and parents. “Teachers make themselves available for support,” they said. “We trust the teachers, believe in their work, and know our kids are in good hands. We’ve had two go to college and saw how well prepared they were at highly selective schools, and they didn’t miss a beat. Every student you meet on the MICDS campus is so poised and well-mannered. They are well-rounded and have the ability to interact with adults, and we believe having them advocate for themselves with the teachers really prepared them well for the future. There is such a culture and community of kindness that is unique to MICDS.”

The impact of MICDS extends beyond the classrooms, with activities and extracurriculars enriching the overall experience. Ally co-led (with **Anna Speller ’20**, **MacKenzie Macam ’20**, and **Gretel Wurdack ’21**), the first iteration of the Upper School Peer-to-Peer program, and **Jeremy** is now a co-head. Jeremy also brought the Future Business Leaders of America (FBLA) club to MICDS; in the first year, their group won state and represented Missouri at nationals. “We know from firsthand experience that beyond academics, the opportunity is there for each child to develop themselves through athletics, arts, and global learning,” they said.

WHAT IMPACT DO YOU HOPE YOUR GIFT WILL ACHIEVE?

“We want to support MICDS so that other students have the same opportunities as our children. Beyond annual giving, it’s also important to make an impact and help future generations. Transformative gifts can change the School’s long-term dynamics. You

only have to look at the STEM building to see how an investment in the School can change the course of lives.”

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

“Participation in the MICDS Fund, at any dollar amount, is most important,” said Amy. “You’re paying it forward because not every person has the opportunity to give even one child this experience. The combined gifts make an impact. Tuition only covers a certain percentage of the cost, and so much is also learned outside of the classroom.” As a member of the facilities committee during his time on the board, Jim gained a deeper understanding of what occurs behind the curtain and what effort the staff, including the facility and operational teams, make on a daily basis to create and maintain an outstanding learning environment. “It’s a labor of love,” they said.

Amy said, “When you get involved and volunteer beyond dropping your child off and beyond your connections with teachers, you see how the School makes the best use of our dollars. I saw and felt that most when helping with faculty appreciation. We got to acknowledge every person in the School. And I am in awe at the anniversaries of people who have been here for more than 25-30 years. When you meet them and hear their stories and see the difference they have made in generations of lives, you are reaffirmed that this is money well spent. They are so appreciative of your support, and the school leadership are excellent stewards of the funds. It’s truly the gift that keeps on giving.”

Class Notes

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

The following pages reflect
notes submitted through

December 4, 2024

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

Births and Adoptions

WE WELCOME THE FOLLOWING CHILDREN TO OUR MICDS FAMILY.

- 01. George Desloge '09** and Jenny, Charles "Charlie" Walker Desloge, *July 18, 2024*
- 02. Lauren Waterbury Turley '11** and Landon Turley, Quinette "Quinn" Leolyn Turley, *September 23, 2024*



Weddings

CONGRATULATIONS TO THE FOLLOWING ALUMNI ON THEIR RECENT NUPTIALS.

- 03. Amos Bartelsmeyer '13** and Piper Donaghu, *October 21, 2023*
- 04. Olivia Polk '14** and Bryson Bono, *August 31, 2024*



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!

Alumni/ae Deaths

AS OF DECEMBER 9, 2024

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

- Barbara Bitting Frazer Lowe '40, March 28, 2023
 Philo Rockwell "Rock" King Jr. '41, February 26, 2016
 Joseph Garneau "Joe" Werner '45, September 5, 2024
 Margaret (Lee Jones Conley) Mayer '46, December 9, 2017
 Bettie Martin Thomas Chester '46, January 29, 2024
 Nancy Freund Kalishman '47, November 24, 2024
 Rodger Gamblin '50, August 7, 2023
 Eve Bannister McRoberts Spencer '51, September 4, 2024
 Torrey Norton Foster '52, October 14, 2024
 Warner Albert Isaacs '53, July 10, 2024
 Flora Sheldon "Shelley" Bush Jansing '53, November 15, 2024
 Benjamin Wilkins "Bill" Durham Jr. '55, June 12, 2024
 Joseph Lloyd Adams '56, October 23, 2024
 Tirzah "Quinta" Dunn Scott '59, September 23, 2024
 Kenneth Lange '59, June 1, 2024
 Joseph Bauer '60, March 14, 2020
 Jill Levy Petzall '60, October 23, 2024
 Gayle "Penny" Skinner Robinson '62, September 6, 2024
 Sumner Sewall Charles Sr. '62, September 10, 2024
 Lisa Pettus Hamilton '62, July 15, 2024
 Sterling Phillips '63, May 20, 2024
 Edward Turner "Tee" Baur '64, December 9, 2024
 Becky Woolsey Ester '65, August 26, 2024
 Mary Christine "Christy" Love '66, October 14, 2024
 Augustin Holbrook Jones Jr. '70, October 22, 2024
 Lawrence Shepley "Shep" Hermann '71, October 16, 2024
 Rufus Jeffris Miller '75, August 31, 2024
 Eva Machek Rosenthal '76, August 12, 2024
 Robin Burke '80, November 5, 2018
 Olufunmike "Foomz" Ferance Adeyemi '93, October 17, 2024
 Jill Linnette Bates-Moore '94, August 28, 2024
 Frederick Martin Waelter III '95, July 11, 2024
 Andrea Elizabeth Gazzoli '00, November 22, 2024
 John Marion Engler III '07, November 6, 2024

Faculty Deaths

John R. Johnson, Former Country Day Headmaster and
first Head of School for MICDS, November 14, 2024

1951

1951

Class Notes

1951 CDS

LAURENCE DAY

dcl5568@gmail.com

I try to keep in touch with the following members of our CDS Class of 1951.

Dick Funsch has lived in Princeton, New Jersey, for 30-plus years with wife, Mary, and is always in good spirits when we talk on the phone often.

Dick Strickler, whose wife, Katie, died a few years ago, lives in a condo in La Jolla, California, after moving from Bronxville, New York.

Dick Burgheim is long retired from *Time* magazine and is still in an apartment in the Upper East 80s in New York City with his longtime companion, Ricki, who is also a former journalist.

Roger Clark, last I heard, moved from the Connecticut shore to the Carolinas, I believe.

Harry Estill still lives in Creve Coeur with his wife.

Pete Wilson and his wife, Gayle, live near Hollywood, California, after he retired from politics as a U.S. Senator and governor of California years ago.

Steve Boyd, who left CDS before graduating, died of unknown causes in May '24 while living in Washington, DC.

Larry Day bought a house in Sturgeon Bay, Wisconsin, in Feb '24 and lives there half the year with his wife, Debbie. The other half of the year, they live in Chesterfield. Larry's oldest son, Stephen, lives and works remotely for TIAA in a house four doors down the street from Larry's in Sturgeon Bay. Larry spent his youth summers in Door County, Wisconsin. He has three granddaughters by son, Ethan, who live in Phoenix and in Twenty-Nine Palms, California.

Considering our age these days, many of us who are left are doing remarkably well. CDS should be proud of our class because we have contributed much to the service of our nation for nearly 70 years!

1954 MI

SUSAN SPOEHRER ELLIOTT

sselliott@sseinc.com

Judy Schettler Adams sent the sad news that her husband died last year. She is adjusting and still enjoys living in her house. A young family joined her recently, and having children around has been helpful. She said it was fun to once again be participating in Halloween activities. Judy's son lives near Asheville and, fortunately, did not have any weather-related problems. He has, however, been involved with the massive cleanup. Her daughter lives on Long Island and teaches at Stony Brook.

Carol Clarkson Coffin enjoys going out to play bridge. She is grateful to have her son and daughter live nearby. She has one granddaughter working on her Ph.D. and another working in Dubai!

Natalie Reeve Dohr lives in Brentwood and is enthusiastic about the area. She goes to the Y for exercise. Most of her family lives in St. Louis, although she has one grandchild in Dallas and two in Kansas City. She loved catching up with Judy Schettler Adams at the Reunion.

Sarah Lund Donnem lives in Charleston, South Carolina, and Shaker Heights, Ohio. Volunteering is still an important part of her life: The Gibbs Museum and Historic Charleston Foundation are her primary interests.

Jeannie D'Oench Field writes, "In May, I attended my grandson Augie Field's graduation from Goucher. My son, Steve, arranged for us to stay at a charming Airbnb in Fell's Point in Baltimore. Augie's sister, Olivia, joined us from Pittsburgh. In June, I went to Barrington Hills, Illinois, for a grandson's eighteenth birthday. My daughter, Lydia, and her husband have two other sons, 24 and 21, and a 14-year-old daughter who loves ballet. In July, I visited my sister, **Gloria D'Oench James '49**, in Steamboat Springs. It was fun to meet some of her friends and celebrate the Fourth with a parade, a party, and a spectacular drone show on the mountain."

Nancy Atkins Ferriss reports: "I go to St. Michael and St. George Episcopal Church, where I am a lay reader at the 5:00 p.m. service and treasurer for the Tuesday Church Service League. I also am a lay eucharistic visitor for hospitalized and homebound members. I am active in the Community of Hope, an international community ministry of presence."

Estie Veron Pruett says she and Shelby have moved to a condo in Clayton after 56 years of living in a house. They have two boys living in Lake Forest, Illinois, and six grandchildren.

Mydie Baldwin Sant and her husband, **John '50**, still make their way north each summer to their cottage in Michigan. The indomitable Mydie would like to get the class of 1954 together for a picnic on her porch this summer.

Mariella Coe Morrin is having some medical problems, and she is at home and well-taken care of. She is enjoying her children and grandchildren who come by to see her.

Nora Rand Stern reports that a year ago, she hurt her shoulder. She doesn't drive anymore but keeps fit by walking every day and has a gym set up in her basement.

Sandy Humphreys Stemmler had a knee replaced the day before Thanksgiving. She went to The Gatesworth to recuperate and get physical therapy.

Speaking of The Gatesworth, classmates **Kitsy Borders Moore**, **Claire Pieper Taylor**, **Franny Brown Stuhl**, and **Susan Spoehrer Elliott** are all enjoying The Gatesworth life. Kitsy is president of the Residents Association. Claire retired as recording secretary last year. Franny fell and broke a back rib. She is doing well now.



Claire Pieper Taylor '54, Franny Brown Stuhl '54, and Kitsy Borders Moore '54 enjoy dinner at The Gatesworth.

Susan Spoehrer Elliott is still playing golf here in St. Louis and in Florida.

Patti Packman Ross, when reached in Highland Park, Illinois, was packing to go to their winter home in Arizona. She is fine and had just enough time to tell Claire Pieper Taylor she has three great-grandchildren.

Nancy Scharff Rosenstock and her husband, Elliott, have lived at The Willows for 13 1/2 years. She is lucky to have her children nearby. She and Elliott have been married for 66 years.

Mutzie Harms Weir is living in Redondo Beach, California, to be near son Andy, daughter-in-law Michelle, grandson Aiden (24), and granddaughter Tessa (19) after 30 years in Prescott, Arizona. Her other grandson, Grayson (28), lives in Nashville and was married in June. She is at the Kensington, which sounds a lot like The Gatesworth. Andy Weir said that Mutzie (they prefer to call her Mary) was widowed in 1988 and never remarried. Mutzie spent many summers in Ennis, Montana, but sold that property about 15 years ago.



Mutzie Harms Weir '54 with her grandson, Aiden, in 2022.

1954 CDS



Jim McDonnell '54 enjoyed celebrating his 70th reunion while his granddaughter, Katie Abbott '14, celebrated her 10th.

1956 CDS

TOBY JAMES

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Sorry to report that **Joe Adams** and **Jim Hensley** passed away. Does anyone know how to get in touch with **Tom Biggs**?

Claude Maechling: Life is good on the eastern shore of Maryland, especially in the village of Oxford and specifically overlooking beautiful Goldsboro Creek. Still active by building homes/neighborhoods with Habitat for Humanity but at my age have stayed off of ladders and scaffolds. Also continuing my vocal career singing bass with our barbershop group. There are plenty of outstanding retirement communities in the area, but Mary Louise and I are still very content on our waterfront estate.

Mike Humphreys: My two years as a member of the class (seventh and eighth grades) barely seem like qualifying numbers. **Sheila Morrin Humphreys '59** and I celebrated our 60th year of marriage with our two children, their spouses, and five grands in August. Our son is currently a professor at Wash U School of Medicine, and we roll into St. Lou sporadically to spend time with them. Sheila has been much more adept at maintaining contact with her St. Louis community than I, but maybe

our paths will cross when we make our next trip back.

Chuck Eckert reports: My wife Susan and I are retired and have been living in Plymouth Harbor retirement community for the last 10 years.

Tom Latta: I'm in Florida, and fortunately, I was only minimally affected by our two recent hurricanes. Staying active, working at a relaxed pace, and following the debates on energy policy and climate policy. Recent development: hail and tornadoes spun off by Hurricane Milton caused major damage to a large solar facility in central Florida. Everything involves tradeoffs.

For myself (Toby), I moved into The Gatesworth (a retirement home) a year ago. Am still working four days a week (don't know why I can't retire) as a tax accountant for a local CPA firm. Finally, I retired as the parade starter for the V.P. Parade after 45 years, which means I must not have messed it up. Happy here with both daughters and two grandchildren plus one step-daughter and three step-grandchildren 10 minutes away.

1957 MI

MARGOT MARITZ MARTIN

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Thank you to our classmates who provided us with brief snapshots of their activities or lack of them this past year. I hope all is well with those of you from whom we did not hear.

Bonnie Barton Summers Wolfarth took her granddaughters on a 10-day Mediterranean cruise last August, between their summer jobs and college start dates. "We attracted much attention: white-haired "BonBon" and five beautiful girls. Such fun!" Bonnie's daughter, **Beth Summers Aladham '82**, had her two daughters' graduation ceremonies on the same day in May, Caitlin from Wash U. Law School and Alexandra from Emory in Atlanta.

Louise Bartlett Franklin reports she is "in the midst of a long, slow recovery from surgery for an abscessed diverticulum. I will have to lead a much quieter, slower life, which

I am in the process of designing now. Chopping out all the stuff I never really wanted to do in the first place."

Suzanne Chapman Stolar sends "A Happy 85th birthday to all. My husband Henry and I have been celebrating this momentous year by traveling throughout Italy for two months. We have just arrived in Rome. That's after several months of physical therapy, surgeries, doctor visits, and all the rest. Sending best wishes to all for good health."

Ann Lortz Brightman writes from Vero Beach that she expects to be home for part of the holidays and will then return to Vero for the winter. "Being 85 comes with some aches and pains, but is mostly very positive." Ann relays the sad news that **Jill Levy Petzall '60**, **Elma Levy Kanefield's** sister, died recently. In all our names, I send condolences to Elma.

When I spoke by phone with **Pat Doughton Anderson**, she told of having to evacuate from their Florida home two times this year. Their apartment was not damaged, but they lost everything that they had in storage on the lower level of the building. In response to my question, "Do you plan to stay in Florida?" she enthusiastically responded, "Oh yes, it is so beautiful here."

Cookie Ellermann Arneson reports, "Lots going on around here! Everyone in the family is doing well and is healthy! We enjoy spending time together—had a wonderful vacation in Charlevoix, Michigan, last summer."

We send our condolences to our classmate **Jane Hardesty Poole**, who lost her daughter, Josephine Poole, in December.

Last May, eight of us attended a lovely memorial service at St. Peter's Church for **DeDe DeWitt Lambert**. **Penny Gray Howland** and **Pat Doughton Anderson** came in for the service. That evening, we were able to get together for dinner at my house with Pat, Penny, and our St. Louis group consisting of **Ann Lortz Brightman**, **Marg Drum Bergfeld**, **Cookie Ellermann Arneson**, and **Bonnie Barton Summers Wolfarth**. **Julie Levy Plax** joined us at the service but had to leave town for an event for one of her grandchildren.

After being hospitalized last October with pneumonia with seven days of IV antibiotics,

I (Margot) am doing ok, but I don't have the same amount of energy, don't walk as far or as fast as before, and have no desire to travel. I am grateful for what I am still able to do.

1958^{MI}

Several of our classmates from the Class of 1958 attended the graveside service for **Susan Russe Daniel-Dreyfus** (who died last December). Susan and her husband, André, and their daughter and two granddaughters lived in Melbourne, Australia. As many of you know, Susan's mother died from polio when Susan was about eight. Susan had always said she wanted to be buried next to her mother, and her wish was fulfilled. There were many of Susan's family members there, as well as five of our classmates. The service was very personal and lovely and was followed by a small reception at the cemetery.



Members of the MI Class of 1958 at the service for Susan Russe Daniel-Dreyfus '58.

1959^{MI}

SHEILA MORRIN HUMPHREYS
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We are very sad to report the death of our classmate **Quinta Dunn Scott** in September 2024. She joined our class for her sophomore, junior, and senior years. Quinta graduated from Connecticut College. A celebrated photographer and author, she leaves an impressive body of work, which includes significant books conveying a stunning visual record of our Missouri geography. Quinta was awarded two fellowships from the National Endowment for the Arts. After living in St. Louis's Central West End, she and Barrie spent the last few years in Waterloo, Illinois.



This portrait of Quinta Dunn Scott '59 was painted by prominent St. Louis artist Fred Conway when Quinta was 27.

1959 CDS

ARTHUR LUEKING

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Since our reunion in May, things have been relatively quiet with the Class of '59.

R. K. Barton and **Bill Tucker** have had boats in the water: R. K.'s is a luxury power vessel, and Bill's is a modest sailboat. R. K. motors around Lake Charlevoix in northern Michigan while Bill sails from City Island at the extreme eastern end of Long Island Sound. Both report satisfying boating seasons.

When Hurricane Milton crossed Florida, several of our classmates were concerned about the condition of their winter abodes. Apparently, those with homes on the east coast (**Fred Hanser** and **Jim Schneithorst**) escaped serious damage, but **Julius Frager** and **Butch Welsh** were hit fairly hard. According to Julius, his condo in Boca Grande suffered minor structural damage, but all storage lockers and their contents were swept away by the storm surge.

To the north on Longboat Key, Butch was not so lucky. After Helene filled his swimming pool with sand, Milton (ironically) swept the air conditioning units off the roof, rendering his time-share uninhabitable. As a result, those of us who lunch on Monday enjoyed three additional weeks of his company this fall.

While working in Iowa 44 years ago, **Norman James** sponsored the immigration of a family of Vietnamese refugees. This fall, he returned to visit with three generations of that family, which has grown and prospered.

Immediately after our reunion, **Kent Faerber's** wife, Scottie, underwent double hip replacement surgery and, from all reports, is doing very well due to (or in spite of) Kent's tender loving care.

At our last Zoom meeting, **Ivar Nelson** and **Bill Spencer** engaged in an in-depth (and very interesting) discussion of the prehistoric Nez Perce trail that Ivar has been clearing/studying.

And speaking of the Zoom meeting, it occurs at noon on the first Friday of the month, and Butch would love to send you an invitation. There were 13 at our last meeting.

And finally, like a broken record, we meet for lunch every Monday at Lester's (11:30 a.m.). You never know who's going to show up. Why, just last week, **Nat Griffin** dropped by on his way from Michigan to Texas via Alabama.

1963 MI

ANN KEELER POUCHER

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NETTIE ORTHWEIN DODGE

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Nancy Lungstras Broadfoot is living a slower-paced life. Hurricane Helene did not affect her, but it did cause concerns for her family and friends.

Suzanne Franklin Corry writes she is still struggling with mobility due to back and leg problems, but she is able to enjoy her dog and cats. They bring her great comfort.

Lynn Frazier Gas is still gardening. Luckily, harvest happened before her knee replacement.

Hila Hampton Green is still making jewelry and enjoying California.

Dudley Roulhac Grove, plus 14 other Groves, went to Sicily for 15 days, where they learned about **Jim '62's** great-grandfather, who immigrated from there in 1850. Then they were off to the Paris Olympics with her daughter, **Ann Grove Dillon '84**. In addition to traveling, they are adding to their house.

Peggy Blanke Henderson still enjoys singing in choirs, spending time with family in Colorado and North Carolina, and being in a 55+ community.

Susan McClelland Mosse writes that she and **Susan Clifford Rayner** were able to attend a special garden festival this past spring. Susan and Susan would love to have people visit Ireland and England whenever we travel that way. They and all of us miss **Ada Long**.

Ann Keeler Poucher is still dividing time between Colorado and Florida. Their house in Florida had very little damage, but their town was devastated by great infrastructure damage.

Barbara Martin Smith had a retrospective exhibit of her paintings on November 15.

I, **Nettie Orthwein Dodge**, was able to get to St. Louis this fall and had a lovely lunch with **Sally Neuwochner Anderson** and **Barbara Martin Smith**. After lunch, I was able to see a beautiful showing of Barbara's paintings.

1964 MI

ANNE STUPP MCALPIN

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First on our agenda is, unfortunately, sad news. **Barbara Blair Drey**, our bright and eclectic classmate, died of a dementia-related illness in August. **Betsy Payne Biggs** and Jack Biggs' son, Jeff, died in August. **Summy Charles '62**, husband of our **Vicki Shinkle Charles**, died of a long illness in early September. **Josie Pettus Wiseman** learned of the terminal illness of her sister, **Lisa Pettus Hamilton '62** (known to some as "Pisa Lettuce"), just before reunion. Josie had several visits to California with Lisa over the summer prior to Lisa's death on July 15. We send our condolences to Barbara's family and all of our classmates who have lost loved ones.

Happier news comes from **Barbie Macdonald Stamper**, who had a hip replaced. Since then, she got the travel bug and has busily worked on plans to go on a river cruise to Christkindl markets in Europe before Christmas in 2025 with her entire family (nearly 20 strong) and **Penny Williams George**. She is very excited.

Linn Upthegrove Wells reported that she and Davey were in their car headed to New Hampshire when I called. They had begun their drive headed to Boston for Linn's sister **Betsy Upthegrove Cheek's '57** Celebration of Life. Betsy, who died last year, was an artist. This event was art-filled and lovely. They left Boston, driving to visit one of Davey's sisters and do a little fall "leaf-peeping."

Linn confirmed that **Elizabeth Upthegrove Wells '99** continues to teach Upper School history at MICDS. In addition to Elizabeth, the Class of 1964 has several student legacies at the School this year. The proud grandmothers are **Kitty Shelton Bollinger, Kimmy Thompson Brauer, Marie Campagna Brauer, Vicki Shinkle Charles, Becky Jones Fouke, Marianne Schultz Galt, and Penny Williams George**. From an archival perspective, both Becky and Kimmy's grands at MICDS have Mary Institute legacies going back to the mid-1800s.

Patsy Clark Ball and husband **Eldon Ball '64** are back on the road. They made their fall trip to Jackson Hole, Wyoming, and happily did not encounter the snow and freezing conditions of last year's trip. Earlier, they headed east for a Ball family reunion. Eldon continues to recover from being the Mystery Medical Case of the Day last May. Former patient and caregiver are both greatly relieved.

Cherie Hagnauer Pautler reports that life in Denver is stable, and she is very blessed to have two sons, Dan and Chris, who live in the area. **Susan Kahn Bromberg** taught a class for the Center for Lifelong Learning on Langston Hughes. She did research about a little-known opera he wrote and even uncovered the music. **Jane Cox** continues to foster cats for St. Louis Pet Rescue and is proud to be a Cat Lady.

Other news—**Carter Simpson Miller's** house in Vero Beach, Florida, escaped Milton's severe damage. We have tried to contact **Cindy MacDonald Gamblin** and **Punkin Hirsch Millman** to see how they have fared but have not been able to reach them.

Finally, our class offers our condolences to **Barbara Baur Dunlap** (and all of the Baur family's many relatives) on the death of her twin brother **Tee '64**. When she can, Barbara goes through paperwork, "trying to sort things so her children won't have to do it!" She has saved our class's memorial booklet because she was moved by our Memorial Service. She often thinks about our 60th and continues to praise "The Home Team" and Louise Jones. She also thanks **Peggy Bealke Nicholls, Linda Kruse Corbett, Judy Hennessey Sommerschild, and Ginny Alfring Kalbach** who had not attended our recent reunions. Barbara

A Student/Teacher Reunion

Cliff Saxton '64 recently visited **Country Day School English Teacher J. Thompson Freeman** at Mr. Freeman's Oklahoma home. Now 99, Mr. Freeman was a member of the Country Day lower school faculty from 1955 to 1961. "As students, we were unaware Mr. Freeman had been a World War II combat navigator," said Saxton. Assigned to the Eighth Air Force in 1945, Mr. Freeman, then 19, flew his first and last combat mission aboard a Boeing B-17 Flying Fortress weeks before Germany's surrender. The target was the Skoda Armament Works in Czechoslovakia, and 16 of the 300 planes on the mission were shot down. After the war, Mr. Freeman attended Yale University and spent six years on the faculty of Riverdale Country School before coming to CDS. He later taught for more than two decades at Holland Hall School in Tulsa.

Saxton is also in touch with **Robert Philips '48**, another CDS English teacher. Philips is the son of **J. Evan ("Mr. Phil") Philips**, whose teaching career at CDS spanned 50 years (1923-1973). Robert Philips, who taught at CDS from 1957 to 1964, is now 94 and resides in Florida.



Cliff Saxton '64 on his visit with former CDS English Teacher J. Thompson Freeman.

mentioned that 25 Dunlaps got together for a week in Nantucket in July. Everyone got along beautifully, and everyone had a good time.

Additional condolences are offered to **Penny Williams George** on the passing of her husband, Philip George, in late November. Before his death, the Georges enjoyed a Tauck Tour with daughter **Mokie George Carmichael '96** and her son, Locke, to Spain. They visited Gaudi's Sagrada Familia cathedral in Barcelona, went to a soccer game, and enjoyed a Spanish cooking school.

1964 CDS

Our class has lost another valued member. **Tee Baur**, an eight-year CDS student in the Class of '64, passed away December 9 from pancreatic cancer. Tee had issued periodic "Tee's Journey" updates throughout 2024 describing the treatments he underwent in his relentless, courageous battle with the disease. Unable to attend our 60th reunion, he was nonetheless a much-thought-of presence at the event. Tee's family is planning a celebration of his life for May 2025.

1965 MI

**CONSTANCE MCPHEETERS**

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Dear Classmates:

One knows one is old when it's time for another reunion! Our sixtieth! Didn't we miss the 55th because of COVID? The reunion will take place in St. Louis, Thursday, May 1, through Sunday, May 4, 2025. Please mark your calendars and plan on being in St. Louis before the luncheon on Thursday.

Thursday: 50th and Beyond Kickoff Celebration Luncheon at the St. Louis Country Club, which I've heard is lots of fun: 50th – 80th Classes

Friday: Reunion Celebration Dinner at MICDS

Saturday: tours of the school

Saturday night: group dinner

There is sad news to share. Our class lost our wonderful classmate, **Becky Woolsey Ester '65**, this August after a long illness. We send our condolences to her husband Gary and their children Patrick and Audrey, her twin sister **Suzie Woolsey Deaner '65**, her brother **Ross '67**, and her sisters **Lele Woolsey Springs '71** and **Audie Woolsey '71**. Suzie, please know the Class of '65 is thinking of all of you at this sad time.

Mimi Johnson Severs: The highlight of my year thus far has been attending the high school graduation of my grandson Tyler in Seattle. The entire Severs family, his other grandmother, and his great-uncle were there. Tyler is now a freshman at the University of San Diego and on the soccer team. My favorite books this year have been *Remarkably Bright Creatures* by Shelby Van Pelt and *The Women* by Kristin Hannah.

Irene Leland '65: With much fulfillment, I have revived my original biography about Joey, *The Maze Comes to Life*, complete with updates and, of course, a maze for every chapter. It is available on Amazon. I am also compiling a new book of Joey's 100 phenomenal mazes, titled *Mazes by Joe*. I have finished the editing and am now narrating a book, *Twelve Bells to Freedom*, about a brave Hungarian family's journey from Communism to freedom during post-World War II.

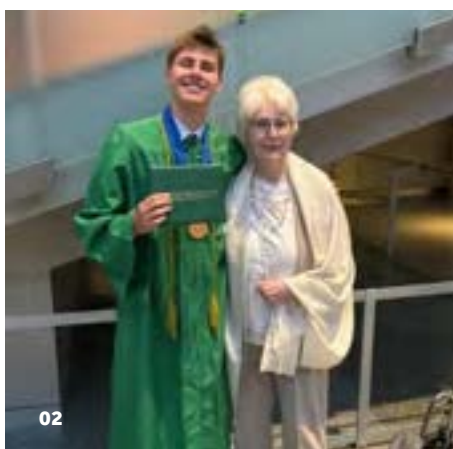
01. Suzie Woolsey Deaner '65 and Becky Woolsey Ester '65

02. Mimi Johnson Severs '65 and her grandson, Tyler, at his high school graduation in Seattle.

03. Alice Langenberg Abrams '65 and Irene Leland '65 at lunch in St. Louis this past June.



01



02



03

1970_{MI}**TINA VERALDI**

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Several of us enjoyed lunch in October at the Whittemore House, where our class will have a 55th Reunion celebration in the spring. Special opportunities to reconnect will become deeply meaningful. Some preparations are checked off the list because they were originally planned for our 50th. For example, the Class Bio Booklet was completed with care by **Mary Holmes Carpenter**. We rallied in 2020, in the midst of observing safe physical distances for the pandemic, and created a revised plan: a 50th Reunion Zoom, which we can revisit with a written summary—look for it in your email! Many of us have found that we've become closer with even more classmates than we were around 1970. As noted many times, our class has taken personal and professional paths in many directions, so let's honor those journeys with our 55th!



Members of MI 1970 at The Whittemore House, where they will celebrate their 55th reunion in the spring.

1970_{CDS}**PAUL C. ANAGNOSTOPOULOS**

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Greetings to all the classmates, family, and friends reading this installment of the CDS '70 Class Notes. I hope you and yours are healthy and having fun!

In keeping with the ongoing tradition, we held a mini-reunion dinner in October at the Racquet Club of St. Louis. Thanks to **Bob Hermann** for hosting the event. Attending the festivities were Bob, **Ben Brink**, **Mike Burns**, **Phil Estep**, **Cap Grossman**, **Larry Lawless**, **Wes Mellow**, **Charlie Schott**, **Bill Sprich**, **Jack Thomas**, **Bob Wells**, and yours truly. Special thanks to Wes and Cap for providing lodgings during my visit to St. Louis. I was pleased to have meals with Bob Wells, Phil Estep and **Mary "Mooie" Holmes Carpenter '70**, Cap and Jen, **John Chasnoff** and Susie, and **Scott Johnson**.

I was happy to hear from **Jim Liberman**, who recently moved to Santa Barbara. He and his wife, Janet, are now closer to their daughter, Zoe, and their two grandchildren, Emma (3) and Joseph (10 months).

Parker Smith checked in, wishing his best to everyone. "Joan and I have had a big year. Granddaughter Avery Closs was born on April 1—that makes seven grandkids. We went on a river cruise in the south of France and spent a few extra days on the French Riviera. A group of couples from our club in Philly went to Ireland to play golf in the spring. We were in St. Louis over Labor Day for a family wedding. Got a chance to meet up with **Dan Claggett** and Marilyn, **Dave Gulick '72** and **Holly Hermann Gulick '74**, and Scott and Michelle Harris for a great garden dinner at the Harris' house. Lots to be thankful for."

Henry Bangert informed me that he had a successful move from Missouri to Kent Island, Maryland. He has put on 20 pounds by continuously consuming cream of crab soup and the bread that goes with it. He let me know that "life is good!"

Stu Clark and his wife Ann are planning to celebrate their 50th wedding anniversary. He writes, "It's hard to believe we've been married for 50 years. Our marriage has been truly blessed with the joy of raising three wonderful children and being gifted with seven beautiful grandchildren. I love Ann now more than ever."



Henry Bangert '70 and his family at the Stevensville Crab Shack.

Tim Barksdale reported: “I send greetings from the road. Japan last month, the west coast this month, and Africa next month. I’ll double down on equanimity, add joy, patience, and wonder.”

Bob Cohen informed me about his recent trip to Spain: “Priscilla and I just returned from our first extensive, post-retirement vacation: a two-week trip to Spain. We visited Madrid, Bilbao, San Sebastian, Zaragoza, and Barcelona, with perhaps the highlight of the trip being a three-night stay at Terra Dominicata, a recently anointed Michelin key property west of Barcelona. During the trip, we celebrated both Priscilla’s birthday and our 38th wedding anniversary.”

From **Mark Johnson**: “Not much to report. My home and truck are festooned with sticky notes reminding me of my wife’s phone number, my home address, upcoming medical appointments, deadlines for chores, social obligations, and personal hygiene. Often, I forget them anyway or repeat them, not realizing I’ve already done them because I failed to take the sticky note down and throw it in the thingamajig where you put things you don’t want anymore. And they say I have a mild case of cognitive decline. Otherwise, it’s same-of-same-ol’, like that movie where that guy had the same thing happen over and over, like that little animal that pops his head up to predict the weather...”

Ernie Planck wrote in from his lovely new home in Leawood, a suburb south of Kansas City. He sold his childhood home in Frontenac which was, of course, immediately torn down for a new house. “I’m now four minutes from my daughter and grandkids. I miss everyone in St. Louis, but as the saying goes, ‘family is everything.’”

I was tickled to hear from **Roger Lopata**. He tells us, “Wife Cynthia and I are now both fully retired, will have been married 50 years in March, and divide our time between Philadelphia and a cottage we bought in Jamestown, Rhode Island. Pursuing that fabled ‘active senior lifestyle,’ we hike, bike, kayak, and sail, and, attentive to what the Taoist sage Chuang Tzu so aptly described as life’s 10,000 joys and 10,000 sorrows, we try to maintain some equanimity.”

From **Jeff Miller**, I learned: “This past June, a cadre of dedicated fly fishermen journeyed to the western side of Mexico’s Yucatan Peninsula in search of tarpon. These guys have more in common than just being anglers, though. All are handsome, dashing, intelligent, adventurous, and are proud members of the St. Louis Country Day Class of 1970. **Mike Burns, Jonathan Heitner, Ed Potter**, and I spent the better part of a week in the backwater city of Campeche. We anglers rose each day at 4:30 and were in the boats well before first light. The fishing days ended around noon, when the temperatures hit 105, and the bite ceased abruptly. We dined well each evening in Campeche’s excellent restaurants. There was scant interest in sampling the local nightlife. Except from Heitner, of course. Overall, it was a fun week.”

I appreciated receiving an update from **J. T. Koch**. He tells us: “I’m still in Wales. Had planned to fully retire from the university about three to four years ago. But a couple of months before that, I got a call from Sweden: ‘We got the grant!’ I’m in the middle of a six-year project, mostly about the Bronze Age in Western Europe. It’s a lot of work, but interesting enough to keep going. Thank God I’m not the leader. Considerable family pressure now never to apply for anything again.”

It is my sad duty to report that our classmate **Austin “Gus” Jones** passed away on October 22, 2024. He spent the last 30 years of his working life as a pilot for American Airlines.

The news of Gus’s passing brought back a wonderful memory for Roger Lopata: “While we were still in Lower School, Gus was the only kid I knew with a 10-speed bike. Riding together one afternoon (I think Bob Hermann was there, too), we turned from the Highway 40 access road onto Log Cabin Lane. As it began its steep climb up to Litzsinger, Gus shoved his 10-speed into a lower gear, speeding up the incline, leaving me (and Hermann?) pumping as hard as we could and unable to catch him. From his 10-speed bike to commercial jets, Gus kept on climbing. And now, once again, he has soared up ahead. Fare thee well, Captain.”

I just heard from Bob Hermann, who verified that, indeed, he was there, riding his one-speed bike.

All is well here in Carlisle. We had some work done on the house. Cynthia is working harder than ever as a reporter for the *Carlisle Mosquito*, one of the few remaining independent town papers in Massachusetts. I am on the paper’s board. Our kids are doing great and still living with us, so we don’t rattle around in a big house. I was an election warden for the national election.

1972_{MI}

LAURIE JACOBSON PROVOST

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Candy Wood writes, “Upon leaving MI in 1971, I attended Kent School in Denver, followed by Colorado State, graduating with a BSc in Geology. My next academic stop was an MBA in finance from The Wharton School in Philadelphia. I joined Mobil Oil in New York, and my future husband, Ed Osterwald, started on the same day! We married in 1986 and remained at Mobil until 1989 when we moved to London. Son Alexander was born in 1991, was raised in London, and is very English, unlike his parents.



Candy Wood '72.



1974 CDS

^ **Bill Polk '74** sent in this fun photo from the wedding of his daughter, **Olivia Polk Bono '14**, in Jackson Hole, Wyoming on August 31. Alumni from Mary Institute, St. Louis Country Day School, and MICDS came to celebrate Olivia, creating a memorable reunion.

1975 MI

ELIZABETH DENNIG COULTER
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Dear Classmates,

We, unfortunately, begin with some sad news, and we send our condolences to **Sarah Alderks Brown** for the loss of her mother, Ann Burrigge Alderks. Ann's obituary shared that she was "a loving wife, mother, grandmother and great-grandmother. She enjoyed her family and friends, loved sailing, and teaching others, whether it be history, weaving, a song, or how to sail a boat. She was generous with her time and gifts, and she made a wonderful cherry pie." We are sure many of us have wonderful memories of Mrs. Alderks! Sarah, we are so sorry for your loss.

On a happier note, **Joy Spitz Lee** shared, "We moved back to Houston after three years on the beach in Galveston. We were lucky to sell our house there quickly, but then Hurricane Beryl delayed everything. We are now remodeling our new place, enjoying being back closer to our kids, friends, shopping, and doctors. I'm still a rescue dog mom with four currently. I'm

looking forward to seeing everyone at our 50th next year but struggling to understand how it's possible that it's been 50 years!"

Speaking of reunions, we hope everyone is planning to join us May 1-3, 2025, for our 50th!

1980 MI

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The Class of '80, from the sounds of things, is doing as fabulously as always! It is crazy to think that our 45th reunion is coming up in May. I hope everyone has a chance to come in or come by for the event. I am so happy to have heard from so many of you!

Darcell Williams Butler let me know that she is doing well. She and **Mel Butler '80** have two amazing children. Both of them have made California their home.

Kate Rule Steffes reports, "My husband and I moved back to Fort Collins in October 2021. I had my left hip replaced in January 2023, so now, with my right hip being three years old, I feel almost bionic! Walking the dog daily and riding the horse several times a week helped me get stronger and fitter. I volunteer for two groups. I ride my horse, Aria, in NATRC Leisure Division competitive trail rides. I also compete in Working Equitation shows. I got a Miniature Goldendoodle puppy in June 2022."

Audrey Otto Whitman is "Living the dream in Lexington, Kentucky. I get to spend time with Ian; he now lives in Santa Monica. Pierce is

living in Wilmington, North Carolina. They are both doing really well. Their journeys have not been easy, and I am so proud of them! Northern Michigan still has my heart, peace, and serenity. Current hobbies include compiling pictures of sunsets for a book, rockhounding, and trying to finish unpacking from moving two years ago."

New back to town is **Johnna Schultz Van Keuren**. She retired after spending 30+ years in the oil and gas industry. She is spending quality time with her family and friends. Her daughter, Alexa, lives in Alexandria, Virginia, and works in human resources for a DC company.

Julie Schlueter Nelson is back in St. Louis, having moved from New York City two years ago. She and Tom are "loving our new perch with neighbors **Laurie Garesche Clithero** and **Marisa Longrais Human**. Our oldest daughter, a psychotherapist, brought us great joy by moving with her husband from Boston to St. Louis and giving us our first grandson! Our youngest daughter, a senior account executive at a PR firm, enjoys living in Nashville. I just celebrated the fifth year of my interior design business and can most often be found at Design & Detail (along with **Fifi Lugo!**)."

Melissa Chamberlain Bozesky is happy to report her three boys are all employed and happy. Eddie, 30, works for an advertising agency called Chief Detective and lives in Denver. **John '15** is 28 and works for the Miami Open Tennis and the Miami Dolphins. Drew is 37, lives in Dallas, and works for a sports company, Learfield. "I still own Learning Consultants and love working with children and adolescents to determine their strengths and any learning disabilities they might have. Alex Bearman, **Julie Goldstein Bearman** and Lee's daughter, began working for me last year and is doing an amazing job! I do not plan on retiring anytime soon, but I am spending as much time as I can in Michigan in the summers."

Lisa Engelsmann Acker hopes everyone is well. She, too, finds it hard to believe our 45th is around the corner. "All's good with the family. Enjoyed being together in Michigan with Talby, Jenny, and Melissa this past summer."

Alicia Kramer says she just might be able to come to the 45th reunion of the best MICDS class ever! “I am still working as a graphic designer in Seattle. My two grown girls are living large in California, drinking wheatgrass and doing hot yoga. I am drinking coffee, listening to grunge rock, and wearing a plaid shirt...haha...not! My dog gets me out and about, and Seattle is a fantastic place to live despite the rain. I hope to see everyone in May!”

Julie “Snulie” Larson Queensen reports, “My hubby Phil and I are still retired and still live in San Antonio, Texas. My youngest son, Matthew, is a second-year med school resident specializing in psychiatry at UTMB Galveston. Also, I am finally going to be a grandmother! My middle son, Cameron, and his wife just bought their first new house in Pacific and are expecting in May. My oldest son, Nick, is successfully creating gaming maps in St. Louis.”

Enid Gardner Dodson said, “I still live in the Kansas City area with my husband, David, and my sweet Miss Emma. Emma graduated in June at age 21 and is now in a magnificent work program! She is making new friends, learning new skills, and loving life! I am working at my ‘unicorn job’ with an amazing company called SchoolKit where I am a literacy specialist. I design professional development for all levels of a school system. I hardly ever travel now, which is blissful!”

Laurie Garesche Clithero writes, “I am feeling truly blessed that all the boys are happy and healthy. **Paul Clithero ’08** bought a house in Ankeny, Iowa, and is an account executive for an agriculture commodities firm. **Jeff Clithero ’10** is our only one in St. Louis. He is a financial analyst working for a logistics company and playing on a coed softball team managed by his dad. **Jack Fister ’14** is living in Austin, Texas, focusing on his country music career. Check out Jack Fister’s *Wildlife* on Spotify! **Teddy Fister ’17**, a Second Lieutenant in the Marines, lives in Pensacola and started flight school after the first of the year. Michael and I both retired several years ago and spend our time visiting our kids, playing golf, and enjoying life!”



As for me, **Fifi Lugo**: Life is good! **Hop Chalfant ’78** and I are kind of empty nesters, but the two oversized Newfoundland dogs make the nest feel more full than empty. The kids are great. Austin is teaching and living in Florida. **Ellis Chalfant ’15** works in St. Louis as a geologist and does something with water; I don’t get it. Buddy is in commercial real estate and working with **Hal Ball ’80** at Hilliker; I kind of get that. **Lou Chalfant ’18** does sports analytics in Austin; I don’t know what that means, but she loves it. And finally, Sam is a senior at Villanova and is looking forward to moving to Chicago after graduation to work for Meridian, and I really don’t know what that means.

01: Members of the Class of 1980: Jenny Veron Ewing, Talby MacCarthy Payne, Marie Dennig Crouch, Wendy Goessling Wolfsberger, Melissa Chamberlain Bozesky, and Jenny Steinman in Michigan.

02: Members of the Class of 1980: Nancy Dillard Thomas, Johnna Schultz Van Keuren, Talby MacCarthy Payne, Marisa Longrais Human, and Holly Gomes.

1981_{MI}

JEANNIE ROBB HUBERT
jeannie@huberts.us

Laura Danforth Barnes: Our son, **Billy Barnes '12**, married Caroline Davidsen on September 2, 2024, in Washington, D.C.



01

1984_{MI}

CHRISTINE KLOECKER THOMPSON
cthompson@janetmcafee.com

Margaret Bull Kovera '84 was elected by the membership of the American Psychological Association (APA) to serve a three-year term



02



03

01: Shelley Childress Selle '81 and Jana Inman '81 sailing in Penobscot Bay, Maine.

02: Shelley Childress Selle '81 with daughters Caitlin and Courtney and their children, Peter (1½), Brooke (2½), and Lydia (1¼).

03: (l-r) Marcella McDonnell Stevens '81, Libby Hall McDonnell '58, Linda Tschudy Werner '81, Lyn Hermann Grace '81, Karen Breckenridge Gernstein '81, and Jane Spoehrer Tschudy '56.

on its Board of Directors. The APA is the leading scientific and professional organization representing psychology in the United States. She is a professor at the City University of New York and serves as an expert on eyewitness identification issues, resulting in exonerations of three wrongfully convicted men. She lives in New Jersey with her husband, Craig, and daughter, Hope.

1985_{MI}

AMY MCFARLAND DOVE
amcfdove@gmail.com

Amy McFarland Dove '85 reports that she is the vice president of philanthropy at the Saint Louis Zoo. She recently went on a safari with fellow alumni **Carol Bodenheimer Loeb '59** and **John Cella '81**. They spent 17 days going on safari drives in Kenya and trekking gorillas in Rwanda.



Carol Bodenheimer Loeb '59 and Amy McFarland Dove '85 enjoyed a safari in Kenya.

Melissa "Missy" Hopmeier Moore and her husband, Michael, are excited to share they have moved back to the St. Louis area! Melissa is enjoying her new role as curator of behavioral husbandry and ambassador of animals at St. Louis Aquarium (Union Station). Melissa's father passed away this spring. Michael and Melissa are looking forward to reconnecting with many family and friends in the Lou. Dogs Hincapie and Birdie, as well as Sammi the parrot, are also adjusting well to their new home.



1989_{MI}

^ Courtney Creel Blankenship shared this photo of a gathering of about 18 classmates from the Class of 1989, organized by Mary Schneider Yeldham.

2005_{MICDS}

> Alumni from the MICDS Class of 2005 gathered on the Beasley playground with their children this fall.



(l-r): Van Krueger, John Sedgwick, Walker Matthews, Chris Coulter, Logan O'Connor, and Jeff Cammon.

Inaugural HOLIDAY MARKETPLACE

Hosted by the MICDS Alumni Board, the inaugural Holiday Marketplace offered an opportunity to support alumni- and parent-owned businesses. There was something for everyone from various local vendors and the MICDS Campus Store. Visitors also enjoyed taking photos with Charger the mascot, and enjoyed holiday refreshments while gifts were wrapped by student volunteers. Thank you to our vendors, community members, and friends who made this evening of connection and shopping a success!



A Proud Legacy

The Class of 2025 Celebrates Their Heritage

At MICDS, we are proud that our community has a strong tradition of family ties, where multiple generations within the same family have graduated from Mary Institute, St. Louis Country Day School, and MICDS. We celebrate these important connections and legacies with our graduating seniors in the fall of each year. The 20th annual Legacy Dinner took place on Sunday, December 8, 2024, and we honored all legacy families with a special booklet showcasing their family trees. The MICDS Class of 2025 has 14 members who were legacies. Several seniors can trace their families' connections to the School back to the 1800s!



Bennett Baur

Baur Family



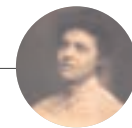
Carson F. Baur '89 **CDS**
Father



Edward T. Baur '64 **CDS**
Paternal grandfather



Florence Noland
Baur '40 **MI**
Paternal great grandmother



Matilda Prufrock Baur
1900 **MI**
Paternal great great
grandmother



Caroline Danforth

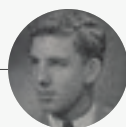
Danforth Family



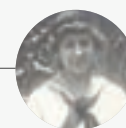
Christopher B. Danforth '94
MICDS
Father



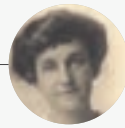
Carolyn Borders
Danforth '52 **MI**
Paternal grandmother



Donald Danforth Jr. '50
CDS
Paternal grandfather



Dorothy Claggett
Danforth 1919 **MI**
Paternal great
grandmother



Eleanor Evans
Claggett 1894 **MI**
Paternal great great
grandmother

Class of 2025 Legacies



MICDS in Chicago

Twenty MICDS alums gathered in October at Barcocina's Lakeview location in Chicago for a delightful evening of funny stories and favorite teacher moments. New connections and lasting memories were made. Thank you to our out-of-town alums for keeping the connections thriving!



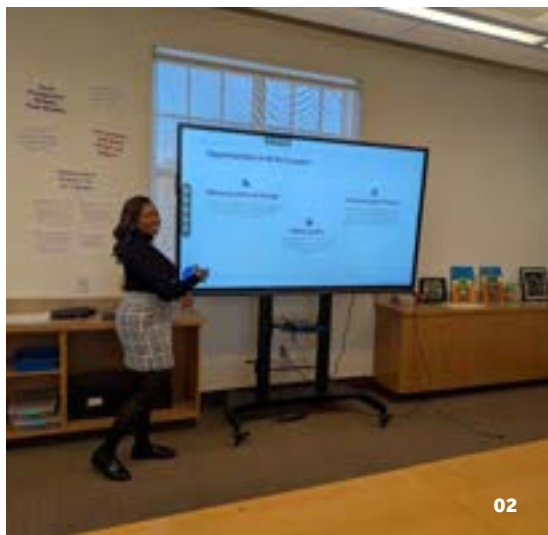
01. (l-r) Marc Zornes '00, Ryan Hardy '01, and Laura LeResche Hardy '01.

02. (l-r) Kaitlyn Hailand, Henry Hailand '12, Harrison Thomlison '14, and Kyle Adamson '11.

03. John Elson '61 and his guest.

04. Katherine Spataro '11, Sam Winkler, Frances Jones Winkler '10, George Winkler, David Jones '15, and Mehrisa Shah '15.





Charlie Schott '70 has been honored by Marquis Who's Who for Expertise in the Nonprofit Sector. Schott has served as the vice chair of the board of directors for the Arthur C. Clarke Foundation since 2019.

01. Sterling K. Brown '94 is set to star in *Voltron* at Amazon MGM. **Bob Kopljar '98** is one of the producers.

With increasing access to artificial intelligence (AI) tools such as ChatGPT, the "AI for All" Cultural Competency class at MICDS helps faculty and staff prepare for the future by understanding the evolving role of AI in education and its impact on teaching and learning. To provide a broader perspective on AI's influence, the class invited three alumni guest speakers to share their insights. **Anne McFarland Brown '92**, VP of Product Development at Williamson

Home, shared how AI has accelerated the trends in home design. **02. Jazmyn Ferguson '14**, Intellectual property attorney at BCLP Law, discussed how AI can increase efficiency, reduce costs, and enhance legal analysis. **Katura Klaus '91**, Data Analytics Sales for Google Cloud, explained how the increased accessibility with AI has helped many small businesses and entrepreneurs with data analytics and visualizations.

03. Annie Goldberg '12 was named North Carolina School Counselor of the Year. Goldberg works at Broadview Middle School in Burlington, North Carolina. She was previously named the 2023 School Counselor of the Year for the Alamance-Burlington School System. Goldberg is also a nationally recognized school counselor who holds a part-time fellowship with the U.S. Department of Education's School

Ambassador Fellowship program. She focuses on preventive programming, analyzing data to determine where she can intervene in discipline, academics, and attendance, create interventions, and build relationships with students.

04. Leah Thomas '13 made the *Forbes* 30 Under 30 list for her work with Intersectional Environmentalist, a 501(c)(3) climate justice collective that offers educational resources to an online following of more than 500,000 people and consults for major companies like Nike, Walmart, and Starbucks to raise their awareness of the importance of environmental justice. Thomas coined the term "intersectional environmentalism" in 2020 after two years of working in public relations at Patagonia.

05. Bryce Berry '19 is the youngest person ever elected to the Georgia House of Representatives and was sworn into office on Monday, January 13. His term will last two years, and he plans to focus on education, housing, and criminal justice reform. He said he is looking forward to learning from the senior representatives and his freshman colleagues. Berry will also continue teaching seventh-grade math at Jean Childs Young Middle School in Atlanta.



06. Steve Hall '23 was named Ohio Valley Conference Freshman of the Year and was a finalist for the Jerry Rice Award, which goes to the top freshman in FCS football. Hall rushed for 808 yards and five touchdowns on 111 carries during the season. He plays for Lindenwood University in St. Charles, Missouri.



07. Sameer Shafqat '24, now a first-year student at the University of Virginia, received the St. Louis Squash Player of the Year award by the Spirit of St. Louis Squash Foundation for 2024.



THEN



NOW



Hands-on science has always been a cornerstone of learning at MICDS. From our founding schools to today, labs, test tubes, beakers, tongs, solutions, and more have sat at the corner of inquiry and intellectual engagement. Even with modern additions such as digital equipment and sophisticated software programs, our students remain deeply focused on learning and having fun. Though the tools have evolved, the curiosity and collaboration in the lab remain timeless hallmarks of the MICDS experience.