

MICDS

THE MAGAZINE

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Stretch and Explore
Building Confidence Through the Arts

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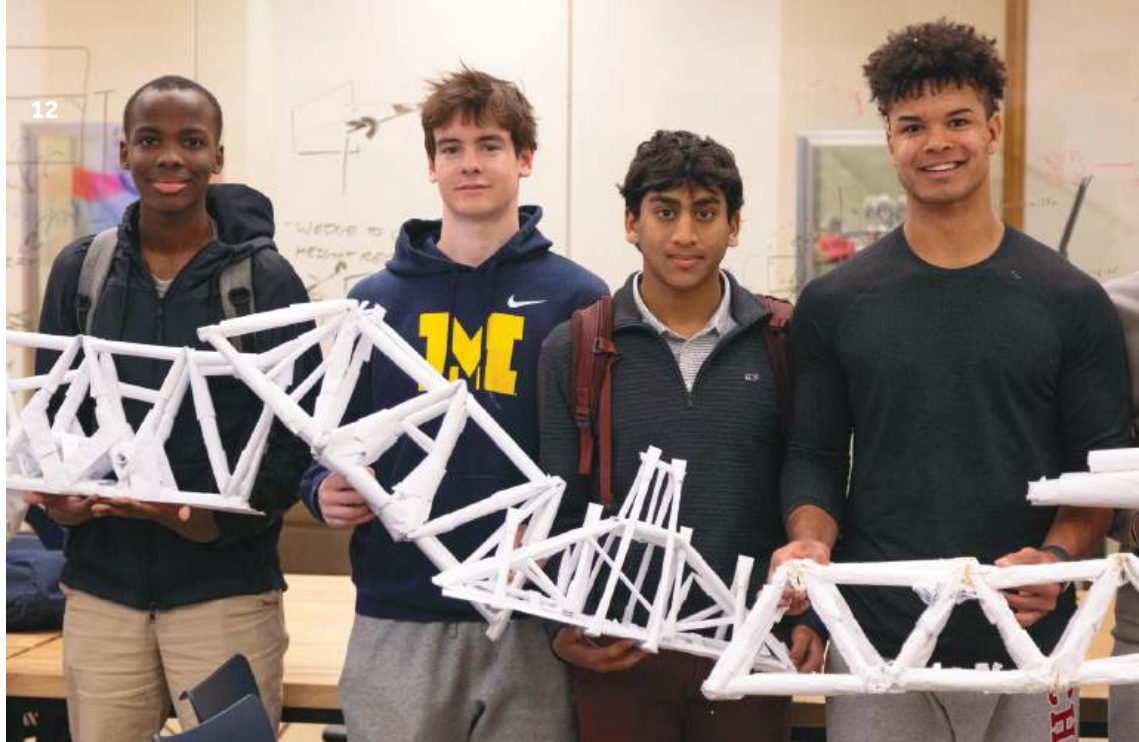
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MICDS

MARY INSTITUTE AND SAINT LOUIS COUNTRY DAY SCHOOL

OUR MISSION

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

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

ABOUT MICDS MAGAZINE

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MICDSSL



Dear MICDS Family,

Like many other MICDS teachers and staff, I have a laminated sign by my door to share the title of the book I am currently reading. Back in early May, it needed a little inspiration, and thankfully **Ms. Lynn Mittler**, who chairs our fantastic English Department, and who frequently visits the Head of School Office (for the pleasure of our company, I feel sure, and not just to refill her coffee), had the perfect suggestion. "Have you ever read *Vanity Fair*?" she asked. "No," I admitted. It was a gap in my education—one I am happy to report having filled since that conversation. (Thank you, Ms. Mittler!) If you have not yet read Thackeray's masterwork yourself, I would recommend picking it up right away.

Among the many observations of the novel's narrator to the reader is this one: "Always to be right, always to trample forward, and never to doubt, are not these the great qualities with which dullness takes the lead in the world?" I was struck by the relevance of the question to our mission at MICDS. The tendency toward certainty—the need "always to be right"—is an enemy of education, the success of which requires a willingness "to doubt." Such certainty is also an enemy of creativity. To be certain is, inevitably, to reference and to privilege past experience. To be creative, by contrast, is to privilege future experience.

Several articles in this issue of *MICDS Magazine*, either directly or indirectly, take as their subject the tension between certainty and creativity in our work with students. Similar to human

beings in our most certain moments, artificial intelligence technologies like those considered in **Dr. Sally Maxwell's** "Generation AI" are parrots of past information (the "P" in "ChatGPT" stands for "pre-trained"), but they can serve to inspire creativity as well. Virtual reality platforms, which you will also find referenced in these pages, can foster creativity too, as can the curriculum of our profiled Winter Term program, which continues to make space for immersive and innovative learning opportunities within our otherwise more constrained and "certain" two-semester college preparatory program. Perhaps especially with the rise of "intelligent" digital technologies, ambitious schools like MICDS must keep creativity and originality—and questioning, and hope—ever more at the forefront of our work with children and adolescents.

For summer inspiration we need look no further than the legacies (linked [here](#) in part) of Sly Stone and Brian Wilson, towering musical innovators whom our nation lost over the course of three days in early June, both aged 82. Stone, in forming and leading the mixed-gender, multiracial Sly and the Family Stone, refused the limits of 1960s American cultural and musical "certainties," blending gospel, soul, R&B, funk, and rock in a unique, eclectic, and universal sound. His band even covered Doris Day. ("I think there shouldn't be 'Black radio,'" Stone once observed. "Just radio. Everybody be a part of everything.") As for Wilson, through the Beach Boys he invented a sound distinguished by creative studio effects, novel instrumentation, atypical chord and key changes, and lush

harmonies, writing and producing songs the likes of which no one had ever heard before. Fundamentally, both men saw their music as a force for unity and joy. "We wanted to bring some love to the world," Wilson said of his band. "I thought we were good at doing that. Bringing love to the world." No less could be said of Sly and the Family Stone.

Evidence abounds—in this issue of the *Magazine*, in our work at MICDS every day, and in the broader life of humanity—of the unity, joy, and love that risk-taking, uncertainty, creativity, and invention can bring to our lives. Surely Thackeray's 19th-century question deserves repeating today: "Always to be right, always to trample forward, and never to doubt, are not these the great qualities with which dullness takes the lead in the world?"

Never a dull moment at MICDS—this we can promise! Our Rams do not trample. They trail-blaze. Happy summer to you all.

Jay Rainey
Head of School



Three Eloquent Recitations

Prize Speaking 2024

Three brave and expressive students took the stage in Brauer Auditorium for the 108th annual Prize Speaking competition. The English Department sponsors this long-standing tradition, which involves each one of the orators performing a well-rehearsed, memorized, one-and-a-half to two-minute-long monologue from a play or literary piece.

This year's participants were **Isabelle Cox-Garleanu '26**, performing an excerpt from *City of Glass* by Paul Auster, **Evita Okohson-Reb '26**, offering an excerpt from *All the Light We Cannot See* by Anthony Doerr, and **Nina Schuerer '25** with an excerpt from *Watchmen* by writer Alan Moore, artist Dave Gibbons, and colorist John Higgins. The contestants completed auditions earlier in the fall before practicing their pieces with **Nicole Trueman-Shaw, Director of Upper School Student Leadership & Dean of Students**, honing them to perfection before delivering them in front of the full Upper School.

Our judges scored the presenters' vocal choices, body language, and connection to both the audience and the piece itself. Trueman-Shaw announced that Okohson-Reb is the winner of the 2024 Prize Speaking competition. Per tradition, Okohson-Reb's name will be inscribed on the Dartmouth Cup, which is displayed throughout the year on the MICDS campus.

Congratulations, Evita!



Nicole Trueman-Shaw presents the Dartmouth Cup to Evita Okohson-Reb '26, the 2024 Prize Speaking winner.

Setting the Tone

Ndidi Oteh '00 and the Art of Personal Agency

In Jim Llufrio's Upper School Latin class, **Ndidi Oteh '00** was inspired in a way that has helped to shape her career. "Mr. Llufrio declared, 'You're in this class to learn not only how to act 'in here', but how to act 'out there,'" Oteh recalls. "I remember that so vividly. He taught us that you get to set the tone. You get to choose to be a leader and what it looks like. That phrase powerfully resonated, and I say this to my teams all the time," she said. "Set the energy. Be passionate about what you're doing. It's contagious. When you walk into every meeting and every situation with that energy, people can't help but smile even when they don't want to."

Llufrio's message became a cornerstone of Oteh's philosophy—an early catalyst for her lifelong belief in taking responsibility for her growth and being a perpetual, creative problem-solver. Twenty-five years after graduating from MICDS, she now serves as Senior Managing Director of Accenture Song for the Americas, leading the largest tech-powered creative agency in the world. On September 1, she will become the Global CEO for Accenture Song.

Forging Her Own Path

Oteh started Latin in seventh grade at her parents' request—part of a dream they had of her becoming a doctor. "I did not study pre-med at any point in my college career. But after six years of Latin, it did help me greatly with my ACT and SAT," she laughs. When her parents took her and her siblings to visit schools, they left the decision to them. "The decision of where to go for seventh grade, I think, was the first real decision I was given," Oteh reflects. "After seventh grade, I never imagined going anywhere else. MICDS provided a well-rounded education, which was something my parents were already practicing. My dad is from Nigeria, so my siblings and I followed



the typical Nigerian storyline: play an instrument, play a sport, do homework, and always study more than you think you need. Attending a school that embodied those values was a relief. I loved being a part of an institution that allowed for multidisciplinary, creative learning and a space where you could build your own path."

Just as starting middle school on Warson Road marked a turning point, so did her journey to college. Though she committed to Davidson College in her senior year, her parents had decidedly different plans.

"My father is very traditional, and he felt strongly that I as a woman, shouldn't be too far away from home," she said. "What I didn't know was that he felt so strongly that he had decided that I would go to Washington University in St. Louis. He chose my dorm and my first semester classes, all without telling me. I didn't find out until July, and I was so angry at my parents and swore I'd never talk to them again. Moving out was very dramatic. But things changed once I settled in. I had an amazing time at WashU. I met great people there, some of whom went to MICDS, and others I'm still close with. It was also a moment and a place that gave me a new voice. I don't want to say my parents were right," she said with a smile. "However, it worked out well!"



Nndi and her mother, Gwen Oteh



Nndi and her sister, Dr. Chioma



Nndi with her parents Gwen and Ibe

As a political science major, Oteh immersed herself in history, politics, literature, and analysis. She worked for Teach for America as an undergrad, initially envisioning a career there, but a financial crossroads led her to a full-time role in the buying office of a well-known national retailer. Her plan was to return to Teach for America and eventually attend law school. Yet, her trajectory shifted rapidly. "In the first year, I got promoted, which was considered fast at the time. Then, in the second year, a buyer in the office quit, and I had to go on my first solo trip to New York. I was alone and had the confidence of naïveté. I kept getting promoted and was one of 10 people selected to move to New York. My Senior VP advised, 'You really have to think about this. New York is expensive and a hard city to live in. Do you really think you can grow your salary 10 times in 10 years? Because that's what you will need to live there.' And I thought, I have nothing to lose. I'm gonna bet on myself, I'm responsible for my own career, I'm gonna see what happens. I felt so blessed, and my faith had guided me so far, so I moved to New York, and it worked out better than I could have imagined."

The Leap of Faith

Ten years in the retail fashion world took Oteh around the globe—attending fashion shows, collaborating with designers, approving products, mastering textiles, and leading major operations. "I loved it. I got to travel all over the world, doing things that I never could imagine when I was 17. We went on long sourcing trips where we would be in India for three weeks, then Tokyo for a day, Thailand for a day, Shenzhen for two weeks, and then stop over in Paris for shopping. On one trip in Shenzhen, I was negotiating pricing at a factory, and at the time, I was 27 or 28, the youngest person at my level. I was managing a \$400 million business. I had a big team who reported to me, and suddenly I was like, 'I don't want to do this anymore,'" she says.

Although she didn't yet know what was next, Oteh stayed for six more months. With just three weeks left, a recruiter reached out, connecting her with two consulting firms, one of them being Accenture. "Through the interview process, I connected with a family friend who was a retired partner from Accenture, and she said, 'This is a really hard job. You may never make Partner.' I have never been one to fear what might not happen. I did know that I have always wanted to be in the room to help people and companies solve the toughest challenges, and I felt strongly that consulting would give me the skills to do that."

Taking a substantial leap, she started over, leaving her senior role, taking multiple steps back, and accepting a significant pay cut. "I was betting on myself with a lot of faith, and I knew I had to call my mom," Oteh said. "My mom said, 'Whatever you decide to do will be the right answer.' I'm like, that's horrible coaching! You decide which college I'm going to, and now you guys want to be hands-off?"

Consulting life was demanding from the start. "I flew all over the world, catching whatever flights were available, spending time in windowless client offices with different teams, building PowerPoint slides. It was a very different experience for me."

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Nndi with two of her brothers, Ifeanyi '01 and Jeremiah '09





“Mr. Ribbing, my senior year English teacher, had a poster in his room that said, ‘You are responsible for your own education,’ and I have carried that with me throughout my career. I tell my teams that you’re responsible for your own career. You get to decide if you’re going to learn and grow.”

NDIDI OTEH

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The transition wasn’t seamless. “In the first 60 days, I think they were second-guessing their decision to bring me on board! I could tell they were wondering if I could figure it out. I have always been very determined and responsible, and I knew I would, and within a few months, I had! I went from Consultant to the highest-level partner you can be at Accenture—Senior Managing Director in less than 10 years.”

The Power of Perpetual Learning

Accenture Song is where creative innovation and cutting-edge tech converge, encompassing marketing, generative AI, commerce, design, digital products, and more. “I’ve been able to work with some of the most amazing clients,” said Oteh. “It’s been so good, and I never could have planned this path. I had to take steps back to move forward, which was scary. But once you do it, you know you can do it again.”

“One of our Chief Operating Officers at Accenture asked if I went to MICDS because he did, too. He was on one of the accounts I led, and someone said, ‘The way you two speak is so similar. You two put problems together in the same way, asking the same three questions.’ He and I were like, well, we did have the same English teacher, Mr. Grimley. So, along the way, MICDS has shown up in the most surprising places,” she said.

After 14 years with Accenture—a rarity in today’s professional world—Oteh still feels energized. “Mr. Ribbing, my senior year English teacher, had a poster in his room that said, ‘You are

responsible for your own education,’ and I have carried that with me throughout my career. I tell my teams that you’re responsible for your own career. You get to decide if you’re going to learn and grow.”

This philosophy, she explains, is integral to her role. “Consulting is about constantly learning,” she said. “When I speak with a company or brand, they often expect me to share knowledge across technologies, industries, and capabilities, sharing more than what they may have experienced or read. If you are not a person who loves to learn all the time, consulting is not the right place for you. I love that there is never a finish line in consulting. I have to constantly be willing to reinvent myself and focus on trying to be smarter than I was yesterday, so that I can help my clients see around the corner.”

It’s no surprise that her high school class noted in their senior yearbook that she was most likely to become a guidance counselor. Today, she leads and mentors teams and brands with the same spirit of laser-focused direction and radical empathy.

“Most of the time, I’m talking to someone who’s already brilliant at what they do, so it’s not always about proving that you know more,” she said. “It’s actually about sharing the patterns, the experiences, and how to win faster based on other industries and situations. I have to say, ‘This is what’s happening over here and here, and we have done this type of project over 100 times.’ It also means that you never have a slow day.”

Enduring Wisdom for a Changing World

MICDS' Commencement in 2000 found its graduates in the wake of the Y2K global concern, and Oteh's path was largely undefined. What kept her tethered throughout the last 25 years were several core tenets from her time at MICDS that, in her opinion, stand as timeless guidance for today's graduates:

Think critically. "Make sure you're thinking. Be curious about what's in front of you. What does 'next' look like for you?"

Act compassionately. "We all make mistakes. I make mistakes all the time. Make sure that you use compassion with others, but also for yourself, or you will never move forward. Trust that you will learn, that you are capable, and what defines you today is not necessarily what will define you tomorrow."

Expect change. "Hold the perspective that the only constant is change. Kara Lawson, the Duke basketball coach, coined the phrase 'handle hard better.' High school and college teach you how to handle hard things better. Sometimes I tackle really difficult things and they don't feel hard because I built the muscles for it."

Connect widely. "I see a connection everywhere; there's something similar about all of us, even people you disagree with or who you are very different from. Some of the best teams are full of people who have different experiences and backgrounds who may not agree, but have a clear goal in sight, and when it comes to getting the work done, we are in lockstep."

Know your mission. "What is your mode of operation? How do you want to work for you? What helps center you? Learning that information early is critical."

Becoming More Without Letting Go

Oteh stays grounded in her values while embracing growth. She said, "I don't believe you should ever feel bound by what you were 10 years ago. I hope that you're smarter. I hope you've experienced more than you did a year ago, six months ago, three months ago. I know I am smarter today than I was two weeks ago, and that's intentional. Earlier this year, I was speaking at a conference about brand values. What's really critical for a brand is to be clear on who they are. Knowing who you are also requires you to know the world around you and know how you have to evolve, because the world will always shift. But it shouldn't change who you are; it's about finding your balance."

"Will I evolve and change and have different career paths? I hope I do," she said. "I hope what I do next is something I haven't done before and is bigger and bolder than what I'm doing right now. But the core components of who I am, I know will remain all while I'm evolving."

Ndidi's Rules for Life— A Personal Brand Manifesto

- 1 Do your work and do it well.
- 2 Always help someone else, even if it's not reciprocal.
- 3 Let the negative things go.
- 4 Find the good. Sometimes there's only 1% good. Focus on that.
- 5 Operate with courage and compassion.

INTERNSHIPS

Seniors Partake in Eye-Opening Internships over Winter Term

Imagine participating in an internship that follows your passion even before graduating high school! That's exactly what our seniors did during the second annual MICDS Winter Term, two weeks of unique and experiential learning between semesters. Students choose from various courses and travel opportunities, and our seniors complete an internship, job shadowing experience, or community service endeavor. Learn from the voices of some of our seniors as they share the many ways they gained real-world experience during Winter Term 2025.

Scan the QR code to read more recaps by seniors on their Winter Term internship experiences!



Giacomo Castelmare '25 Interned with an Interior Designer in Lucca, Italy

I was born in Italy and will be attending Luiss University in Rome in the fall, so I was looking for the opportunity to experience work life in Italy and practice my business Italian language skills.

I spent two weeks interning with interior designer Simona Sodini, based in Lucca, Italy, who works with both locals and foreigners to decorate the interiors of their homes.

As far as practical skills, I learned the basics of software used in the industry to measure and do computer renderings of room interiors. I also was able to practice speaking in formal Italian, which you don't get to use a lot when you grow up speaking mainly to family and friends.

Beyond this, I learned a lot about the historical aspects of interior design in Italy (which is Ms. Sodini's specialty). Her business objective is

to help people decorate their homes to respect and preserve the history of the home while keeping it livable for modern times. For example, I learned how wallpaper was printed once upon a time by hand using stamps, that some of these stamps are still in use today, and that these wallpapers can still be purchased. She also commissions furniture pieces from local artisans whenever possible. They build furniture with the craftsmanship of the past. These trades are at risk of becoming obsolete due to the ease and affordability of mass-produced products.

I would encourage rising seniors to look at the overall experience that can be had from your senior internship and not just focus on an industry in your future career path. Keep an open mind, as there is always something you can take away from the experience.

Congratulations to all of our seniors who completed such eye-opening and impactful internships!

Daniel Chen '25 Interned with Associate Circuit Judge Joe Purshke at the Franklin County Circuit Court

I was blessed to have the opportunity to intern with Associate Circuit Judge Joe Purshke at the Franklin County Circuit Court. For a few years, I had been interested in the field of law, and I saw this Winter Term as an opportunity to get some real hands-on experience in the law field and see for myself if I really wanted to practice it. It was an awesome experience and I got to see so many things that I wouldn't have been able to if not for this program.

I learned the work that judges do as well as the behind-the-scenes effort that goes on every day to keep the judicial process and system afloat. Judge Purshke was by far the best judge I could've been shadowing as he taught me the ins and outs of what it takes to be a lawyer as well as his role as a judge. I was able to meet a lot of local

lawyers and heard about their own experiences and journeys of becoming lawyers which was super inspiring. I got to see a handful of bench trials, hearings, pleas, and even a jury trial within the two weeks. Additionally, I was able to witness behind-the-door conferences that lawyers had with Judge Purshke where they hashed out the details of their cases.

Ultimately, the biggest takeaway I had was realizing the amount of passion needed to be a lawyer. Almost

every lawyer I met and talked to told me that the reason they became lawyers wasn't for the money, but because they had a passion for the field and loved to practice law. This two-week internship really emboldened me to further pursue my interests in the law field and proved to be an excellent experience!



Jacob Daus '25 Shadowed Firefighters and Paramedics

During my Senior Winter Term experience, I volunteered at the Maryland Heights Fire Protection District. My role involved shadowing firefighters and paramedics, learning about emergency response protocols, assisting with station duties, and gaining firsthand insight into the daily operations of a fire department. I've always had an interest in emergency services and public safety, as both my parents are involved with first responders. This internship allowed me to explore a high-intensity career field built on teamwork, leadership, and service to the community—values that strongly align with my own.

One of my biggest takeaways was the dedication and training required to be a firefighter or paramedic. I learned how crucial teamwork is in emergency response and how every second counts during a crisis. I also gained a deeper appreciation for the physical and mental demands of the job, along with the resilience and problem-solving skills necessary to handle unpredictable situations.



I was surprised by how much time firefighters spend preparing for emergencies, whether through training, equipment checks, or maintaining physical fitness. Another surprising aspect was the strong sense of camaraderie within the department; it truly felt like a second family where everyone looks out for one another.

Overall, this experience provided an inside look at a career that many people admire but do not fully understand. It's an excellent opportunity for anyone interested in public service, emergency response, or leadership in high-pressure situations. Even if someone does not plan to pursue firefighting as a career, the lessons in teamwork, responsibility, and adaptability are invaluable.

Melina Finnegan '25 Interned with a Pediatric Nurse in the NICU at Mercy Hospital

I interned with a pediatric nurse who worked in the NICU at Mercy. I saw many premature babies and how they were treated, as some were just small, but others had health complications like holes in their hearts. I am attending a direct-entry nursing program in college, and after this shadowing experience, I am sure that my interests lie in pediatric nursing, specifically. I learned more about a nurse's day-to-day life and how they work 12-hour shifts, but

three days a week is considered full-time. It also set in stone my mindset that I wanted to work with kids when I am older. Lastly, I learned many new medical terms, like names of diseases and medicines, and a lot about the anatomy of the human body, but in miniature form.

When I first thought "ICU," I thought about emergencies, chaos, and screaming, but the NICU was wildly different from that

assumption. There were many sick babies, but it wasn't an ICU in the way I first thought, which surprised me!

I would definitely recommend this job shadowing experience to future seniors! If nursing, or even medicine, is something you are looking to do, this experience can be so eye-opening. It is insanely different than what we see every day, and it could give you a glimpse of what your future could hold.



INTERNSHIPS



Beyond the Shuffle

Becoming an Apprentice Magician

Story and photos by Hale Foster '25

On most days, the library is a quiet and tranquil space, intended for students to relax and work without the noise of a classroom or the hallways. The slow turning of pages or occasional muted whisper are generally the loudest sounds one would hear. However, for the past two days, the MICDS library has overflowed with boisterous energy: conversations, laughter, and most unusually, the sounds of cards shuffling. A place that serves as a storage hub for knowledge—once considered arcane—has now become a training ground for apprentice magicians. For two weeks in January, MICDS students study the intricate art of performance card magic, led by **Christopher Barker**, Upper School Spanish Teacher, and **Alyoska Díaz**, Upper School Spanish Teacher.

At the start of every class, Mr. Barker holds a competition: he presents a trick using a special prop, and the first group of students to correctly explain the mechanism behind the trick wins the prop. Because of this, each class begins with lively discussion and a new trick for students to add to their repertoire. "It's really interesting because Mr. Barker demonstrates the trick on us first, and then we can replicate it afterward. It's a great way to learn a skill," shares **Eshan Majeed '26**. Following the initial excitement, students get to work individually. Choosing from a catalog of tricks assembled by Mr. Barker, each student was able to customize their experience and learn the techniques that appealed to them the most. Cardistry alone is a very large category of skills, but magic as a whole

comprises an even greater list of abilities. Students learn tricks, shuffles, cuts, flourishes, and skills that go beyond the deck as well. Mr. Barker helps students prepare routines by teaching them improvisation and performance techniques to make their magic even more engaging. The class requires no previous acting or cardistry experience, so every student is able to work up from their skill level.

As part of the students' training, Mr. Barker organized members of the local magic community to present their routines and personal insight into the trade. These magicians were excited to show off their skills, and the opportunity provided a perfect teaching moment for the students. Everyone was enthralled with the performances, and the library was filled with a sense of excitement. After every trick came a round of thunderous applause—and smiles all around. Near the end of the week, students were shuffling like pros and using misdirection like real magicians.

"This class is probably the most fun I've had during Winter Term. It has taught me a lot about card magic, and I'm excited to take this skill into the future," reflects **Everett Ott '26**. Mr. Barker encourages his students to continue practicing their skills with the hope that they may become active members of the magic community. Needless to say, many students are excited to keep learning more on their own, even if the course has come to an end. A word of advice for the next time you play cards with an MICDS student: pay very close attention to their hands, or you may end up losing.

Hale Foster '25 was a Winter Term intern for the MICDS Marketing and Communications team.



The Art of Watchmaking

Creating Custom Watches in Winter Term

Story and photos by Garrett Liberman '25

Over Winter Term '25, Upper School students, led by **Upper School Math Teacher Oggy Smiljanic**, spent two weeks immersed in the craft of watchmaking, starting with the basics and working their way up to creating personalized timepieces. Oggy shared his inspiration for watchmaking: "I got interested in making automatic (mechanical) watches when I realized that mechanical watches need to be serviced, just like cars—because they are mechanical. This can be quite expensive. I did some deep diving on the subject and realized that I can build watches on my own and avoid expensive servicing."

After following this class for two weeks, Oggy's passionate drive for watches was clear and shined above all else. The classroom, however, was anything but quiet. Despite the delicate nature of watchmaking, the space was constantly buzzing with energy. Students eagerly discussed techniques, asked questions, and worked with precision tools. Chatter about personal designs filled the room, which created an atmosphere of focused excitement. Oggy noted, "Teaching this kind of class is extremely rewarding. I don't get asked 'when will I need this in the real world'—everyone is motivated and full of enthusiasm. Camaraderie and collaboration are incredible."

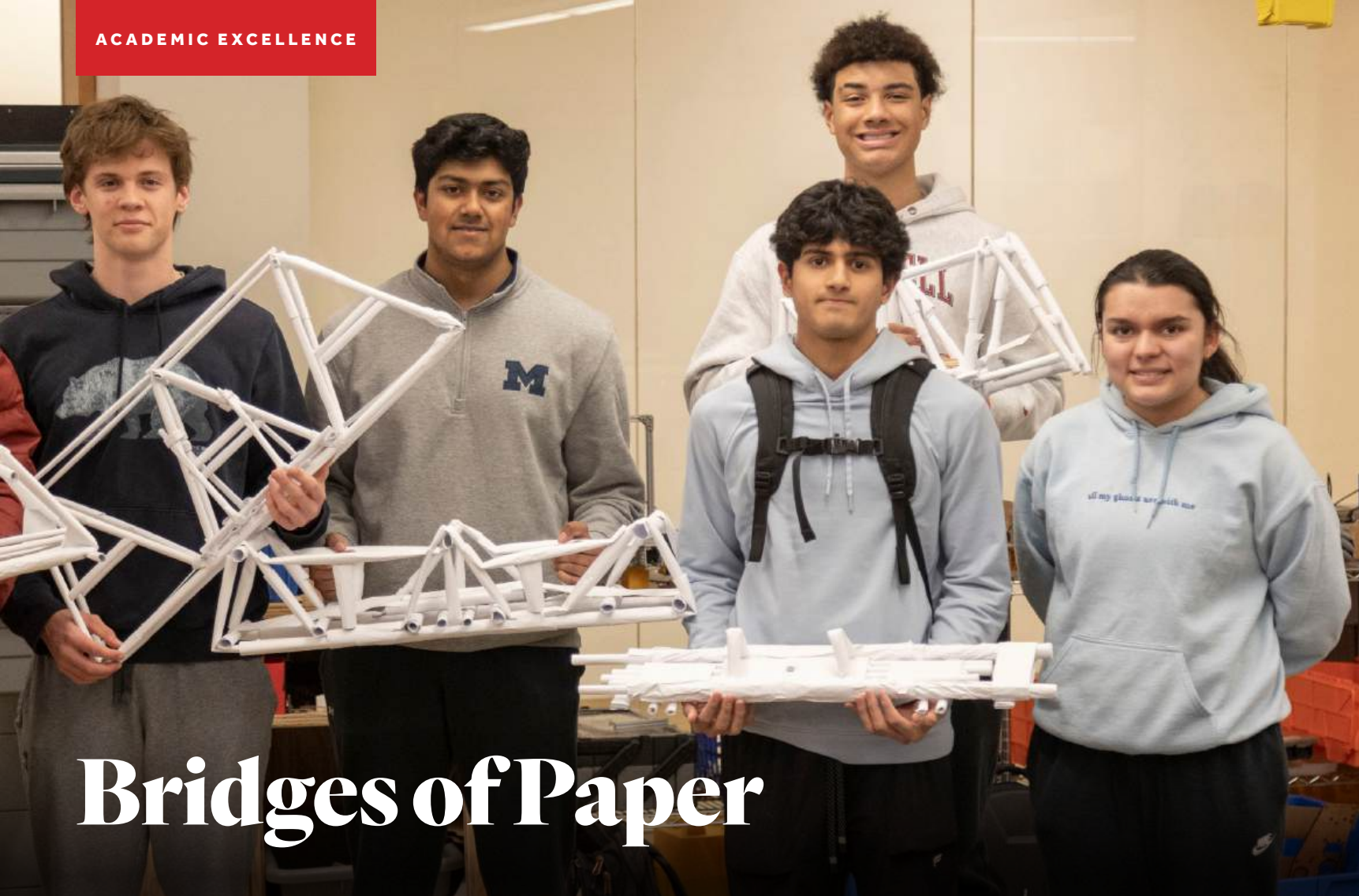
The work for these students started even before Winter Term began. Students ordered everything needed to make a watch: dials, faces, bands, stems, etc. Then, over the course of the two weeks, students were introduced to the basic mechanics of automatic watch movements, exploring the various parts of a watch and how they fit together. They also explored how different

watches are designed, creating their own faces using Adobe Illustrator during the first week. By the second week, students were printing, setting, and applying lume to their personal dials. The tools necessary for watchmaking were introduced, followed by hands-on sessions where the students assembled their watches. The final challenge of this course was calibrating these timepieces to ensure they functioned properly, marking the success of their efforts and the creation of fully functioning mechanical watches. **Tommy Goodman '26** shared the feeling of completing his watch: "The most exciting part was finishing the watch, and then putting it on and showing it off to the class."

Oggy explained what inspired him to turn his passion into a Winter Term class: "My students learn quickly that I build watches, and it was the students who urged me (literally, begged me) to organize this class. They were eager to get in on the action and learn. I couldn't say no." This eagerness is exactly what Winter Term is all about, students and teachers coming together around a shared passion. Oggy also emphasized the unique value of having two weeks of classes that go beyond traditional academics: "As a parent and a teacher, I love seeing students who are usually not 'stars' in traditional, academic classes emerge as 'stars' in this new learning setting. In short, it gives students an opportunity to reinvent themselves as students and to re-imagine school as a different kind of place. That is the special, secret sauce of the Winter Term experience."

Garrett Liberman '25 was a Winter Term intern for the MICDS Marketing and Communications team.

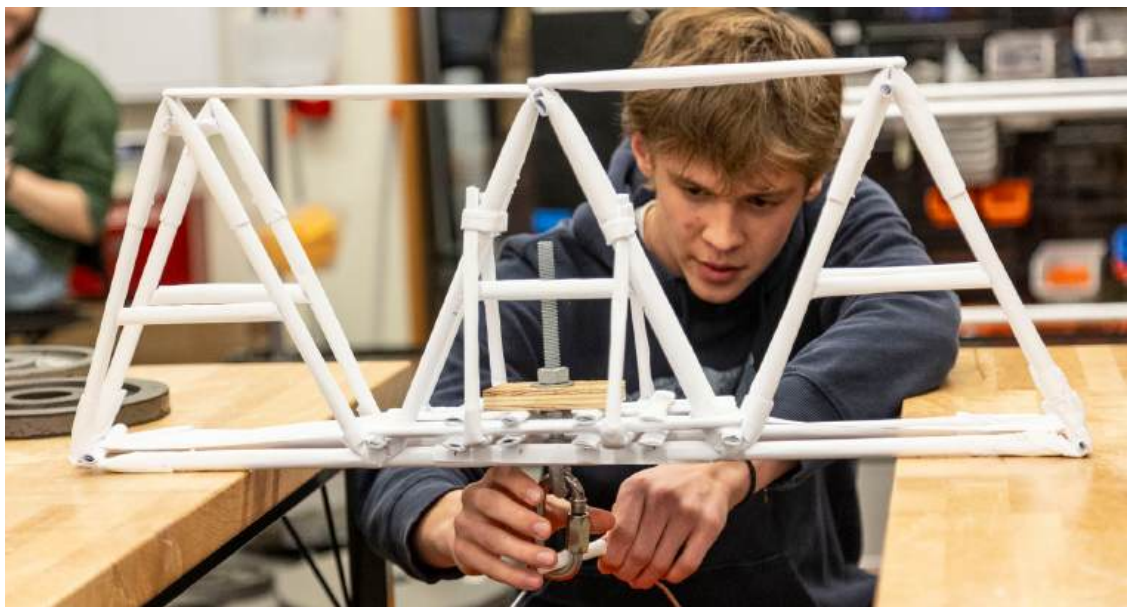




Bridges of Paper



In **Upper School Math & Science Teacher Travis Menghini's** Engineering course, there's a competition every December that his students cannot **WEIGH**t for: the annual Bridge Project. New in the 2024 iteration of the contest, students traded popsicle sticks for paper, glue, and toothpicks, and they were individually tasked with creating paper bridges with the goal of holding the most weight. Menghini explained, "The bridge project took a different direction this year. I found a video of a paper bridge at another school and reached out to the creator of the project, and he permitted me to use the assignment."





Some of the paper bridge project requirements:

- ✓ The paper bridge must span 50 centimeters, not exceed 500 grams, and be freestanding.
- ✓ The bridge is to be constructed from white 8.5 in. x 11 in. or 8.5 in. x 14 in. copy paper and wood toothpicks.
- ✓ Only generic white glue or glue sticks are allowed.
- ✓ The bridge must incorporate a truss design.
- ✓ You must incorporate a "loading zone" at the span's midpoint along the bridge's centerline.
- ✓ The bridge must include a decking of paper to provide a suitable road surface at least 5 cm wide across the entire span of the bridge.

Once complete, our talented engineering students gathered in the Robotics Lab, supported by an audience of their peers, parents and guardians, faculty, and staff, to put their bridges to the test. Alumna **Zoe Zlatic '24** was even in attendance—her group from last year's engineering cohort holds the current record (755 pounds) for Menghini's popsicle stick bridge-building contest.

One at a time, each student hung a bucket from the middle of their bridge. Then, they slowly placed discs of weight in the bucket until the bridge collapsed.

While some bridges held weight just in the single digits, the engineering masterpiece of **William Collings '25** held an impressive 102 pounds, making him the first-ever champion of this Paper Bridge Building Contest. Congratulations, William!



Alumna Zoe Zlatic '24 was even in attendance—her group from last year's engineering cohort holds the current record (755 pounds) for Menghini's popsicle stick bridge-building contest.

Conductive Dough Adventures in Math

Math+science=electric learning! Seventh-grade math students in **Cameron Youngman's** class discovered how to calculate their way through a dough recipe to create a small motor circuit.

Youngman said, "Our unit was on direct proportions, and we had a little extra time before the break. I researched an activity where students make conductive dough to build a circuit. After planning with **Middle School Science Teacher and Maker/Robotics Coordinator Branson Lawrence**, we gave students just enough information to see what it would take to make 12 portions of dough. They were given the proportional relationship between salt and oil as well as flour and water and tasked with finding how much they would need of each ingredient for one portion of dough. Once they successfully found the appropriate ingredient amounts, they were able to make their dough and then build the circuit to connect a battery and a motor to the dough."

"I thought this was a very clever idea and a great way to get us out of the classroom," said **Sophie St. Eve '30**. "It was a perfect mix between fun and learning. I thought it was challenging but also helpful because it put math into a real-life perspective."

To spice up the recipe, **Middle School English Teacher Megan Caulfield** unearthed some photos from yesteryear of Mr. Youngman and Mr. Lawrence to put on top of the spinning motors, making their heads spin once the circuits were connected.

Jules Poucel '30 said, "I found that working with electrical circuits in math was quite interesting, as well as the fact that we were doing many things that would normally only be done in science class. Incorporating fun and experimentation makes learning a subject a lot easier and way more fun."

Students dove into the project using multiple problem-solving strategies to reach the end goal. Ultimately, this electrifying math experiment proved that learning can be engaging and memorable.

"It was a perfect mix between fun and learning. I thought it was challenging but also helpful because it put math into a real-life perspective."

SOPHIE ST. EVE '30



Lower School Celebrates All Things Cozy

The Lower School 2024 Winter Program theme was Cozy. "We celebrated all things cozy in the Beasley Studio in anticipation of the program," said **Dr. Katy Nichols, Lower School Music Teacher**. She partnered with **Liz Crowder, Lower School Literacy Coordinator**, to create a cozy collaboration of stories and writing aligned with the winter program theme. Rather than write the script herself, Dr. Nichols asked if Crowder would help the children write about what would be the perfect cozy day. Crowder was excited to support writing across the school with a cozy collaboration.

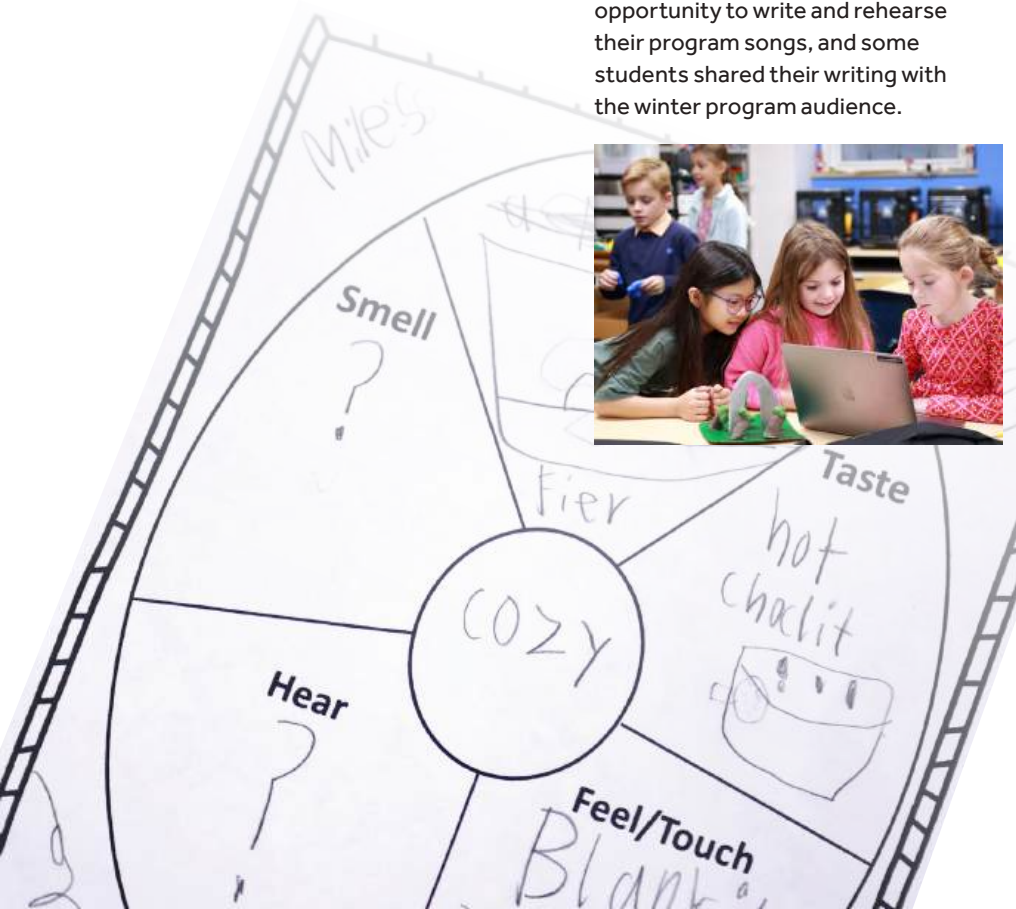
First, Crowder visited each class and asked the children what cozy meant to them. The students enthusiastically discussed coziness together. Then, each child completed a graphic organizer on the sights,

sounds, smells, tastes, and things they touch that are cozy to them. To set the mood, Crowder read a book as they completed the graphic organizer. Senior Kindergarten through second-grade students listened to *Blanket: Journey To Extreme Coziness* by Loryn Brantz. Third and fourth graders listened to *Hygge Dreams and the Coziness It Brings* by Tabitha Rae Adams.

During the second session, Crowder facilitated writing workshops with every class. She returned with the information from the graphic organizers that the children completed. Half of the students worked on writing what made them feel cozy while the other half practiced their winter program songs. When students finished writing, they would tap another friend to take their place. All of the children had an opportunity to write and rehearse their program songs, and some students shared their writing with the winter program audience.



This project incorporated literacy skills into the Winter Program through a writing-across-the-curriculum collaboration, which increased student interest and investment in a successful and cozy Winter Program.



Touring the Ancient World of Italy



Italy



Their plane fought its way into Europe in the dark, pushing its way through rain and turbulence. They soared over the Alps after the sun rose. Gliding now above the Italian countryside, they watched out the windows, enjoying how their perspectives were changing. Seaside towns and hilltop villas grew in scale as they neared Rome, landing in a modern civilization built on top of an ancient one.

For Winter Term 2025, MICDS Upper School students were invited to take part in a 10-day tour of Italy, exploring the ancient world from the Romans to the Renaissance. Twenty-three students, accompanied by **Natalie Griffin, Middle School Latin Teacher, David Armstrong, Upper School Latin Teacher, and Paul Colletti, Multimedia Specialist in the Marketing and Communications Department**, toured Florence, Bologna, Naples, Rome, and parts of the Italian countryside. "From the Roman ruins of Pompeii to standing atop the Duomo in Florence, our trip to Italy was sensational," said Griffin. "I am a strong advocate of experiential learning. There is no better way to bring history, language, and culture alive than to immerse oneself in them."

"In Florence, our students got to breathe the air of many of the most important Renaissance thinkers, painters, and tinkerers and see the classical works that inspired them," said Armstrong. Traveling north to Bologna by Italy's train system, students saw another Renaissance city that has made a name for itself as one of the most modern and industrious of contemporary

Italy—in fact, St. Louis's own sister city! There, the group sat in on a session of the Bologna city council before meeting the mayor. The afternoon concluded with a cooking class where students enjoyed making hand-made pasta.

After three days in Tuscany, the group left Florence and headed south by high-speed rail to Naples and the southern Campania region, where they encountered the earliest layers of the cultural roots of the Renaissance. Students visited one of the world's most important collections of antiquities in the Museo Archeologico Nazionale di Napoli in Naples, walked the streets of Pompeii in the shadow of a snow-capped Mt. Vesuvius, and toured the ancient Greek colony of Paestum. Another highlight of this second leg of the trip was a visit to a buffalo farm where students enjoyed fresh buffalo cheese.

Returning north by bus, students saw the countryside of modern Campania and Lazio, stopped at the Catacombs of San Sebastiano to visit an ancient necropolis, or "city of the dead," outside Rome's walls, and then entered the city. Through visits to the Vatican and Capitoline Museums, the Pantheon, the Colosseum, and the Roman Forum, as well as to the many piazzas, famous sights, and culinary treasures of Rome, students got a sense of why it has been hailed as the Eternal City, ever-ancient, ever-new. Colletti observed, "It's interesting to see how Romans are living in this city the same way they always have."



Roman culture has inspired societies all around the world down to the present through its primary languages, Latin and Greek, which have massively influenced law, the sciences, medicine, philosophy, and religion; its art, architecture, public infrastructure, and other aesthetic accomplishments; its legal institutions and customs, which provide the basic model for every constitutional republic around the world; and its cosmopolitan goals to bring the peoples of the world into unity in pursuit of a common destiny. "The Romans are not the only, nor even the first, to have cultivated any of these particular virtues (they didn't even invent Latin!), but modern people value these things because of them," noted Armstrong.

The MICDS Mission Statement calls for "responsible men and women who can meet the challenges of this world with confidence and embrace all its people with compassion." In many ways, this is a call to go far beyond the limits of the Roman model: after all, an unavoidable part of Roman history and society, as our students saw firsthand on the trip, is the inequality, exploitation, and dehumanization that was interwoven throughout all the grandeur, glory, and achievement we more often celebrate when we think back on the Romans. An ancient people in an ancient context, we cannot ignore the ways in which they fell far short of our own highest aspirations concerning the dignity of all people and our own moral duty, "in purpose and service," to their betterment. But keeping those shortcomings in our field of vision, it's also true that the Romans offer us an important thinking partner for contemplating how we can take up the task of building a better world for all its citizens in our own time, in the face of those struggles common to the ancients and our own day.

This trip bridged these eras and concepts for students in a way that was otherwise impossible. Griffin remembers, "Halfway through the trip...a student turned to me and said 'Ms. Griffin, I have spent so many years reading and learning about all of this, and now I actually get to see it!' As a teacher, that is a priceless moment."



French Exchange Forges Lasting Connections



France

MICDS students enjoyed an enriching two-week trip to France as part of our longstanding biennial exchange program with Institution Sainte Marie de Caen. This exchange builds on the strong connections formed last fall when we welcomed ISMC students to St. Louis, hosting them in MICDS family homes and on campus. Last winter, our students had the opportunity to experience French culture firsthand through homestays with families in Caen.

The trip began with an exciting four-day tour of Paris, led by chaperones **Daniel George, Upper School Dean & French Teacher**, **Carolyn Dalton, Upper School French Teacher**, and **Christine Mayer, Fifth Grade Dean & Spanish Teacher**. Students explored iconic landmarks such as the newly renovated Notre Dame Cathedral, Centre Pompidou, the Louvre, Musée d'Orsay, Champs-Élysées, Sacré-Cœur Basilica, Montmartre, and the Eiffel Tower. A scenic river cruise along the Seine provided a unique perspective of the city.

Mayer shared, "One moment that stood out to me was the possibility of an unexpected visit to Notre Dame in all its glory after the renovation. The

catch? It required waking up at 6:30 a.m., while it was still dark, and students would have to forgo the morning to chill. We offered the students a choice: sleep in or make the trek into town before dawn, knowing there was no guarantee we'd actually be able to enter the cathedral. I thought only a few students would want to go, but to my amazement, nearly all of the students enthusiastically said yes! We made the journey, and not only did we arrive at Notre Dame, but we were also able to go inside, and it turned out to be a memorable experience. The determination, curiosity, positive energy, and overall character of this group were truly remarkable—not just during this moment but throughout the remainder of the trip. These qualities consistently shone through as the students embraced every opportunity with enthusiasm and grace, making the entire experience unforgettable."

After their Parisian adventure, the group traveled to Caen to meet their host families and exchange student buddies at ISMC. Following a welcome from the head of school and lunch, students began attending classes with their French counterparts, including an exciting PE lesson





on wall climbing. The immersive experience extended beyond the classroom with a variety of after-school activities, including shopping, visiting open-air markets, and a tour of a local bakery, complete with lessons on how to make baguettes and croissants.

Students also visited Mont Saint Michel, a tidal island and mainland commune, and two abbeys, Abbaye-aux-Hommes and Abbaye-aux-Dames. The trip concluded with a visit to the opulent Palace of Versailles, the former royal residence of King Louis XIV.

"I enjoyed our four days in Paris the most," said **Maahi Saini '27**, "Every single day was jam-packed with activities. We roamed around with our self-made groups, and we were able to explore the culture and learn so much about the country's history. Staying with a host family was such a good opportunity to indulge in French culture, and it really made me better at speaking French. It was so fun to be part of another world for those two weeks."

"This trip provided students with a deep immersion into the rich history and the culture of the Normandy region, including four days dedicated to exploring Parisian life," added George. "Our students explored the towns and markets in Caen and the surrounding area, visiting historical sites like the Abbaye-aux-Hommes and Abbaye-aux-Dames built by William the Conqueror. They shared unforgettable moments with their French peers."



Dalton said, "As a French teacher traveling with students, one of my favorite moments is witnessing their expressions as they navigate new languages and cultures. A particularly memorable experience took place at the Abbaye-aux-Hommes in Caen. Seventeen students sat in two wood-paneled alcoves by a window that had stood for nearly a thousand years. Our guide, Pierre, shared stories of monks who once lived in silence there, spending hours absorbing their teacher's lessons.

"As our MICDS students took in the history, they noticed tiny carvings etched into the wood—marks left behind by students centuries before them. These imprints, made by pressing quills into the surface, were a timeless reminder that even in a place of architectural and historical wonder, students of the past experienced their own moments of boredom during long lectures—just as students do today."

We are grateful that this exchange program offers an exceptional opportunity for cultural immersion, fostering friendships, and allowing students to practice their French language skills and gain a deeper understanding of the region's historical significance. The warmth and hospitality of the French families made the experience even more meaningful, creating lasting connections and memories for our students.



Marine Biology Students Snorkel in Key West



Key Largo

During Winter Term, several of our MICDS Upper School students opted for sunnier days as they traveled to Key Largo, Florida for a Marine Biology trip. Eighteen Rams, along with **Upper School Science Teachers Christine Pickett** and **Stephanie Matteson**, spent the second week of Winter Term at the MarineLab Environmental Education Center, where they explored seagrass, mangrove, and coral reef habitats. "I was interested in this trip because I want to have a career in Marine Biology or Oceanology," said **Piper Summers '28**. "Ocean and marine life have always been huge interests of mine, and getting a close and personal experience was an amazing opportunity for me."

At MarineLab Center, students performed a sponge spicule lab, an invertebrate diversity lab, a water quality lab, and a microplastics lab. Through their hands-on research, these budding marine biologists investigated and collected real data. Additionally, they conducted the water quality lab at several of the snorkeling sites and took microplastics and marine debris Citizen Science surveys at snorkel sites. "After learning about the coral reef, seagrass bed, and mangrove forest ecosystems in classes, the numerous snorkeling field trips helped the Upper Schoolers directly experience and understand those ecosystems," said Dr. Pickett.

Students visited three coral reef ecosystems on snorkel trips at The Elbow, Grecian Rocks,

and Christ of the Abyss. They also went to an area called Adult Swim/Kiddie Pool, right off the highway, to search for and remove marine debris and visited two other keys, Nest Key and Rodriguez Key, to learn about marine invertebrates and fish species.

Overall, the trip made a big impact on student learning. Matteson said, "This trip was a transformative experience, immersing students in all aspects of marine life the Florida Keys offer." Dr. Pickett agreed. "This was an amazing experience where students got the opportunity to conduct authentic, hands-on science research about a topic they don't have the chance to engage in while in normal STEM classrooms in Missouri."

Students also relayed how this trip inspired them and immersed them in the world of marine biology. Summers said, "Our classes and lessons were hands-on activities with marine life. We learned about different fish, coral, sponge, and plankton species. We also learned about huge environmental problems in the ocean like microplastic and global warming. The experience felt like a day in the life of a real marine biologist with water testing and dissections! My favorite part of the trip was snorkeling two times a day, every day. We got to swim with the animals we learned about and see sharks, manatees, dolphins, sea turtles, and more!"

Daniel Kuhlman '27 said, "I love the snorkeling, the ocean, learning about marine life, and am scuba certified, so when I first learned about the trip, I thought it would be the perfect thing for me to do. My favorite part of the trip was



the two reef dives we did. On both, we got to see a wide variety of different marine life, including stingrays, sharks, sea turtles, many different species of fish, and even a moray eel. Additionally, there was even a shipwreck at one of the reefs."

"From a very young age, I was interested in a career that involved working with animals, but I had never considered exploring the field of marine biology," said **Zoe Dickherber '26**.

"When I heard about this trip, it caught my attention as it seemed like a unique experience. The trip itself provided me with a ton of knowledge surrounding marine ecosystems and organisms. On the final night, we even got to design our own plankton! This trip gave me the opportunity to expand my knowledge while simultaneously creating friendships with my peers, and for that, I am very grateful."



A Civil Rights Journey in the South



American South

As part of their Civil Rights in the South Winter Term course, a group of students and teachers traveled to Georgia and Alabama, visiting a number of historical sites that recognize and memorialize this country's work to promote civil rights, justice, and equality. **JK-12 History and Social Sciences Department Chair Carla Federman, Upper School English Teacher Celeste Prince, and Dean of Faculty Grace Lee** led 15 high school students through five days of exploring key locations that played pivotal roles in shaping Civil Rights history: Atlanta, Montgomery, Selma, and Birmingham. They walked in the footsteps of Civil Rights leaders, gaining a deeper understanding of their legacy and learning more about present-day Civil Rights struggles. "This week was emotional, invigorating, and eye-opening for all of us, even the adults who are more familiar with the history," said Prince.

Atlanta

The group began their travels at Ponce City Market, where they met with the Executive Director of

the Atlanta Beltline Partnership and learned about the revitalization efforts in Atlanta and how the city is attempting to use the Beltline to approach urban renewal in an equitable way. The next day, after watching Ava Duvernay's *Selma* together, the group made their way to the Martin Luther King Jr. National Park, where they heard from a park ranger about the Sweet Auburn neighborhood and Dr. King's family and upbringing. They toured Ebenezer Baptist Church, where Dr. King's father served as pastor and where Dr. King attended church as a child. They made a brief stop at the King Center, walked Auburn Street, and, after lunch, visited the APEX Museum, one of the oldest Black History museums in the country. At the end of their time in Atlanta, they had the opportunity to experience some of the joy that Atlanta has to offer, touring the World of Coke, riding the Atlanta Skyview, and then watching the Hawks beat the Suns from the Coca-Cola suite.





Montgomery

"Montgomery holds a unique place in American history—it was a key location during enslavement and the Civil War, and later became central to the Civil Rights Movement—so our time here was framed around the intersection between those different periods and how history is presented and remembered," Federman explained.

On the first day in Atlanta, students spent the morning at three different sites: the Alabama State Capitol, the First White House of the Confederacy, and the Riverwalk. At each stop, they examined the aspects of history that are emphasized, as well as what is overlooked in the narratives that these places share. Then, after lunch, they headed to Alabama State University (ASU), an HBCU, where historians at their National Center for the Study of Civil Rights gave them valuable insight into ASU's role in the Civil Rights Movement, and in particular, the activism of students during both the Montgomery Bus Boycott in 1955-56 and the Montgomery marches in 1965.

They also had the opportunity to explore the Center's exhibits and archives, learning about ASU's work to preserve the stories of the Movement. The following day, the group started the morning at the bus stop where Rosa Parks was arrested, then moved up the street to Dexter Avenue Baptist Church, where Dr. King served as the pastor. From there, they headed to the Southern Poverty Law Center's Civil Rights Memorial, where the exhibits focused on



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the connection between past and present and emphasized the importance that individuals today have in modern civil rights issues. After that, students had the opportunity to visit all three of the Equal Justice Initiative (EJI) sites: the newly-opened Freedom Monument Sculpture Park, the Legacy Museum, and the Peace and Justice Memorial.

"Visiting the Legacy sites was one of the main reasons Ms. Federman and I wanted to create this course," Prince said. "Seeing the different artifacts, witnessing the silent testament of the steel columns at the Peace and Justice Memorial, and being forced to walk through the sites without taking any photos or videos was incredibly powerful. Montgomery and the EJI are doing incredible work to tell the truth about our country." **Elise Tourais '28** agreed, saying, "A place that gave me purposeful insight was the Legacy Museum. It made me realize that one day I might want to be some type of lawyer because I heard and read so many stories about African Americans who were unfairly sent to prison, with little evidence, and because of powerful racist people. I want to be able to help and to make a change in the world."

Harris Ahmad '25 said, "Visiting the Legacy Museum was meaningful to me because the exhibits traced the history of racial injustice from slavery to mass incarceration, giving me an understanding of the struggles and resilience of African Americans throughout history." All of the museums, memorials, and experiences in Montgomery were incredibly moving. "We're proud of the kids for engaging with this learning and material that is so often challenging mentally and emotionally, even for adults," said Federman.

Selma and Birmingham

Students then travelled to Selma, where they learned more about the importance of the Selma-to-Montgomery March and the Voting Rights Act of 1965 and then followed in the marchers' footsteps by walking the Edmund Pettus Bridge. "To me, the Pettus Bridge was very meaningful because that's where Martin Luther King Jr. and a lot of other individuals marched across, and I feel like that was a very big movement that changed many people's lives," said **Lauren Smith '27**. "I realized how many people there were who helped us get where we are today that we didn't



even know about. Without E.D. Nixon, MLK, Rosa Parks, and others, we wouldn't be the country we are today."

From there, they moved on to Birmingham. They explored Rickwood Field, the oldest standing Negro Leagues ballpark in the country, to talk about race and sports both past and present (and also got the chance to walk the field and get some throws or swings in!). Next, they visited the historic Bethel Baptist Church, where docents taught the group about Rev. Fred Shuttlesworth and the movement in Birmingham. Lastly, they ended the time in Birmingham by visiting the 16th Street Baptist Church to remember the four little girls killed in the bombing in 1963, and then walked across the street to Kelly Ingram Park to learn more about Project C, a series of sit-ins and marches. "There was a palpable sense of history in all of these places," Federman added. "It was an honor to be together in these locations, places that bore witness to both immense hardship but also remarkable strength and agency. Our hope is that students were inspired by the lives and actions of those we learned about."

Back to Atlanta

After driving back to Atlanta, the travelers met with Georgia State Representative **Bryce Berry '19**, the youngest member ever elected to the Georgia State House. Berry shared with them stories of his time at MICDS and at Morehouse College, as well as his current dual roles as a public school teacher and a State Representative. He encouraged the students to think about their own sense of agency, and the ways that they, despite their ages, can be active in pursuing justice and equality for all people.

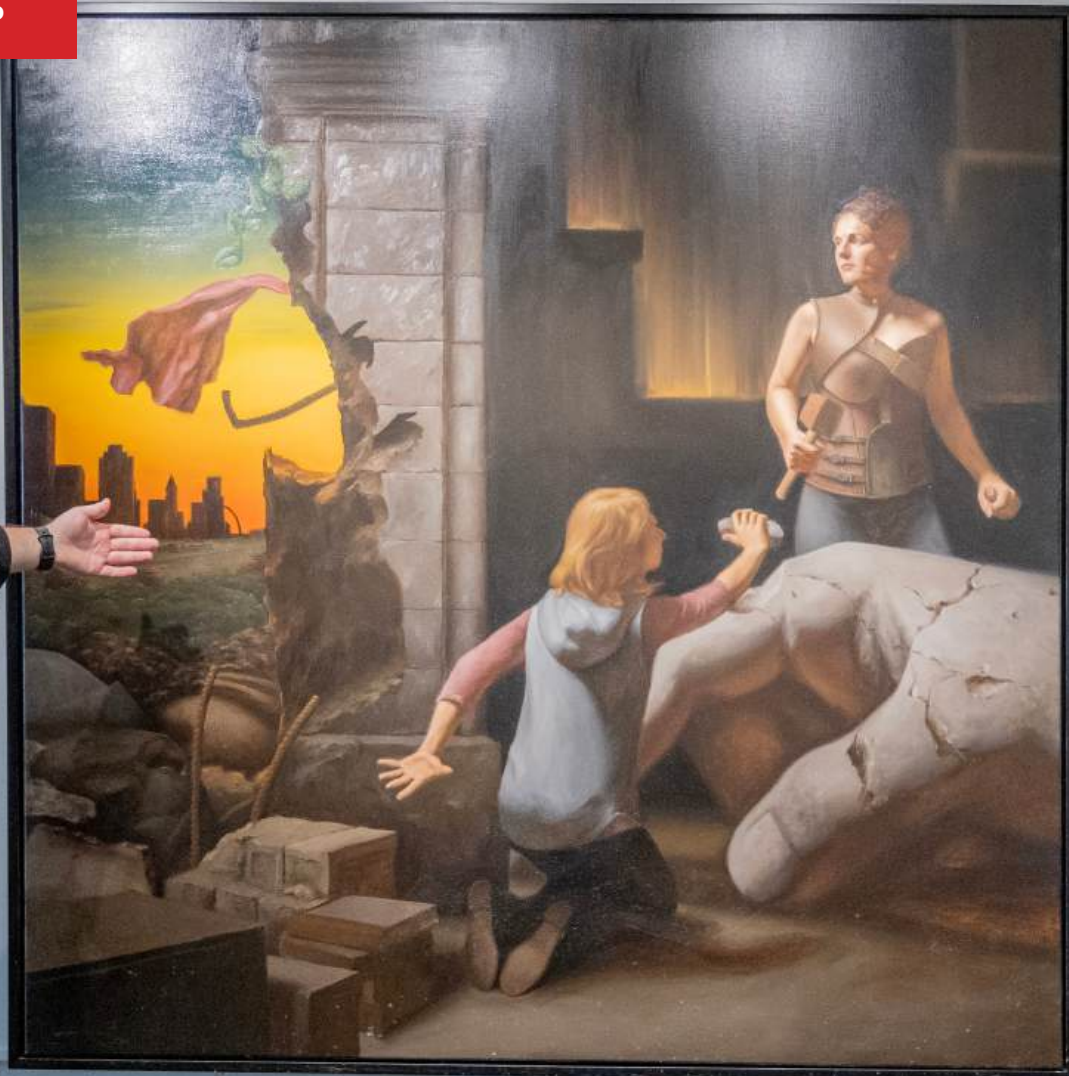
"When reflecting on equality and justice during this trip, I learned that the past teaches us to not repeat the same mistakes in the future and that these struggles require our active participation to advocate for change," said Ahmad. "I learned that it is everyone's role to carry on the mission and legacy of various activists who were impactful in the movement and that we all have a part to play in creating a more just society."

"Equality and justice are two words that are connected," shared Tourais, in reflecting on the experience. "To achieve equality, justice must be obtained. When I went on the trip, the past connected to the present through all of the stories that are getting passed down generation by generation. Some of these horrible things



that African Americans went through are still happening today to various people. Things have gotten better, but segregation has not ended. Now that I have been told these stories, it is my job to pass them forward."

Ahmad concluded, "I would recommend this trip to other students because it was an eye-opening experience that really brings history to life. Visiting the museums, memorials, and other sites helps with understanding the depth and impact of civil rights struggles. It is a powerful way to learn and inspires you to make a difference in your own community."



Ancient Influences and Modern Perspectives

Artist BJ Parker Visits Upper School Students

BJ Parker's artwork has presence; his large, striking canvases filled the walls of Messing Gallery during a show last December. Upper School students studying with **Arts Teachers Patrick Huber, Dr. Kevin Slivka, and Denise Douglas** had the opportunity to talk with Parker to discuss his technique, his artistic approach, and what artists influence his work.

Huber said, "Tracking influences through different artists' works is an important part of the art history curriculum, so this was very helpful and particularly timely, as we finished the semester studying Renaissance and Baroque art, the two most important influences on Mr. Parker's work." Douglas added, "Artists and creative minds are the ones who weave the beautiful and diverse fabric of our existence. It is for this reason that I am passionate about bringing amazing and sometimes challenging artwork to our community."



Tell Your Story: Author LaDarrion Williams Inspires Students

Sixth and seventh-grade scholars were excited to welcome author LaDarrion Williams to the Messing Library to hear about his new young adult novel, *Blood at the Root*, and his writing and publishing process. Williams is a Los Angeles-based playwright, filmmaker, author, and screenwriter whose goal is to cultivate a new era of Black fantasy, providing space and agency for Black characters and stories in a new, fresh, and fantastical way.

He encouraged students to think beyond their initial writing ideas and reflect on what action is needed to make it a reality. He also explained the publishing process, from editing the manuscript to selling books on shelves, which can take several months to years. He encouraged students who want to write stories to read books in the genre they're interested in, and implored them to read plays. "No matter where you come from or what you look like, you deserve to have your story told as well."

Cultivating Curiosity: History Teacher Carla Federman Instills Agency

Carla Federman's classroom is bursting at the seams with learning, engagement, and thought-provoking decor. An upside-down world map challenges the **JK-12 History and Social Sciences Department Chair's** students to rethink how they view the Earth and its people. "You cannot know where you are going until you know where you've been," one poster asserts. From another, Rosie the Riveter proclaims, "We Can Do It!" Presidential PEZ dispensers mingle with bobbleheads from Federman's beloved Kansas City Royals. A vibrantly-colored map shows neighborhoods in the city of St. Louis, while across the room Winston Churchill declares, "Let us go forward together." When she's not teaching a class, Federman builds community with visits from her colleagues, current and former students, and alumni. Laughter floats through the open door, spilling into the hallway and inviting others to wander in and join. There's always something to learn from history, and Federman herself happily serves as an engaging and empowering conduit.

For 17 years, Federman, who earned her undergraduate degree at Yale and a master's from Washington University, has been building relationships at MICDS, consistently centering her students. Last year, as part of a series profiling MICDS educators, she was asked to sit for a formal portrait with something that defines her work as a history teacher and department chair. Other teachers brought books, musical instruments, or science lab materials. Federman showed up for the shoot with six of her students, all of whom were eager to participate. The choice was fitting: her students are not only her focus, but also a living testament to her impact.

"I've always known I wanted to be a teacher," she says. "I had remarkable teachers throughout my education, in lower, middle, and high school, and in college. They changed the way I thought about myself, and that changed the way I thought about the world." Federman has dedicated her life to making the same positive impact on other young people.



Most exciting are the “aha” moments when her students start making connections on their own. “Those moments when it’s not me anymore, and it’s the students doing the thinking, asking the questions....” She pauses for a moment, reflecting. “I love teaching high school because you’re working with young adults at a time when they are figuring out who they are, when they are building the skills they need to go on to do the amazing things they’ll do in college and beyond. We have the chance as high school teachers to inspire them in this moment when they’re trying to figure out what they’re interested in, and help them build the foundation for whatever they go out and choose to dive deeper into. Not every student who leaves my classroom will be a history major, but for those that won’t, what I want for them is to have the foundation in understanding the context of our world today and the skills the historians use so that they can apply those no matter where they go.”

This mindset underpins Federman’s teaching and mentorship — an invitation to ongoing effort and commitment rather than immediate perfection. “Part of what I

pride myself on is providing students a safe and comfortable space at school. I want them to know they are supported at MICDS and they have places here where they can process whatever it is they need to process. Teenagers are much more than students; that’s certainly a big part of who they are, but it’s not the only part. I am here first as a teacher, but I also want to be an advisor and mentor: to help and be a fan of theirs. I want them to feel like this is a place where they will be challenged to learn and grow, but also always supported. They’ll make mistakes, and I’ll have their back. I hope that what students know is that they can be their true selves around me.” She notes that MICDS students are curious and quirky, and that part of her love for this school is that it is a place where the football star can also feature in the annual musical, where a talented artist can also pursue their interest in macroeconomics.

To teach these lessons and forge these bonds, Federman credits her colleagues with constant inspiration, motivation, and collaboration. “As a teacher, MICDS has allowed me to grow in really remarkable

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“I love teaching high school because you’re working with young adults at a time when they are figuring out who they are, when they are building the skills they need to go on to do the amazing things they’ll do in college and beyond.”



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ways, and it's in large part due to the people around me," she says. "The people I work with are remarkable educators. One of the best parts of my role as department chair [a position she's held for eight years] is my ability to spend more time in other people's classrooms, learning from them. I have learned remarkable things about motivation and classroom management by watching **Meg Mottl & Jessica Lloyd** teach in the Lower School. Being in **Berta Simic's** Middle School classroom has taught me so much about how to scaffold the teaching of skills. **Alex Rolnick's** 9th grade work is constantly challenging me to think about how to engage students. And that's just the beginning; so many of my colleagues have helped me in becoming a better teacher." It goes beyond her peers in the history department. "Many of my best pedagogical approaches emerged through conversations with **Lynn Mittler**, and having **Celeste Prince** across the hall means

there's an endless source of new ideas. We are a collaborative, open department, and a collaborative, open school. Teachers at MICDS are never satisfied with what they are doing. They are always pushing themselves to do more, to do better, for students, and that means constantly learning from each other. That's a huge part of the reason I'm still here 17 years later."

Both as a classroom teacher and as a Department Chair, Federman has continually partnered with her colleagues to develop creative ways for students to learn more about themselves and their communities, both near and far. From this collaboration emerged the award-winning History of St. Louis course, now required for all first-semester 11th-grade students. "Studying local history gives students the opportunity to connect with their community, build empathy, and enhance their sense of agency, all while they delve

into the connections between past and present," explains Federman. The team was recognized by the American Historical Association in 2022 for their innovative curriculum, which incorporates independent projects, community panels with local experts, field trips around the region, and interviews with difference makers. Federman admits that students sometimes question the requirement at the beginning of the course, but usually end up surprised at the amount they've learned. **Selina Balci '22** attested that "the History of St. Louis course ended up impacting me to the point of influencing my major choice in college. Analyzing how historical trends emerged and evolved, and how these trends impacted the communities in St. Louis inspired a passion for environmental justice, leading me to major in psychology and biology & society."

"The thing that is most important to me is not what students do in my classroom, but what students take with them: what students do beyond MICDS, the lessons they've learned, and how they apply them in their lives."



"Understanding that the situations that exist in the world do not do so in a vacuum is important," Federman says, "that's one of the beauties of studying history." And students don't have to just look locally for connections and relevance, Federman asserts. In all of her courses, she seeks to make the content relevant to her students, and help them understand the significance of historical moments. "One of the things that makes me happiest is when a former student reaches out in regard to current events, worldwide or local," she says. "When Bashar al-Assad fled Syria in December 2024, I woke up in the morning to messages from students who had taken my Modern Middle East class over the past five years. They're not currently studying history or the Middle East, but they saw an event, understood the importance of it and its context, and wanted to talk through the possible implications. They're engaged global citizens, which is exactly what we want MICDS graduates to be."

The transformative effect of Federman's teaching is consistently echoed by her former students, who carry her lessons into diverse fields and continue to apply her foundational principles of critical thinking, empathy, and agency.



“What I hope is that my interactions with students and the things they learn in my classroom and the way they see me as a human being mean that long after I am done teaching, they will continue to do good in the world.”

Hopie Melton '18 emphasized a lasting appreciation for Federman's pedagogical approach. "There are many reasons why people gravitate towards Ms. Federman while at MICDS—and why lessons from not only her classes but her example still carry weight years later. Her reputation as a teacher who expects much from her students is not without foundation; she pushed us in our writing, in class participation, and on group projects. In turn, we got a teacher who treats students as whole people—people who, just like their adult counterparts, grapple with the chaos of the world and the emotions accompanying it. That level of humanity and empathy Ms. Federman demonstrates has made me a more critical thinker and compassionate leader in the years since."

Several of her students followed her into the profession of teaching, inspired by the role Federman played in her own educational experience. **Erin Holiday Swank '12** says, "The way Ms. Federman tied our curriculum to everyday social issues made our work as scholars feel relevant and important. But the way Ms. Federman impacted me the most as an educator was by showing me she believed in me, quietly and confidently. I wouldn't be a teacher if it weren't for Ms. Federman, but perhaps more importantly, I wouldn't be asking myself how I can show that same

quiet belief in my students and in my children that Ms. Federman showed me."

Another teacher, **Kate Pflager Pettit '11**, remembers a quote by Maya Angelou when she thinks of her time in Federman's class: "People will forget what you said, people will forget what you did, but people will never forget how you made them feel." She says the quote captures the essence of Federman's teaching and the impact she has on her students. "Each of us was seen and respected as an individual, and all ideas were heard and responded to with kindness. Now, as a teacher myself, I strive to embody the same positivity, engaging nature, and welcoming attitude into my own classroom, and hope to make my students feel as seen and inspired as she made me feel."

Like so many educators, teaching runs in the Federman family. Her mother taught Spanish, and her sister math. One of the factors that drove Federman to the discipline of history, however, was the profound influence of her grandparents, Holocaust survivors who knew first-hand the power of bearing witness and who resolved to turn memory into action, co-founding the Midwest Center for Holocaust Education in Kansas City. "Their example of ensuring we learn from history, that the stories of the past are carried on and used to make better

decisions in the future, is something that has always been part of my life," she says.

This deep family legacy shapes not only Federman's passion for history but also her commitment to teaching it with purpose and empathy. It's no wonder, then, that Federman's goals in the classroom go far beyond having her students memorize dates and places of major world events. She engages learners in the hard work of critical thinking, tying current events to what has happened in the past, nudging her students to find and form their own connections, listen to alternate viewpoints, and make persuasive arguments of their own. The study of history involves understanding perspective, recognizing bias, and managing respectful disagreement. "When we think about the challenges that exist in the world today, it's easy to jump to the conclusion that the solutions lie in technology or science. And the STEM world is incredibly important, but if you don't have people who

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understand the humanities, if you don't have people who can take lessons from the past in order to make ethical decisions based on understanding of and empathy for their fellow human beings, then we are in a world of trouble," she asserts.

These pedagogical approaches are deeply rooted in Federman's belief in the power of individual action and responsibility to shape the future. One of the posters adorning Federman's wall contains a quote from the Mishnah, a collection of Jewish teachings. It reads, "You are not obligated to complete the work, but neither are you free to abandon it," and to Federman, that encapsulates much of what she wants for herself, her students, and the world. "I think about that a lot," Federman muses. "It's so easy to get caught up in the magnitude of history, and so easy to think of individuals as small and insignificant in the grand scheme of things. And I think what I've learned from history is that that's not just true. Individuals are capable of remarkable things, and what we choose to do has long-lasting impact. Will we fix every problem in the world? No, but we don't have to; we have to keep working at making this world the place we want it to be, at ensuring that the work continues. So, what can I do every day to help students put themselves in a position where someday they can continue the work? Where they are inspired and motivated, where they are knowledgeable, and where they are empathetic enough to carry on this work of making the world a better place?"

For Federman, this is the reason to teach. "The thing that is most important to me is not what students do in my classroom, but what students take with them: what students do beyond MICDS, the lessons they've learned, and how they apply them in their lives." And for those who have chosen a different path than education, these lessons that they've learned in Federman's classroom continue to apply. Melton continued: "In my work with public sector employees in Chicago—who lead our city through the most pressing policy and social challenges—I try to lead as Ms. Federman models in the classroom and beyond. Hearing many sides of one issue, situating current events in historical contexts, and clarifying my thoughts to present a

"Individuals are capable of remarkable things, and what we choose to do has long-lasting impact."



well-reasoned argument—these are all tangible skills I use today learned in my four trimesters with Ms. Federman. Even beyond these, though, I try to carry the curiosity, humility, and empathy that she embodies in and out of the classroom."

De'Ja Wood '17 provides similar testimony. "She pushed students to think deeply about how history shapes the present—not just as abstract knowledge but as something lived and real in our communities. Her classroom was a space where we were encouraged to engage critically with the past and to consider its relevance to the world around us. That approach has had a lasting influence on me." Now a Ph.D. Candidate in the Department of Leadership, Policy, and Organizations at Vanderbilt University, Peabody College, Wood's research focuses on educational safety and policy, and says that she "often finds [herself] returning to the analytical frameworks and sense of curiosity that Ms. Federman cultivated. Her teaching helped lay the foundation for the kind of work I do today."

Alex Curylo '17 is in law school, and agrees, saying that "the fundamentals of critical thinking and structured oral and written advocacy I rely on absolutely stem from my time in Ms. Federman's class. She pushed us to question underlying biases and the cultural forces shaping different historical periods, and to examine those

forces against our own assumptions. She encouraged our curiosity and supported us when we explored intellectual tangents. Ms. Federman laid the foundation for the critical and curious social and historical thinking that shapes my legal education today and will continue to shape work throughout my career."

Federman's influence continues to ripple out to the St. Louis community and beyond as her students and former students connect ideas across time and space, learning how and why other people might have thought differently, and learning to empathize with them all the same. "The most important thing to me is how can I leave the world better than I found it," Federman reflects. "What I hope is that my interactions with students and the things they learn in my classroom and the way they see me as a human being mean that long after I am done teaching, they will continue to do good in the world."

Her call to action is a powerful reminder that history is not only to be studied, but to be lived through purposeful action. "Now that you know the history, how we got where we are, what are you going to do about it?" Federman leans back in her chair for a moment, thinking, "What will you do to build the future we want? It's all about agency. So, what's your move? Go."



Digging Up the Past

Paleontologists Visit Fourth Grade

MICDS third- and fourth-graders went back in time thanks to a talk by Duke University paleontologists Dr. Richard Kay and Dr. Blythe Williams. The scientists have a connection to our community: they are the father and stepmother of **Middle School English Teacher and Varsity Boys Lacrosse Head Coach Andy Kay** and the grandparents of **Emma '32** and **Lucy '34**. Their timing was perfect—their talk tied in with what the students were studying in nonfiction literacy as well as the science curriculum. They learned about how the couple became paleontologists, where fossils can be found around the world, and interesting facts about animals.

Generation AI: Preparing Young People to Meet the Challenges of A Changing World

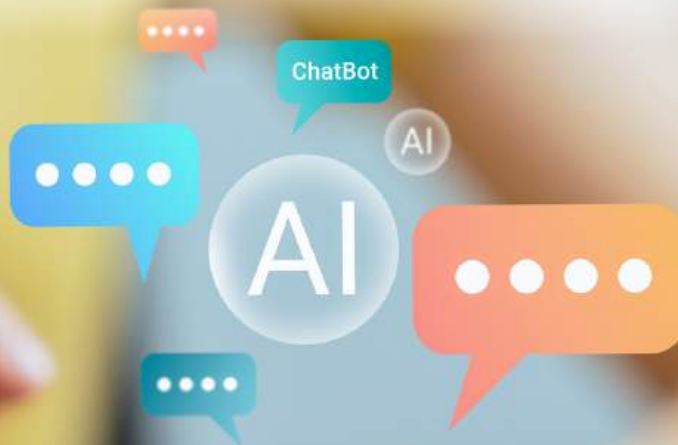
*By Dr. Sally Maxwell, Assistant Head of School
for Teaching and Learning*



“We are all authors and some of us realize that more than others. Our papers are our thoughts. AI doesn’t have ideas and its pieces don’t have the same spirit, which, ultimately, is the spirit of learning.”

JOE INTAGLIATA '25

Artificial Intelligence (AI) allows us to produce more, faster, and beyond our own capacities, but for schools, it tests something deeper: the purpose of education itself. At MICDS, education is not just about production, but about the *formation* of minds, character, and community. As we navigate AI, our commitment to mission, values, and students endures. We are preparing students to use AI, meeting it with discernment, imagination, and a strong sense of what it means to be human. Our students themselves help guide this work. Here is what a few new MICDS graduates have to say about their experience.



Hopeful but not Optimistic

This fall, **Claire Giokas '25** will attend Boston College and is considering a career as a journalist, lawyer, diplomat, photographer, or researcher.



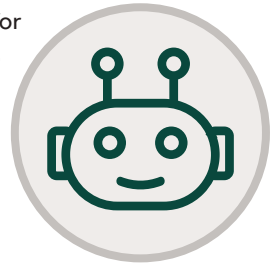
Senior year, Giokas took the science elective “Artificial Intelligence: Elements and Ethics,” where she developed her understanding of how AI works, explored ways it can enhance learning, and considered its future impact on careers and society as a whole. “Before that class, I had rarely, if ever, used AI. I was scared of it. But I can’t stay clear of AI.” Given her hesitancy, Giokas mainly used AI only in that class. In one assignment, they wrote a research paper, used Advanced Gemini to edit, provided it with the rubric, asked it to evaluate, and finally wrote a reflection on whether AI helped or hindered their learning. Giokas found it surprisingly insightful. Through the course, she developed her understanding and refined her perspective on AI. She now views it as a valuable tool for visualizing processes and serving as a resource. However, AI can also prevent students from the productive struggle necessary to develop skills. Giokas acknowledges that high school was stressful. “It’s a tough workload, but I developed resilience. AI can hinder that learning process and thwart you from reaching your full potential.”

Giokas reflected on the negative messages she received on campus about AI before she learned about it in her class. “The past couple of years, the School has had a negative connotation towards using AI, but it’s a real part of the world, and it isn’t useful to the future to act like it’s evil.” Even as she learns more about AI, though, her reservations continue. “How much do we trust the people programming AI? It’s scary when we don’t know if something is authentic. I am educated about it; I can use it in good ways. I am not optimistic, but I am hopeful that we can have it integrated into society in a meaningful way, not a harmful way.”



AI is Like a Baby—Maybe

Keaton Gion '25 served on the Honor Council for four years and was elected co-head as a senior, and he’s observed the arrival of AI through this lens. When AI first started appearing in cases, Gion felt that there was no clear guidance for students. Since then, the School has created helpful posters, and teachers have started discussing it more. He thought that would clear up the confusion, but it hasn’t. “The minute a teacher decides how AI can be used, it changes.”



This year, most Honor Council cases involved students using AI to generate graded work in English and history. Students cite stress or procrastination, protest that peers also used AI but weren’t caught, or even argue that they should be allowed to turn in work written by AI for a grade. “I am a bit disgusted by AI use in writing,” said Gion. “It’s valuable to be able to take what you are thinking and communicate it eloquently and not use AI to communicate for you in a derivative way.” The Honor Council process was designed for a time when cases arose occasionally, but this year, the group was navigating multiple cases each week. The co-heads debated how to both curb student AI cheating and change their process.

Gion’s experience in Honor Council and a love of writing have made him less likely to use AI, but he does use it to get quick information and explanations. “There is no clear timeline for AI’s development, and it would be scary if it continued to grow so quickly, but babies grow up pretty fast, and if they kept growing at the same rate, they would end up a billion feet tall.” In the fall, Gion is headed to college and may study law or business.

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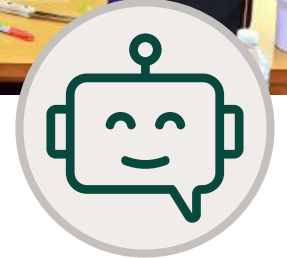
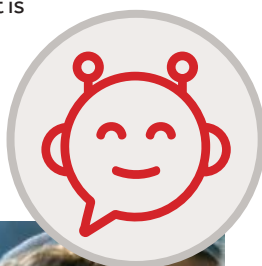
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AI is a Master Key, But to Which Lock?

Jai Patel '25 was an Honor Council co-head with Gion, but his experiences have not dampened his enthusiasm for AI, which he considers a valuable tool. Patel is a “hard-core STEM guy” who plans to study medicine.

Patel's focus and pragmatism lead him to evaluate AI through the lens of the medical field, where he believes it will play a significant role in his life as a doctor, helping to save lives and utilize data efficiently. As AI completes lower-level tasks and increases automation, humans must become both AI developers and users. He says, “In Upper School, you open up to the world, so the School needs to press the gas pedal a bit to teach kids how to use AI rather than ask them to work independently of it.” Patel sees AI as a great way for students to expand their thinking once they have fundamental knowledge. In math, he uses AI to write more derivatives of a problem to find an equation. In English, he uses AI to critique essays. He likes to give the same essay to two different AI tools to compare results. He argues, “We need to use it as a building block that we stand on top of rather than something that overtakes us.”

Patel believes that schools should provide students with more opportunities to, with guidance, fully integrate AI into their learning. He predicts that the Honor Council would see fewer cases of students using AI to write papers if teachers taught them how to use it correctly. This, in turn, might motivate students who think they don't need to learn how to write because of AI. “Adults worry that AI is going to turn all our brains to mush and we're going to become robots who query, get answers, and then forget the answers. I don't think that's true,” he says. While some of Patel's teachers have a positive view of AI, he sees them exploring AI while continuing to teach a curriculum that was built before AI, which, Patel concedes, might be a good idea for now. He said, “AI is like a master key, but we don't know to which lock. It is useful and can be the perfect thing for certain situations, but we don't know what. Yes, it can be used for writing, but are we learning anything by using it? Maybe we need to adapt how we approach learning.”



The Human Soul Cannot Be Replicated

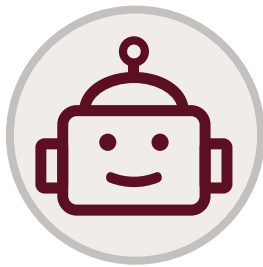
Marvel Connolly '25 is an artist and would love to work as an illustrator, creating storyboards for movies, or being part of a film production team. They recognize that, especially with the rise of AI, artists may struggle to support themselves. While Connolly sees the benefits of AI making art more accessible for people who are not proficient, this ease eliminates the user's creativity and skill development. “It's scary how many AI solutions are being implemented in services like Photoshop. Most people don't use it as a tool, they use it as their entire resource—not just cleaning up messy lines, but creating something from scratch.” It takes thousands of hours to become proficient in using a tool or creating art, and AI undermines that value, invalidating the time and effort spent developing one's skills.

Connolly rarely uses AI. They've seen rampant AI use among peers; classmates used it to generate essays without getting caught. Now that teachers are using AI detectors, there is less abuse. Connolly resisted using it even as peers got higher grades. They used it once on an essay: “I had all of these ideas floating around, and I used AI to connect them. I asked my teacher if that was all right. He said, ‘Not really,’ and asked about the prompts I used. He didn't get that upset and told me not to do it again. If I had used it further along in the creative process to generate different points and asked it to help me come up with my paragraph topics or to synthesize those, it would have gone worse.” After struggling to bring a low grade up in that same class, Connolly found the idea of using AI unthinkable and prefers that their grades, even lower ones, reflect real work and ideas.

They consider all of the ways that AI negatively impacts us. “AI is stealing and replacing parts of humanity that are things that you want to work towards. Instead of AI replacing dangerous tasks, it replaces what is greatest about us and has developed since humanity's evolution. It's sad. An artist spends thousands of hours becoming good, and then their art is scanned. It's more than just stealing because of the scale. AI absorbs creations and vomits out re-creations.” Connolly sees adults as reluctantly accepting some use of AI in schools, and worries about their lack of response and gullibility. “The older people around me don't understand how pervasive AI already is in the media they consume.”

AI is Like a Garden

Grace Coppel '25 is a scholar-athlete and looks forward to learning and competing at West Point in the fall. She has often found managing her academic and athletic goals stressful.



Coppel uses AI in classes when teachers allow it. Her Spanish teacher was very clear about how AI can support the development of Spanish proficiency. AI helps Coppel create her own quiz questions, and she has used both ChatGPT and Claude AI to study and as a stand-in when she can't dialogue with a teacher. She prefers the emotional valences that Claude brings to conversations. Coppel has also found that chatbots offer more personalized and direct internet searches than Google.

She does not use AI for writing assignments, as using AI in humanities classes is "super touchy." With writing, Coppel believes that even productive uses can undermine students' learning; she doesn't see how users can avoid AI contributing ideas to a developing piece of writing. When students use AI to organize their writing, it eliminates the opportunity to learn that skill. "It's hard to open up the use of AI to students without having them abuse it, and when it isn't opened up, students still use it, but in the wrong ways. Kids do it because they are lazy or under pressure, and once they start using AI, it's hard to stop because they get things done so quickly. It makes them feel productive, and then they just keep doing it."

Coppel feels that AI is a tool and the future, so everyone needs to be educated on it. She appreciates the education on AI that she has received in her classes, and thinks that we need to do more to engage with AI. She sees opportunities, especially in health fields, and argues that, as a society, "We need to figure out how we can work with it so that people can use their skills and level up into the places where we don't want technology." She's curious about how AI will come into play at West Point and in the military. "Big military decisions should be made by humans because AI can't have an opinion with context. I don't know how it will come into my life, but I will be open to it because I want to be the type of person who embraces it, is educated, prepared, and moves forward with it. AI is sort of like a garden. Things are growing every day, and if you neglect them, it's messy. Cheating with AI is like the weeds. But if we tend our gardens and feed them, there will be fruit."

MICDS' Path Forward with AI

As MICDS navigates the changing landscape of education, we stand in the strength of our relationships with students and each other. Concepts are shifting: the nature of reading and writing, authorship, and paid work. What endures is the purpose of education and the importance of community. Our work in AI reflects this balance, and our educators approach it not as a problem to solve, but as a polarity to navigate with care and imagination. Rather than racing toward quick solutions, we are helping students develop the discernment and creativity that will always set them apart from machines.

While we develop institutional approaches to AI, we trust our teachers and depend on their expertise to design, implement, and evaluate curriculum. In a world rushing forward, we choose to move with both urgency and care—making sure that no matter how the tools evolve, the human remains at the center.

"AI is not one tool; it's many tools with many applications and more to come," explains **Tex Tourais, Dean of Digital Literacy at MICDS**. "As a result, it is imperative that MICDS understands how AI can be used by students at each step in the creation process and when each use is developmentally appropriate. That's why the department chairs worked with the administrative team to build out a scope and sequence for AI use."

Teenagers are innovators by design—they are testing and pushing and exploring each and every day. We, as adults, are never going to be able to predict all the ways teens will find to use and misuse AI. This is why AI education is about giving students the intellectual and ethical processes necessary for effective and moral AI use. You want to give the students the guardrails, but you never want to limit how far they can go."



Supporting a School that Learns

Raising and educating our children to flourish in a world with AI takes all of us. We can ask our children how they are using AI, what impacts they are seeing, and what future they imagine. They may understand the technology better than we do, but what they need is guidance and demonstration—how to use artificial intelligence in alignment with family, community, and school values.

We can also help in practical ways. As the educators at MICDS test new approaches, pilot equipment and platforms, collaborate with consultants, and attend conferences to learn about innovative best practices, they continually need the School's support. When families direct their MICDS Fund contributions to "area of greatest need," it frees us to invest in experimentation, allowing MICDS to try different options early and, once proven effective, build them more intentionally into the operating budget, like a research and development fund, if you will.

And finally, we can use AI ourselves—even if we have well-established ways of doing things and no external pressures to change. We can only guide our children by joining them in their lived reality. While we may not want or have to use AI, all of us can be part of Generation AI as an act of love rather than necessity.



MICDS Celebrates the Lunar New Year

In February, students from the Lower, Middle, and Upper Schools celebrated Lunar New Year in a number of bright and colorful ways. From the First-Grade Lunar New Year Parade to our Upper School's traveling Lion Dance team, see how Rams are slithering into the Year of the Snake. Gong hei fat choi!



Lower School Celebrations

In Beasley Lower School, students honored Lunar New Year with an assembly on February 7. The Upper School Lion Dancers performed for the first time for the Beasley students, and **Amy Scheer, Head of Lower School**, received a red envelope from one of the lions. The assembly also had a theme word: cooperation. The Upper School Lion Dancers spoke about the cooperation and coordination it takes to be a part of the lion. "One of the students mentioned how her role changed from being the back of the lion to being in the front, and how she had to work together with her partner each time to bring the lion to life," said **Dr. Katy Nichols, Lower School Music Teacher**.

At the assembly, **Emily G. '34** wore a traditional Chinese dress and played the Hulusi. The third graders stayed and

cheered on Emily after the assembly. "It was a moment of pure joy," said Dr. Nichols.

First graders prepared for the Lunar New Year assembly by learning many songs in music class. Dr. Nichols explains, "They sang *Xin Nian Kuai Le* in assembly, and the Lower School sang along. First graders led everyone in the chant *Year of the Snake*, which talks about how 2025 is the Chinese Zodiac Year of the Snake. Then, the Lower School sang the story song *Nian The Dragon*, which tells a legend about why there are certain Lunar New Year traditions such as 'red scrolls on the door at night, red paper lanterns with their light, red clothes, and fireworks so bright.'"

On Tuesday, February 11, the two first-grade classes were thrilled to welcome MICDS parent **Sherry Hornsby P'36** to their classroom. Hornsby talked about the history, customs, and cuisine pertaining to how

the new year is celebrated. Students enjoyed videos of the Lion Dance, learned special Chinese New Year phrases, and received their own red envelopes at the end of her presentation.

On Friday, February 14, the full Lower School gathered in the Beasley Dining Hall to witness the First-Grade Dragon Parade. The first graders carried the head of a dragon made out of papier-mâché

with a body and tail made out of a long piece of red parchment paper. Students had decorated the body of the dragon and marched to the beat of a gong, much to the delight of their Lower School peers, faculty, staff, and parents.

Throughout the weeks leading up to the parade performance, Lower Schoolers made red paper lanterns and dragon faces that hang in the Beasley hallway to scare away Nian, the Dragon.



For the first time ever, the Upper School Lion Dance team performed during a Middle School assembly.



Upper School Club Celebrations, Assembly, and Traveling Lion Dance Team

In the Upper School, several festivities took place to ring in the Year of the Snake. A trio of clubs, including the Asian Student Association, Arts Council, and International Council, held a Lunar New Celebration in the Olson Presentation Room on January 28. Students folded paper cranes, posed in a bright red photo booth, put up decorations, and participated in a scavenger hunt for red envelopes (hongbao).

On Friday, February 7, the Upper School hosted its annual Lunar New Year assembly. **Andy Zheng '26** and **Jeremy Wang '28** presented about the Lunar New Year, or Spring Festival. They shared basic information about the popular celebration, the traditions, the 12 zodiac animals, and facts about how the new year is celebrated. Per tradition, the assembly featured a dance performance by the Upper School Lion Dance team. The Upper School was pleased

to welcome back YoWU, the yo-yo club at Washington University.

In addition to the Lion Dance performances in the Lower, Middle, and Upper Schools, the team delivered a fantastic performance in Sculpture Hall at the St. Louis Art Museum. They captivated the audience with their vibrant display of culture and artistry. "The event drew a supportive crowd, and we extend our heartfelt thanks to everyone who attended to cheer on our talented Lion Dance team," said **Lily Childs, Upper School Mandarin Teacher**.

"Celebrating the Lunar New Year at MICDS and beyond this year was truly special," said Childs. "I'm thankful for the opportunity to share my heritage culture with our community. The rich cultural traditions and the sense of community brought everyone together in meaningful ways. From the festive decorations to student activities, each



element contributed to a memorable experience that highlighted the importance of celebrating diversity and fostering inclusivity within our school community."

A Play to Say Thanks

Football Team Spreads Gratitude



Varsity Football Assistant Coach Nick Menneke called a unique play for the team this year: appreciation. He designed a program that offered student-athletes the opportunity to not only think about the MICDS faculty and staff who have supported them but also show gratitude for their efforts.

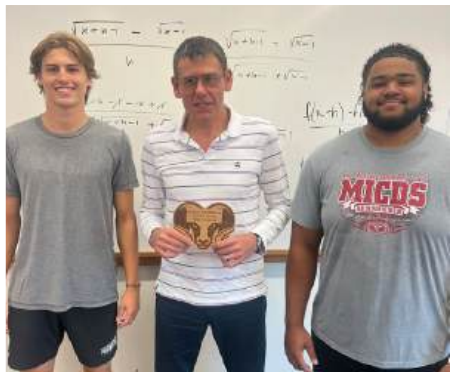
Every Monday during the season, Coach Menneke sent a "Teacher of the Week" survey to players. He wanted to be sure teachers in all three divisions were recognized, so he carefully selected those students who had been at MICDS through those grades. "I had them nominate a teacher who had made a difference in their life," Menneke explained. He collaborated

with **Middle School Science Teacher and Maker & Robotics Coordinator Branson Lawrence** to design a small token of appreciation: a wooden, laser-cut MICDS Rams logo with each teacher's name. "After workouts on Monday morning, I recruited a couple of students who had been in that teacher's class or advisory, and they presented the award to the winner."

Middle School Science Teacher Callie Bambenek was "beyond surprised" by the thoughtful gift. "Coach Menneke sent me a text asking if I'd swing by the MAC on my way to a morning class," she said. "There was the most incredible group of seniors who presented me with this award. Happy tears filled my eyes and I'm sure my face

went shades of red. I told those gentlemen to be seen by them was an honor, and it made my month. I proudly then showed my first-period class of sixth graders and they deemed it was 'pretty cool,' too. I love how much our football team honors building culture and positivity within their own sports team as well as their learning community. Such a sweet moment."

Lower School Teacher and Alumni Parent Jenn Gillis was touched. "The football program holds a very special place in my heart—all three of the boys went through





the program (and Jack back in the day!) and gained way more than football skills. Charlie even made incredible videos for the team after he graduated, and those are still some of our favorite things to watch. After Charlie's accident, the football team did absolutely everything they could to keep us connected, and we felt embraced by the football family in a very special way, and that continues today. We get to as many games as we can and are so proud of the boys and the program—it was a wonderful surprise to have the 'big' boys march into my first-grade room and let me know that they feel as connected to me and what I have done for them, as I feel to the football program!"

Menneke saw how much these awards meant to his colleagues, and he took it a step further. He gathered MICDS letterhead and envelopes and encouraged players to write letters to teachers who have made a significant impact on their lives. The

teachers were also personally invited to attend that week's game. Menneke then delivered the letters to teachers' school mailboxes. "I had a lot of these teachers write back and say it's food for the soul and described how this has made their day/week. It was super positive feedback," he said.

Upper School English Teacher Tex Tourais received a note. He said, "It was a nice, little, old-school touch: never underestimate the power of a letter written by one's own hand."

As the team began competing in the post-season, the gratitude kicked into a new gear. Lawrence laser-cut small footballs that said, "MICDS Football is thankful for you." The team, including coaches, distributed over

50 footballs to faculty and staff on the Tuesday morning before Thanksgiving.

Upper School World Languages Teacher Robin Begley wasn't aware of the program until she received a tiny, wooden football. "It was very thoughtful, of course," she said. "I was very touched. Moments like that give you pause in realizing that maybe something you said and/or did made a difference or impacted someone in a positive way."

Coach Menneke's thoughtful program touched the lives of both students and teachers. "I'm just trying to build a positive community here at MICDS," he said.

MICDS Football is thankful for you



Firing Up Ram Pride Middle School Celebrates Second Winter Classic



Winter weather couldn't cool off the inferno of school pride that erupted in the Middle School in February. The second annual Middle School Winter Classic stormed into the south gym with games, music, and hype that set the tone for athletic contests between MICDS and John Burroughs that afternoon. The eighth grade Rams Connect Committee organized the event and was assisted by **Callie Bambenek, Middle School Science Teacher**, **Nick Menneke, Middle School PE Teacher**, and **Alison Todd, Director of Middle School Athletics**.

While the event certainly builds school spirit, it also had the intended effect at sporting events. "Our cheering sections at our basketball games more than tripled from last year," said Menneke. "Eighth graders asked if they could have their own student section for cheering. I agreed in less than a second." The example set by the older students has a ripple effect throughout the school. "Being proud of your school and your role in it is always intentional," said Bambenek. "When our younger middle school grades see our eighth-grade leadership team be vocal about school spirit, it becomes infectious."

As part of the festivities, students dressed in a "whiteout" theme all day. "Seeing students and faculty participate fostered a sense of belonging and pride. It encouraged student engagement, strengthened connections, and made the event

more exciting," said Menneke. "The shared experience boosted morale and reinforced school unity." Bambenek was glad students took the idea and made it a reality. "The best part of the 'whiteout' was that it was student-generated," she says. "Our middle school students see these themes at varsity athletic events and are always excited when they get the chance to have them in their space."

Dr. Nick Miller, Middle School English Teacher, emceed this year's event. "As a first-time emcee for the pep rally, I was blown away by the energy and enthusiasm our students brought to the Winter Classic," he said. "Seeing them cheer loudly for their peers and teachers was truly rewarding and a perfect reflection of the strong, supportive community we have at MICDS." The opportunity to come together in community and celebrate was the result of hard work on the students' part. "The key to these student-centered events is that they are actually student-centered: this means students plan, students create, students invite faculty, students set up and take down, students feel supported, and students celebrate," said Bambenek.

Cecilia Mileusnic '29, a member of the Rams Connect Committee, felt the same way about the success of the Spring Classic. "I really enjoyed seeing all of the Middle School Community come together to have such a great time! I also found joy in seeing all of the plans we worked hard to create come to life!"





Federal Reserve CFO Brings Economics to Life

What do interest rates, shredded money, and AP Macroeconomics have in common? A visit from **Scott Trilling P'26,'28**, CFO of the Federal Reserve Bank of St. Louis, brought these seemingly disparate elements together for MICDS students in **Upper School History Teacher Zaven Nalbandian's** AP Macroeconomics class.

The Federal Reserve Bank (or Fed, as Trilling calls it) is the primary conductor of monetary policy in the U.S., promoting maximum employment and stable prices in the U.S. economy. Mr. Trilling shared, "The regional bank structure allows for different perspectives and economic experiences to be factored into the monetary policy decisions. Each Reserve Bank gathers data and other information about the businesses and the needs of local communities in its region."

Nalbandian highlighted the value of the interaction with Mr. Trilling and added, "I love it when our students have the opportunity to speak with the people who actually work in the fields we study every day. These career paths link their dreams to a possible future reality, which is invaluable, and that is what makes MICDS such a special place."





Dr. Timothy Amukele Speaks as Bond Lecturer

Upper School students gathered in Brauer Auditorium for the 2025 Bond Lecture, an annual event that brings a noted African American to campus. Past participants include authors, lecturers, and civil rights leaders. This year's guest speaker was Dr. Timothy Amukele, a doctor and biopharm executive who also writes and arranges music for singers and is a working musician. He spoke about using music as both prevention and cure, and spent time with students in different grades and classes across two days on campus.

The Erik Lyons Bond '77 lecture is named in honor of the first African American graduate to complete all eight grades at Saint Louis Country Day School. During his years at CDS, Erik Lyons Bond '77 distinguished himself in scholastics, athletics, and student government. He served as student council president and captain of the varsity football team; additionally, his teammates selected him as the league's most valuable player. Erik was named a National Merit Scholar, and he was also an accomplished musician and artist. He died unexpectedly in 1984.

Stretch and Explore

Using Clay to Build Confidence



With a clean, smooth stroke, **Sarah Garner, Lower School Visual Arts Teacher**, pulls a wire through a block of clay. She separates the even slabs and gives them to her students, who begin to manipulate the soft material. "Every medium can present challenges in different ways for different artists," said Garner. This lesson is no different. "As with most mediums we use, students at Beasley have a mindset that includes 'stretch and explore.' Clay certainly *can* be tricky," she said, but the skills students learn in art class are set up to build and be cyclical throughout the JK-4 experience. "As a result, most students feel confident and excited when working with clay."



All JK-4 artists create something in clay every year. Junior Kindergarten begins by cutting slabs of clay and creating pinch pots. In Senior Kindergarten, students build on this skill by continuing to create with a slab of clay but adding a new skill: a coil. This year, SK created sea turtles. The slab was the body, and the coil created the turtle's shell. A coil is made by rolling the clay into long, snake-like shapes. These coils are then stacked or layered on top of one another to create the desired form. Students continue building clay skills in first grade—this year making cupcakes



“It is very rewarding to the students when they see how turning their knowledge of different clay methods results in a sculpture that you can hold and that serves a function.”

**SARAH GARNER,
LOWER SCHOOL VISUAL ARTS TEACHER**

inspired by artist Romero Britto. The bottom of the cupcake was created using the pinch pot method, and texture was added to represent the lines of a cupcake liner. The icing is made using coils, and then students add a cherry on top.

Second graders developed their coil skills as they created coil pots. Each coil pot includes a surprise; it could be a coiled spiral, a sphere, or even the initial of the student's name made out of a coil. Third graders developed their skills by throwing their own clay slabs this year. Then, they turned the slabs into paint palettes. The extra clay was then used to make a pinch pot water bowl and paint brush holder. As the pieces go through the entire process, the third graders will use their palettes, bowls, and holders for a painting.

Fourth graders are using all of the skills that they have learned to create an abstract vase using the slab construction method. They also used extra clay to create pieces of their choice. Students made spoon rests, a pasta strainer, small containers, and more.

Using clay is a unique way that students can use to express their ideas. “All media connects to different students in different ways,” says Garner. “Clay is so tactile and sensory-fulfilling that students really embrace the idea that they can turn a lump of clay into a desired object.” Another part of the process that excites the artists is when their piece comes out of the kiln after the glaze fire. “The students love how their pieces shine and how the glaze can fully translate their visual idea into a finished piece,” Garner says. “It is very rewarding to the students when they see how turning their knowledge of different clay methods results in a sculpture that you can hold and that serves a function.”



Blue Whale Showcases Talent

The Annual Ocean Conservation Benefit is Back



01



02

With a Parisian flair, the annual Blue Whale Cafe enveloped Upper School's McCulloch Library with warmth and joy for a Valentine's Day celebration of the arts. Last year's event was canceled due to inclement weather, so this year's event was more than ready for its comeback. The intimate, open-mic feel delivered a breathtaking amount of artistry from students, faculty, and staff. With improv, musical performances, spoken word, and more, there was something for everyone. The joy was two-fold for the participants in bringing art to the MICDS masses and supporting a charitable organization, all in one night.

Upper School Arts Teacher Patrick Huber said, "I cannot express my thanks enough to the musicians, artists, teachers, and technicians who came together to make Blue Whale happen. The decorations, the food, the design work, the lighting, the music, and everything all worked together to create my favorite night at MICDS. We captured the positive spirit that has typified this night for almost 30 years."

Blue Whale Cafe was founded by the MICDS Environmental Club and Arts Council in 1995 as a student-led fundraising event to raise awareness

of the importance of protecting ocean life. This year, more than \$1,480 in proceeds supported Oceana, the largest international advocacy organization dedicated solely to ocean conservation.

Students set the theme of a French cafe with a menu of faculty-made sweet treats, and many acts on the bill were perfect for Valentines and Francophones alike. Arts Council member **Evie Strobe '25** said, "My favorite part of planning Blue Whale is always the day of the event! The process of the decorations, food, performers, and volunteers all coming together to create the final event is so amazing to see. I'm so proud of the show we put on this year, and seeing all of our hard work come together for the audience is so rewarding!"

As part of the planning committee, students have a unique behind-the-scenes view of all the moving parts. **Mae Scott '25** said, "Being able to see all of those months of hard work was really exciting. We were able to decide as students most of what we wanted to do, and since I was on the decorations committee for the day of, it was super fun to be able to have that freedom for creativity and then be able to see what

“What I enjoyed most was seeing our community come together—the way teachers collectively baked and contributed goods, how they lent a hand to help us raise funds, and the incredible performances from so many talented students. I loved how Blue Whale showcased the diverse talents within our school community.”

PEI-PEI HUANG '25



all the decorations I put up looked like during the actual event.”

Special thanks and congratulations to **Lainie Zimmer '26** for designing this year's Blue Whale logo and **Everett Ott '26** for creating the menu and program. Thanks also to the MICDS faculty and staff who served as ticket takers and ushers and managed the merch table and the front and backstage areas.

Upper School Arts Teacher Dr. Kevin Slivka shared, “The Arts Council, led by Evie, **Pei-Pei Huang '25**, **Eli Meissner '26**, **Ellie Chen '26**, **Natalie Benoist '25**, and Mae, was very organized early on in the planning process, developing the theme, implementing an Upper School logo

competition, training servers, writing scripts, and altering the library into a veranda-esque space through lighting and decorations. Their timely management of the many moving parts in full collaboration with Mr. Huber and Ms. Trueman-Shaw came together for a wonderful evening highlighting the talents of MICDS students and faculty.”

Huang added, “What I enjoyed most was seeing our community come together—the way teachers collectively baked and contributed goods, how they lent a hand to help us raise funds, and the incredible performances from so many talented students. I loved how Blue Whale showcased the diverse talents within our school community.”

03



04



05



Exploring Nature's Canvas



Art took root on campus when **Middle School Art Teachers JoAnne Vogel and Jayme Zimmer** launched a Land Art project with sixth graders!

They centered on the work of Andy Goldsworthy, a sculptor, photographer, and environmentalist who creates site-specific sculptures and land art in natural and urban settings. With a crash course in land art installations, students were tasked with designing and building site-specific rock sculptures of

their own in a self-chosen spot on the Freeman Arts Center grounds.

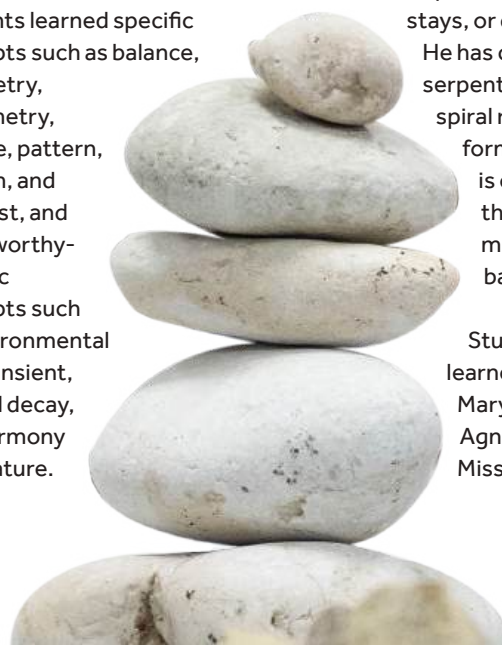
As a lead-up to the unit, students studied the elements and principles of design. Elements are used to create a work of art, and principles define how they are used, so the students manipulated wood blocks to test different design mechanics. They also learned about sculpture—a three-dimensional artwork created by shaping or combining materials—and land art created in nature, using natural materials such as rocks, soil, and leaves.

Students learned specific concepts such as balance, symmetry, asymmetry, texture, pattern, rhythm, and contrast, and Goldsworthy-specific concepts such as environmental art, transient, natural decay, and harmony with nature.

Armed with this knowledge, they dove into the work of Goldsworthy to understand the difference between permanent and non-permanent artworks. As an artist, Goldsworthy works in the hot sun, wind, snow, and cold to build his ephemeral pieces and aims to magnify existing natural processes through minimal intervention in the landscape. Most of his works are small in scale and temporary in their installation. Any color in a piece comes directly from the natural surroundings. Photography plays a crucial role in Goldsworthy's work and allows the work to be shared without disruption to the site as each piece "grows, stays, or decays."

He has created serpentine walls and spiral rock and leaf formations and is considered the founder of modern rock balancing.

Students also learned about Mary Miss and Agnes Denes. Miss places her



landpieces in highly trafficked public spaces like the Union Square subway station in New York and Beijing's Olympic Park. She often highlights transitional points in the landscape—where land meets water or valleys turn into mountains—and transforms them into areas for exploration and meditation. Denes is best known for her environmental intervention *Wheatfield—A Confrontation* (1982), bringing a vacant lot in lower Manhattan to life with two acres of golden wheat. By early fall that year, over one thousand pounds of grain had been harvested to help end world hunger.



Most importantly, students explored the question: Why is it art? Some shared that it's an idea that wants to be made, a form of self-expression, or to create contrast with the everyday world. They found that it's a question with many answers!

These young artists honed their collaboration and communication skills by creating with a partner and gained valuable experience working with the elements and principles of art when designing their three-dimensional artworks. After drafting their ideas on paper and scouting the area around the Freeman Arts Building, they chose the site for their sculptures, making final design tweaks along the way.

Installation day arrived, and much like Goldsworthy, our intrepid sixth graders worked in the cold, whipping wind to place their rock formations on the land, buildings, and trees. Vogel said, "The students took to the natural materials (rocks!) without skipping a beat. Many even collected additional materials once they were outside. They were thoughtful about the viewer's experience as they built their sculptures, discussing what it would look like from different points of view."

Evan Smith '31 said, "I liked that I got to be creative and make something with rocks. It was challenging because I had to find a spot and build a piece of art that interacted with it." **Charlie Martin '31** said, "I really enjoyed working

with natural materials and exploring our creativity outdoors. One challenge I faced was collaborating with my peers to ensure our vision came together cohesively. I was surprised by how much the project pushed us to think outside the box and engage with our environment in a new way."

The works delivered a vibrant and engaging surprise to passersby. The students' intentional designs stood out and blended with the natural elements in the area, providing a new way to view the area's trees, parking island, brick wall, gutter drain, and more, drawing the viewer in to see what else is around the bend.



Hadestown Teen Edition Ignites Cast and Crew



The talented cast and crew of *Hadestown Teen Edition* took audience members on a journey down the *Road to Hell* in three performances in March. The book, music, and lyrics are by Anaïs Mitchell, and MICDS is one of the first high schools chosen to produce the musical in the teen version.

A folk opera of two love stories—Orpheus and Eurydice, and King Hades and Persephone—the story is a journey to the underworld and, for two characters, back again. The music is inspired by classic American folk music and vintage New Orleans jazz, and the plot touches on themes of industry versus nature, doubt against faith, and fear against love.

"It is a message that every young person needs to hear, that the biggest dog they'll ever fight is the voice within their head," said **Carolyn Hood, Upper School Arts Teacher** and director of the production. "It's really important at this time because everybody has those voices, right?" She has long been a fan of the show for both its story and its music. "*Hadestown Teen Edition* gave the students a chance to reach into their guts and find emotions that we don't usually get to see high school kids do."

The production opened with a festive musical number featuring Hermes, played by **Tyler Enyard '25**. While Enyard, a natural entertainer, sang and danced the introduction, fellow cast members surged toward the stage from the back of Orthwein Theatre, heading down the side aisles and throwing Mardi Gras beads and wearing masks, evoking the New Orleans jazz flavor of the music.

Soon, the audience met Orpheus and Eurydice, played by **Ryan Jan '25** and **Natalie Benoist '25**, two young people struggling to make it in the world. The two characters fall in love before growing apart, and Eurydice succumbs to the promises of security from Hades, played to perfection by **Joe Walsh '25**, who invoked an effective deep vocal bass for the role. The audience also met Persephone, wife of Hades and bringer of spring, who, in this telling, deals with

the dichotomy of her life by drinking to excess. **Sophia Huddleston '25** was a convincing merry-maker and alcoholic who isn't so clearly masking her struggles.

Throughout the performance, the Fates, played by **Katherine Rose Ellenhorn '26**, **Akira Washington '26**, and **Lainie Zimmer '26**, floated throughout the various scenes, pushing the plot along while beautifully providing nudges to indecisive characters. The rest of the cast starred mostly as workers in Hades' underground industry, and their brilliant choreography (also by Huddleston) on a dramatic set evoked a wearying, blighted existence.

"This was the first show I have done in high school and I am glad I tried it out," said Walsh. "The best part was definitely tech week because it was a real grind, and we got to struggle together as a cast. I found something new I enjoy and may consider doing when I have time outside of schoolwork and football in college."

Hadestown Teen Edition is the first show for Enyard as well. "It was a great experience to be a part of," he said. "My favorite parts of the show were *Road to Hell*, *Way Down Hadestown*, my dance at the end of *Living Up on Top*, or anytime I had an umbrella in my hands. The songs were amazing, and I could dance and bring a lot of energy to the stage. It was one of the best experiences I have had throughout high school. I'm really glad **Grant Lamartina '25** convinced me to audition."

Jan, who counts *Hadestown* as one of his favorite musicals, also found his role to be a stretch in new directions. "Through this production, I feel like I've met several new people and friends," he said. "My acting has also significantly improved with the help of Ms. Hood. There were definitely challenging parts to the show, specifically with the acting part in certain scenes, as I had to access emotions that I don't usually feel on a daily basis. Eventually, I settled into the character, and it became easier."

>> continued on page 54

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JOE WALSH '25





>> continued from page 53

An extremely talented crew built a versatile set that ranged from a cabaret-style cafe to the dismal underground factory of Hades, complete with smoke and moody lighting. The orchestra was right on the stage, part of the show, while laying down the gorgeous music bed. From scaffolding on wheels to a dramatic tunnel, with a variety of costume changes that underscored the scenes and the emotions of the characters, the crew brought this production to life. **Dalton Costick '26** served as the Assistant Stage Manager, bustling behind the scenes to ensure the performance went smoothly each day. "My favorite part was helping drop the flags during *Why Do We Build The Wall*. To prepare the flags, I had to go up to the catwalk, but then I got to watch the end of *Wait For Me*, and seeing the cast spinning around on the scaffolding offstage was such a cool perspective and impressive every time," he said.

The audience never knew that during one performance, Costick leaped into action to keep backstage safe for the cast and crew. "One of the most difficult challenges for me was when one of our backstage blue lights broke. The purpose of these lights is strictly to make it safe to move and access props backstage, and during one of the performances, I noticed that one of the most important blue lights had tilted downwards and wasn't properly illuminating the right areas. I walked over to adjust it, and it fell into five pieces. I had to unplug it and take it out of the theater, then take a less necessary blue light to fill its place, before then working to fix the light by the end of that act." He was able to fix the blue light, ensuring that the musical had fully functioning backstage lighting for the rest of that performance and the others.

Charlie Mills '26 worked on the set, paint, and lighting crew. "In terms of tech, *Hadestown Teen Edition* was the culmination of a lot of new ideas and equipment that came together to produce something that was entirely elevated from previous productions,"



he said. He enjoyed learning new lighting equipment and using it effectively to set different moods throughout the production. "My favorite part was experimenting with all the cool new effects that we could make. The new lights allowed us to do a lot more effects that previously would not have been possible."

Mills enjoyed tackling new challenges much as Costick did. "The majority of the challenges lay in having to both physically rewire as well as metaphorically rewire the way that we approached lighting. Physically, we had to completely change the way that we get power to our instruments because we have to draw so much more power

*Thank you, cast and crew for truly bringing
this wonderful show to life. Bravo! Brava!*

from the circuit than previously. In addition, we had to completely change the way that we had to approach building the lights on stage. With so many more moving lights we were able to be more flexible and efficient with how we designed lights," he said.

At the end of the show, after a standing ovation each time, Huddleston and Benoist motioned for the audience to return to their seats. The cast then led the entire theatre in another rendition of *We Raise Our Cups*. The audience had been given small paper cups and enthusiastically joined in the toast. This was Benoist's favorite part. "I think it is such a beautiful moment to end on that really connects with the audience directly. Ms. Hood came up with the idea of including the audience in the toast, and I can't think of a better ending for the story. The song is a reminder that there are always people out there rooting for the underdog, which is a beautiful message," she said.

Hood couldn't agree more. She said, "I feel like in 35 years, *Hadestown Teen Edition* ranks in the top five in shows I have ever done here."

The production brought a variety of important lessons and connections to the cast and crew. Costick said, "I gained a lot of knowledge with how to work with people backstage and how to stay calm in stressful situations. When things would go wrong backstage, and we needed last-minute fixes, it became my role to fix, and while stressful, it was also exhilarating."

Mills is proud of his work and credits the closeness of the crew. "This production taught me the value of having not only a team that you can work with but also the necessity of feeling like your team is both a team and a family," he said. "Tech week was extremely challenging because of all the added complexity from new lights, but because of the extremely skilled and supportive group that was the tech team, we were able to build some amazing things."

"I gained a lot of knowledge with how to work with people backstage and how to stay calm in stressful situations. When things would go wrong backstage, and we needed last-minute fixes, it became my role to fix, and while stressful, it was also exhilarating."

DALTON COSTICK '26

Benoist agreed. "I gained so much from this production. It was a really small cast, the smallest I've ever been a part of, and luckily, all of us got along super well. I have gained so many friends from this show, as well as many great life lessons. The music in *Hadestown Teen Edition* is very complicated, so learning it was challenging but really fun. Music rehearsal days were some of my favorite days because all of us got to come together in one room and listen to everything come to life."

Thank you, cast and crew of *Hadestown Teen Edition*, for truly bringing this wonderful show to life. Bravo! Brava!

Hadestown Teen Version was the first play where students had the opportunity to use the new audio/visual system in Orthwein Theatre. A special thanks to the generous donors who made these improvements a reality just in time for our spring musical!



Matt Irvin Named Varsity Football Coach



MICDS is excited to announce that **Dr. Matt Irvin** will be returning to MICDS to assume the role of Head Varsity Football Coach. Coach Irvin began his career as an assistant football coach for legendary **Head Coach Ron Holtman** in 1997 and was on the sideline for Coach Holtman's 2004 State Championship. Irvin took over the football program as head coach in 2005 and, during his three years at the helm, led the Rams to a 33-3 overall record and two State Runner-up finishes.

Since leaving MICDS, Coach Irvin has stayed close to the game of football, serving as head coach at New

Trier High School in Winnetka, Illinois, and Kirkwood High School here in St. Louis. At Kirkwood, Coach Irvin compiled a five-year record of 53-9 and led Kirkwood football to their first State Championship in school history in 2012. He was inducted into the St. Louis Metro Football Coaches Association Hall of Fame in 2017 and has an extensive list of "Coach of the Year"

awards. Recently, he has been working with college programs, both as a scout/analyst for DePauw University and as the tight ends coach for Washington University.

During his time away from football, Coach Irvin has worked in high school administration, first as an assistant principal at Lindbergh High School and Lafayette High School and then as the principal of Webster Groves High School. He has taught physical education and history and social studies as well.

"I am honored and excited to return to MICDS and to compete in Ron Holtman Stadium," said Irvin. "I am grateful to inherit the strong program that Dr. Bouchard has built over the past five years and for the opportunity to work with our talented student-athletes. It is a tradition that is unmatched, and I look forward to the challenges and opportunities ahead."

In addition to coaching football, Coach Irvin will teach physical education and strength and conditioning. We are looking forward to introducing him to a new generation of Rams, both in the classroom and on the field. Please join us in welcoming Dr. Matt Irvin back to the MICDS campus!



Rams Rewind

WINTER 2025 SPORTS SEASON RECAPS

Want to catch up on the latest sports recaps? Check out what our coaches had to say about the Winter 2025 season, and read about our incredible student-athletes.

Go, Rams!



Sixteen Student-Athletes Take Their Game to College

National Signing Day 2025

Go, Rams!

At a special National College Signing Day assembly, 16 student-athletes were recognized for committing to play their chosen sport at the collegiate level.

Director of Athletics Josh Smith said, "We are proud to have sixteen students representing nine athletic programs. It takes countless hours of work, drive, and passion, and they have all served as great ambassadors for the school and its athletic programs."

"These students have devoted numerous hours to their studies and sports, resulting in the terrific opportunities ahead for each of them," said **Matt Essman, Director of College Counseling**. "We thank them for their many contributions to the MICDS community; we have enjoyed watching them compete over the past four years."

Nine of the 16 student-athletes represent women's sports, which led Smith to add, "Today is a two-for-one day, as it is also National Girls and Women in Sports Day. We've had a great start to the athletic year, which is due to how our students and coaches have pushed our girls' programs to excellence. In honor of that, we say thank you."

The student-athletes in attendance put pen to paper and donned their respective college hats, which the MICDS Parents Association Sports Boosters provided.

Congratulations to our Class of 2025 student-athletes!

Lucas Allgeyer '25^{*}—University of Iowa—Football
Brooke Bernstein '25—Chapman University—Lacrosse
Caroline Birkel '25^{*}—Stanford University—Soccer
Grace Coppel '25^{*}—United States Military Academy West Point—Track & Field / Cross Country
Ben Gelven '25—Illinois Wesleyan University—Golf
Brian Gould '25—United States Military Academy at West Point—Baseball
Nicole Green '25—Northern Illinois University—Track & Field
Luke Koman '25—University of North Carolina—Lacrosse
Lindsay Naber '25—Seton Hall University—Swimming
Nina Schuerer '25—Kenyon College—Swimming
Henri Sokolich '25—Stevenson University—Lacrosse
Mia Sondrol '25^{*}—Rockhurst University—Lacrosse
Lucia Stoyhoff '25^{*}—Long Island University—Lacrosse
Taha Syed '25—St. Lawrence University—Squash
Joe Walsh '25—Johns Hopkins University—Football
Morgan Withington '25^{*}—Sacred Heart University—Golf

^{*}Six of the 16 student-athletes signed early commitments last fall.

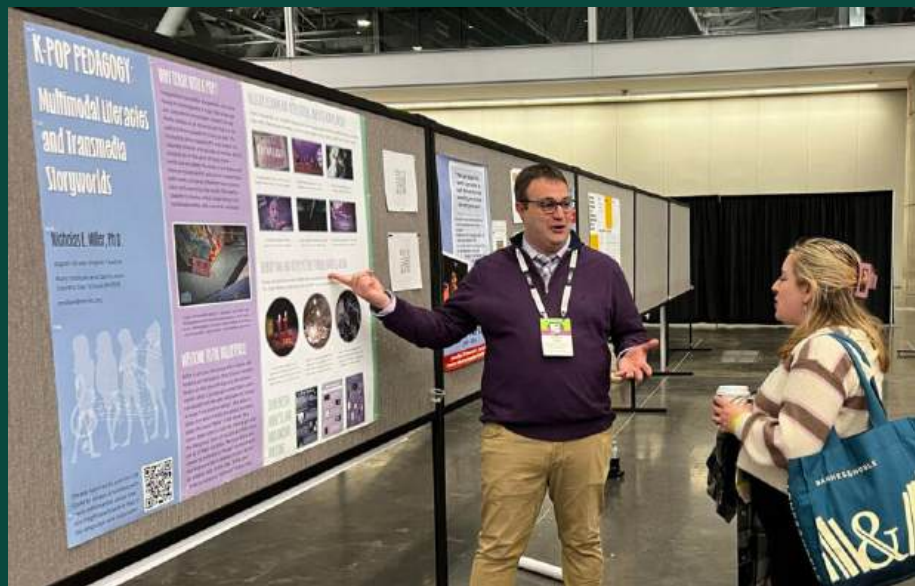
[^]Two students have already met their MICDS graduation requirements and are at university and practicing with their respective college teams.



Dr. Miller Presents at NCTE



Dr. Nick Miller, one of our eighth-grade English teachers, represented MICDS at the annual National Council of Teachers of English convention. He presented findings from his Winter Term course on K-pop and storytelling, focusing on how story worlds developed across media platforms can enhance students' literacy skills and deepen their understanding of key literary concepts such as allusion and symbolism. His work contributes to a broader, nationwide conversation about media literacy and multimodal writing. Congratulations, Dr. Miller!



VIBRANT FUTURE

Young Rams, Big Impact: MICDS Madness 2025



This year, we reimagined our annual **MICDS Madness** young alumni participation competition with a bold new twist—partnering with our longtime rival, John Burroughs School, for a head-to-head participation challenge that brought out the best of Ram spirit.

Instead of competing class vs. class, young alumni from the Classes of 2010–2024 united in a shared mission: to show the strength of the MICDS alumni community through spirited participation and support of the MICDS Fund.

From rallying classmates to spreading the word online, our Rams brought energy, enthusiasm, and generosity to the weeklong challenge. The result? A celebration of pride, connection, and a deep commitment to the School that continues to shape lives.

Thank you to everyone who participated and made a gift; your support powers the future of MICDS and inspires the next generation of Rams.

Thank you to everyone who participated!

One Day for MICDS Feels the Love



Look what our wonderful community did in one day! We are thrilled to share that One Day for MICDS, our 24-hour annual giving challenge, was a resounding success.

Thanks to the incredible generosity and school spirit of our community, parent participation in the MICDS Fund increased by 122%! In the process, \$186,256 was raised from 422 donors, unlocking \$81,000 in challenge grants. The entire day was a wonderful show of support and school spirit. We are incredibly grateful to everyone who participated and are deeply moved by the overwhelming generosity shown throughout this year's One Day for MICDS.



We send our heartfelt thanks to the alumni, current parents, parents of alumni, grandparents, faculty, staff, and friends who participated in this year's challenge. Your support and participation helped us achieve extraordinary results, and we are greatly appreciative.

We are deeply grateful to the Parents Association Parent Class Chairs for their partnership and to the MICDS Board of Trustees, Alumni Board, and Board of Visitors for their dedication and support of this initiative.

What a day, Rams! Your generosity and spirit made this year's One Day for MICDS unforgettable. And guess what? We're just getting started—see you in 2026!

PARENT PARTICIPATION IN THE
MICDS FUND INCREASED BY

122%

\$186,256

WAS RAISED FROM
422
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Why I Give

From Language to Legacy

Tom Tuthill's Gift of Education

In 1962, **Tom Tuthill '68** arrived at Saint Louis Country Day School as a seventh grader, ready to embrace a new academic challenge. Growing up in North County, before the 170 Inner Belt was built, the three-hour round-trip daily commute was its own special challenge, and one his family was willing to endure for the next six years.

As a member of the *Country Day News* staff, a devoted Latin and Russian student, a piano player, and an occasional actor in Troubadours and Masque, Tuthill felt right at home. He enjoyed being under the tutelage of great teachers such as Donald Webb, Gordon Raymond, Russ Stickney, Wallace Cole, Bernice Wells, and Nadia Danett. "I struggled with math in seventh grade, and Mr. Cole, who was head of the Lower School at the time, worked with me and showed me how to do it. I did very well in algebra and geometry because those people were such good teachers," he said. "By working my way through things very methodically, I was eventually able to make Russian logical for myself."

The Russian and Latin languages caught his attention early on and became the focus of his higher education pursuits at Wesleyan University and Yale, as well as in his eventual teaching career. "I ended up doing graduate work in medieval Slavic literature and spent six months in the Soviet Union researching Good King Wenceslas, who was a Bohemian king and martyr," Tuthill said. "Having done all that, as you might imagine, there's not a huge market for medieval Slavic in this country. So, I ended up teaching Latin in independent schools. Latin was my second great love. It is a much better-organized language than Russian, and after a year of taking it, I was able to understand Russian better, which later informed how I taught both languages."

Tuthill started his career teaching Latin at the Hackley School outside New York City, then switched gears to work in fundraising and development before becoming Director of Development at Brewster Academy in Wolfeboro, New Hampshire. He eventually returned to teaching, including stints at Saint Louis Priory School



Tom with his homemade harpsichord. Photo credit: Charley Freiberg

and Kimball Union Academy in New Hampshire. "Teaching is really a lot more fun than fundraising," he said.

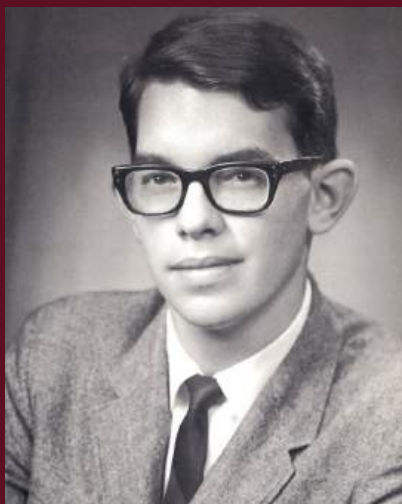
Tom Tuthill '68 embodies the spirit of a Renaissance man, weaving together a love of languages, a passion for music, and a deep commitment to education and philanthropy. We enjoyed a recent conversation with Tom to learn more about his planned giving commitment to MICDS via a charitable gift annuity.

Why is philanthropy important to you?

There's somebody who said, "We make a living by what we earn. We make a life by what we give." I don't know who said it, but it was something that often came up when I was doing development work. I thought, yes, many people give for different reasons, but generally, if you want to give, you give because you believe in what the organization is doing, and you want to support it as best you can.

Volunteering is another important aspect of philanthropy. It helps organizations in so many ways; without volunteers (as well as dedicated teachers and administrators), MICDS would not be the organization it is today—it has grown so much since I was there in the 1960s.

When I was teaching, I tried to imbue my students with the sense of volunteering as well. In the spring, some students and I would help with Habitat for Humanity houses in the area. For a number of years, I would take eight students into a 15-passenger van with two adults and all our camping gear and drive to Acadia National Park on the coast of Maine.



Nadia Danett, former St. Louis Country Day School Russian Teacher.

“Country Day for me was a formative experience—probably the best thing my parents ever did for me. Country Day and MICDS have been the single most important object of my own giving.”

TOM TUTHILL '68

Once we arrived at Acadia, we'd spend a week doing volunteer work in the park, which is especially dependent upon volunteers. The park was given to the United States by visionaries who bought up the land to preserve it and then donated it to the United States for the enjoyment of the people. It was a wonderful opportunity for us to introduce boys from Missouri to the park and help preserve it for all of us. Not to mention it was a wonderful experience for everyone!

Why choose MICDS for your philanthropic support? Are there other causes important to you?

What I can give back to MICDS is largely to thank Country Day for what it did for me. Working in development coalesced my feelings about the importance of philanthropy.

We also have an old family home, the Noah Hallock Homestead, on Long Island that is now the Rocky Point Historical Society. That's another major focus of my philanthropy as they're preserving our family heritage going back to the 1600s. When I was at Country Day, my grandfather, who was an old farmer, would have me come up to Long Island in the summers, where I learned about farming and our family history. We only ended up in St. Louis because my father came to work for Mallinckrodt, where he worked on refining uranium for atomic projects during World War II.

What aspects of Country Day remain meaningful?

Music was another great influence on me. We even had our music teacher, Raymond Liebau, join us at our 50th reunion! He introduced us to Bach's *Brandenburg Concerto No. 5* with a harpsichord. I fell in love with the harpsichord, and I ended up building harpsichords based on what we had learned from Gordon Raymond in shop class. In my late 30s, I took up the organ. Both my father and his sister had Alzheimer's, and I figured it was time to build some new brain pathways.

On the *Country Day News* team, the meetings were great fun. We'd post assignments on Thursdays or Fridays, collect them on Sundays, edit them, and drop them off at the home of the printer. We'd get proofs on Tuesday, which we would paste up that evening; one or two of us headed downtown to the printer for press checks, then distributed the paper the next day. We did that every week for 30-40 weeks of the school year. And we still had classes and homework, too!

Why choose the Charitable Gift Annuity (CGA) path as your giving vehicle?

First of all, I wanted to make a gift. Second, I have adequate resources, but they're not huge. The CGA took assets that I had, which were earning 3 or 4%, and boosted them up to earnings of 5 or 6%. As part of the CGA, it also provides me with a stream of income. Then, when I'm gone, it will be of use to MICDS. It's practical, brings you a better return, and is a win-win for both sides.

What impact do you hope your gift will have on MICDS?

Country Day for me was a formative experience—probably the best thing my parents ever did for me—and is the single most important object of my own giving.

MICDS is a good school. There are a lot of schools like MICDS in the private sector, and we need that kind of commitment from the public sector as well. So, it's even more important to have places like MICDS because these kids are going to be the leaders of tomorrow.

Thank you, Tom, for your commitment to education and the arts and for defining a life well-lived by designating a portion of your estate plans to MICDS.

For more information about Charitable Gift Annuities and making MICDS part of your estate plans, please contact Katharine Albritton, Associate Director of Development, at (314) 995-7371 or kalbritton@micds.org.

MICDS Breaks Ground for Beasley Project

The many leadership donor families who are making the Beasley Lower School project possible.



The Lower School community and its friends gathered on the lawn in front of the Beasley House in late May to break ground for our exciting new project. Lower School students donned their bright yellow construction hard hats in anticipation of their exciting future and heard from **Head of School Jay Rainey**, **Head of Lower School Amy Scheer**, and a longtime favorite teacher,

the retired-but-not-forgotten **Lower School Teacher and CIT Greg Stevens P'12, '14, '23**.

Mr. Rainey began by thanking everyone for coming to celebrate the occasion. He spoke of the decades of service that the Beasley House has provided, first to Mary Institute and then to MICDS. It was a place for people to live and work, and for students to learn. Despite the School's efforts to find yet another way to evolve the building for current needs, it was deemed impossible. We are forced to say goodbye to this structure while we remain grateful for the ways it has served our community. He talked about how projects big and small around our campus are due to the generosity of people just like the lead donors who were there that day, telling the story about how people plant trees that they will never enjoy the shade of, just so future generations can enjoy them. "Maybe some day you will plant a tree for the children who aren't even born yet," he said.

Mrs. Scheer talked about how the Lower School will be transformed in beautiful and meaningful ways, from the new





library to a warm, welcoming entrance, to a new dining and multipurpose room. All these spaces will be filled with light, curiosity, and imagination. She told the students that these new spaces are more than just buildings, "they are dreams taking shape." We are designing Beasley around our students and their learning, friendships, creativity, and growth. "At Beasley, we've always believed in making school a place where every student feels known, loved, and inspired. And now, our new spaces will reflect those values more than ever before." She encouraged the Lower School students to be grateful for our generous donors.

Mr. Stevens then took the podium to many cheers from the students. He talked about how even though he is retired, he is grateful to live close to campus so he can still hear the sounds of young children playing and being picked up at carpool, and sometimes even the names of older student-athletes being called when they score in Ron Holtman Stadium. He also spoke about how lucky the children are to be so cared for by people they don't even know.

Our leadership donors were celebrated and thanked before they took to the shovels for the official groundbreaking. MICDS is so grateful for the support of the McDonnell Family, the Steward Family, the Brauer Family, and the Swank Family.



01. Thelma and David Steward, Yilane, Dave '95, and Julian '34 Steward

02: Tim Swank, Melissa and Chris Swank

03: Elizabeth Hall McDonnell '58 and James McDonnell '54

04: Melissa Swank, Suzanne Snowden Brauer '95 and Beau Brauer '95

05: Marcella McDonnell Stevens '81 and Gregory Stevens and Kitty McDonnell Pipoli '90 and Antonio Pipoli

*Here's to a bright future for
Beasley Lower School at MICDS!*

class Notes

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

The following pages reflect
notes submitted through

June 5, 2025

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

Births and Adoptions

WE WELCOME THE FOLLOWING CHILDREN TO OUR MICDS FAMILY.

- 01. Katie Knapp Littlefield Castelino '02** and Rohan Castelino, Felix Graham Castelino, *October 31, 2023*
- 02. Katie Knapp Littlefield Castelino '02** and Rohan Castelino, Julien Arthur Castelino, *April 15, 2025*
- 03. Spence Myer '10** and Krissy, Eleanor Rose Myer, *July 11, 2024*



01



02



03



04

Weddings

CONGRATULATIONS TO THE FOLLOWING ALUMNI ON THEIR RECENT NUPTIALS.

- 04. Nicole Howard '16** and **Tyler Raclin '16**, *May 25, 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

THROUGH JUNE 5, 2025

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

William A. Hanpeter '43, January 6, 2025
Ruth Carter Bolin '42, March 6, 2025
Marejon Shrode '42, July 3, 2017
Elizabeth Heidman Kaynor '42, January 27, 2018
Juanita Moore Smith '42, January 31, 2016
Barbara Brewster Weeks '42, January 18, 2005
Clara von Gontard Steinlage '47, May 11, 2025
Quintus Drennan '48, June 2, 2025
Myrna Moman Purdy '49, February 27, 2025
David R. Smith '50, February 5, 2025
Carol Kerckhoff Switzer Wilson '50, May 28, 2023
Richard O. Funsch '51, April 1, 2025
Warren B. Lammert Jr. '52, June 1, 2025
Barrett "Kaut" White '52, January 30, 2025
Robert N. Brand '54, January 5, 2025
Charles D'Arcy Fox '54, April 8, 2025
Carol Hardin Davis '57, April 15, 2025
Barbara Smith Brack '58, November 19, 2024
Nancy O'Neil Rathburn '59, January 23, 2025
Edgar W. Ellermann Jr. '60, March 11, 2025
Anne Newhard Martin '62, April 30, 2025
Mark D. Mittleman '64, December 16, 2024
David Estep '65, May 13, 2025
Polly Ann Roulhac '66, April 20, 2025
Christopher B. McCluney '67, September 7, 2024
Robert Metzger '68, April 20, 2025
Audie Woolsey '71, February 7, 2025
Arthur Stanley Bland III '72, May 16, 2025
Philip A. Gomez '73, January 5, 2025
Patricia Belz '73, May 4, 2025
Cynthia P. Oliphant '75, November 12, 2019
James A. Hardin '76, February 19, 2025
Fred Shuchart '78, May 17, 2025
John Halley '79, March 31, 2025
William D. Hinch '82, March 9, 2025
James P. Denneen '90, January 26, 2025
Akili Thompson Hall '13, January 9, 2025

1956
-
1956

Class Notes

1956 MI

PAGE SHARP JACKSON

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From **Blanche Myer**: Life in Palm Desert is pretty awesome, so I feel very spoiled. I see the strife all over the world and wonder how I can personally be so very lucky. If you have good health, friends around you, and hopefully some family left, what more can you ask for?

From **Page Sharp Jackson**: I spent two weeks in Slovenia, Croatia, and Montenegro, traveling with two wonderful friends from Naples. We went on a Croatian ship and stayed at hotels in Slovenia. We had dinner on our own in the ports, which gave us an opportunity to speak to the people who live there. My goal is to keep traveling as long as possible.

From **Priscilla Hocker Claman**: I attended an organ concert with a friend at Notre Dame de Paris on June 3. I met her in Paris and was there for a week. I hope to spend a lot of time at the Cape this summer. I love to kayak, but now I have to have someone hold the kayak so I can get on it.

From **Nancy Green Maune**: The next time I plan to visit St. Louis will be for our 70th reunion in 2026. In July 2025, I will be in Norfolk, Virginia, attending a doll convention. Then, in September, I hope to attend a doll show at a museum in Spencer, North Carolina. **Caroline Polk '81** came, and we spent the day at the art museum in Richmond seeing the Frida exhibit. I spent Easter weekend celebrating with daughter-in-law Kelly's family here in Richmond.

Judy Adair: Jerry and I have thoroughly enjoyed our time in Naples. Our wonderful classmates have made this year so very happy. We've had many good times with **Susie Fischer Yoder**, **Mary Morey Bradley**, and, of course, **Page Sharp Jackson**. We did get together with several other St. Louisans, including **David Elliott '63** (the younger brother of **Mary "Pitty" Elliott Brandin**) and his wife, Susan.

Jerry and I enjoyed time with our son, Randy Morgan, his wife, Lynn, and my granddaughter, Natalie, who came to celebrate our 48th wedding anniversary for a week.



Judy Adair '56 and her dog, Indie.

Mary Zeppenfeld Glaub: I am enjoying Kansas City and my family.

Carolyn Frank Henges: I spent the month of March at my Sun Valley home, enjoying the blue skies and white snow, and was fortunate to get tickets to the finals of the World Cup of Skiing, held in Sun Valley. Saw some famous skiers like Lindsey Vonn and Mikaela Shiffrin race and win. It was very exciting.

Susie Fischer Yoder wrote that she enjoys living, especially in Naples, Florida, and seeing her classmates when they are in Naples.

Jody Noel Dietz: I have lots of good news: two grandchildren were recently married, and I just became a great-grandmother for the third time. I always look forward to the monthly get-togethers with our local classmates and Mahjong games with Page and Nancy.

1958_{MI}



Libby Hall McDonnell '58, Lil Brokaw Metcalfe '58, and Cindy Shoenberg Peters '67—in their Mary Institute blazers—enjoyed the St. Peter's Episcopal Church and Mary Institute Chapel Service held during reunion weekend to honor and remember beloved traditions and classmates.

1958_{CDS}

DANIEL FEINBERG

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Bill Kelley was in St. Louis last December, and we got together for lunch at the Racquet Club. Joining us at the lunch were **Dan Feinberg, Lou Goldring, Bud Hirsch, Bob Meier, Ben Miller, Rich Nelson, Charlie Valier, and Dick Engelsmann '57**. If you will be in St. Louis, please contact Dan Feinberg to arrange a lunch with classmates.

David Hanks curated an exhibition for the Richard H. Driehaus Museum in Chicago titled *Photographing Frank Lloyd Wright* (Oct 24-Jan 5, 2024). It was the first exhibition to present the fascinating and unexplored topic of Wright's own early photography as well as images by the leading photographers who documented his work throughout the first half of the 20th century.

Bud Hirsch traveled to Scotland in May on a photo trip led by his son, Jeff. The trip included Edinburgh, the Lewis and Harris Islands, the Isle of Skye, and the Highlands.

Rich Nelson says he has no news. His best wishes to everyone.

1959_{MI}

SHEILA MORRIN HUMPHREYS

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A lovely obituary written by **Nancy O'Neil Rathburn's** children was sent online to our class by Louise Jones. Her memorial service took place in St. Louis at the O'Neil's family Congregational Church on May 10.

Carol Wenthe Palmer reports her life is "overflowing with projects." Among them is sewing dresses for children in Haiti.

Lucie Palmer Garnett expects to return to her house in Little Boars Head, New Hampshire, in July. Lucie is still working at the St. Louis Opera Theater, which is celebrating its 50th anniversary this year. She may retire after this season.

Mary Swarts Singer writes, "The last of '24s hurricanes was still off the west coast of Florida when I reluctantly evacuated to help an (even) older friend. An hour later, a tornado touched down and tore the roof and front wall off my condo. A news photographer snapped away, and my photo got on the front page of our local paper and made a brief appearance in USA Today and on CNN and NPR. I have achieved my 15 minutes of fame."

Amy Upthegrove Wheeler: "I am moving into a continued care retirement community called Shenandoah Valley Westminster Canterbury. I feel like I'm in a mixmaster, trying to ready our home of 15 years to sell while downsizing and moving to a two-bedroom apartment. Many memories have had to be tossed. It's hard!" (I saw Amy's sister, **Linn Upthegrove Wells '64**, at the Missouri Botanical Garden, where she was volunteering. Linn's daughter, **Elizabeth '99**, teaches at MICDS.

Cindy Wattenberg Berg writes, "I look forward to my family visiting this summer. I loved getting the call from Sheila, which triggered my nostalgia for Mary Institute. I have always felt blessed to be part of our class, which has cared for each other and kept in touch. A wonderful beginning to a long life."

Sally Curby Johnston: I spent five days playing golf in North Carolina. My game has deteriorated, but my determination continues. I love the game of golf so much that it doesn't seem to tire me out. Eleven family members spent a week in Jamaica in March. They came from all around the country, and we had a ball. Although I had planned not to travel out of the country anymore, a nonstop flight from St. Louis to Montego Bay was too good to pass up.

Jane Simmons Bickford: Last winter, I saw **Ted Pettus '59** and his wife, Lisa. They were here during the biggest snowstorm to hit New Orleans in over 100 years! My son Louis's wife is expecting a baby girl. I've rented a little apartment two houses from them in Brooklyn. My daughter's son, Theo, graduated from high school in June and plans to attend Temple in Philadelphia.

Margi Cardwell Higonnet writes us from Cambridge. "I have been working for a Modern Language Association committee to draft constitutional protections for the association and its members, in the face of current government objections to certain subject matter such as gender." Margi and her husband plan to spend a month in Paris.

Anne Scherck Morrison wrote that all three generations of her family participated in a joyful and memorable Passover Seder celebration in April at the home of friends in New York. "I continue my involvement in homelessness prevention and take courses at OLLI at American University. I am doing what I can to restore the Democratic majority to Congress next year and to restore our democracy.

Josephine Christian Weil was reached while playing with her grandchildren in Tilles Park. Her daughter is moving back to St. Louis. Josephine smashed her right shoulder this winter and had a new bone implanted from the bone bank.

Carol Jacobs Montag spent an extended weekend on Long Island with her son and his family in mid-May. "They returned from a week in Copenhagen for the boys' spring break. As for me, I am healthy and do not feel 83 and 1/2. My doctor calls me a 'super-ager.'"

Carol Bodenheimer Loeb: It's very busy here, but I'm involved in things I really enjoy. My youngest grandchild, **Lilly '25**, will be going to the Olin Business School at Washington University. Her sister is a junior at Pratt Institute, and her oldest sister, **Maggie '20**, is conducting research at Siteman Cancer Center as part of her gap year before medical school. One of my grandsons is attending the Kelley School of Business at Indiana University, and

the other is taking a gap year as a neurology medical assistant before pursuing medical school. In May, I presented the Loeb Prize at the Science Center to outstanding local teachers and also the High School Musical Theatre Awards at the Fox Theatre to incredibly talented students from 54 local high schools. **Sally Johnston** was there as a donor, advocate, and supporter of musical theatre."



01

01. Three generations of Morrison women: Anne Scherck Morrison '59 with her granddaughter Anya Morrison Biggs and her daughters, Nina Morrison and Becky Morrison.



02

02. Carol Jacobs Montag '59 with her grandsons, Charlie (8) and Henry (9) Samuels, with Gus



Sheila Morrin Humphreys with her family in Hobe Sound, Florida, in January 2025.

Janet Beeler Nesin has been traveling a lot and visited **Meredith Ittner** at her new community in Healdsburg, California. Writing from Michigan, Janet was looking forward to heading south for her eldest granddaughter's wedding and another granddaughter's college graduation in June. Since 1981, Janet has attended the annual homecoming at a historic 1825 Methodist church in Tennessee, 18 miles from her Alabama farm, and she did so again this May.

Sheila Morrin Humphreys: "We were fortunate to visit with our children and grandchildren in Hobe Sound, Florida, in January. Several loyal classmates joined our family in March at Washington University for the provocative and amusing Morrin Lecture by Taylor Mac (playwright, singer, composer, and performer): Lydia, Josephine, and Sally in addition to **Val Pantaleoni Terry '58**, **Muffy Hensley McPheeters '58**, and **Lil Brokaw Metcalfe '58**. I'm still involved at UC Berkeley with the Bancroft Rare Book Library and the Department of Electrical Engineering and Computer Science.

1960 CDS

ROBERT KARN

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Dieter Brand retired last December as a judge of the Alberta Court of Justice. His retirement dinner, hosted by the local bar association, included a rendition of flaming punch, or "Feuerzangenbowle," at the request of the courthouse staff. Dieter used to do this in the good old days, in the courthouse's historic Cypress Club, until the fire marshal vetoed open flames. After a preliminary test of the smoke detectors, a local Thai restaurant let them enjoy the latest rendition.



Dieter Brand '60.

Dixie Deibel '60 has two grandchildren currently at MICDS. **Sam '28** plays on the varsity baseball team and has been starting every game. **Marlowe '30** plays on the JV Lacrosse team. Dixie and Sandy joined Sue and **Bob Karn** for dinner in Naples to just catch up.

Tom Drake and his wife, Laurie, have been married for 57 years and have three children. Their oldest son is an MD-PhD who is head of endocrine and bone metabolism at a hospital in Manhattan. Their daughter is a stay-at-home wife and mother who travels extensively with her family. Their younger son is a sought-after consultant with his own firm. They have eight grandchildren ranging in age from one to 22.

Sandy Galt and his wife, **Marianne '64**, enjoyed another winter season in South Florida. They are following with interest the MICDS days of grandchildren: **Margot Crowley '27**, **Marianne Crowley '30**, and **Penn Galt '30**.

Bob Karn and his wife, Sue, will be celebrating their 60th anniversary in September. They are both in excellent health, spending their winters in Florida. Bob continues to play pickleball four times a week, golf three times a week, and work with a trainer in between. Their daughter, Patti, is CFO of Fleishman-Hillard in St. Louis, and their son, **Bob '60**, is CFO of Allegro Housing in St. Louis. They have two grandchildren, both of whom graduated from college and are gainfully employed.

Harry Weber is still sculpting. He recently completed a 3,500-pound bear in honor of the 100th anniversary of the Boston Bruins and will soon install a statue of General Gignilliat at Culver Military Academy. Harry is working on his memoirs, which should be a great read! **Gay Armstrong Bryson '60** will be visiting Harry and Anne in May.

We are sorry to report that **Ed Ellermann**, **Jim Douglas**, **Larry Knight**, and **Larry Mendonsa** passed away in the last year.

1961 MI

CHARLOTTE MASTIN ELLIS

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Claire Foster Evans writes that she spends winters in Vero Beach, Florida. They then go to Atlanta and Vail, Colorado. She exercises with a trainer three days a week, plays a lot of golf, and still enjoys playing duplicate bridge. Her daughter, Marjorie's, and son-in-law, Trey's, house burned down. Her son, Quincey, and his wife, Amy, and their five children spent a year and a half in Spain but are now home. Claire has four children, 12 grandchildren, and three great-grandchildren.

Fo Hatton Logan had a grandson get married last April, and a granddaughter got married Thanksgiving weekend. Her youngest grandson is 18, and her oldest is 33. Two are in college, and one works as an EMT at the Mayo Clinic in Florida. Fo and **Top '58** have lived in South Carolina for 20 years, and their 30th anniversary is this year.

I, **Charlotte Mastin Ellis**, keep busy in several organizations, including my sorority Alpha Chi Omega's alumnae group, where I'm their delegate to the city Panhellenic. I visit my daughter, Cynthia, and her husband, Kamron, in Madison, Wisconsin, several times a year.

1963 CDS

JAY HENSLEY

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JOE CAMPAGNA

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We are starting this "episode" of the class notes with a huge thank you to our classmate, **Neil Senturia**. It seems that at our latest reunion, the 60th, someone mentioned the idea of having periodic Zoom meetings, as that might help keep the class together. Neil took it upon himself to carry the ball on that project, and,

to date, he has hosted no less than 12 such meetings, with attendance as high as 15 or so "mates." Thank you, Neil, and please pass along to your assistant, Nicole Rockstead, our appreciation for her efforts to support the calls.

Rush Shapleigh is always ready to send us information, and never let it be said that Marky ever makes him do it. Rush writes: "Marky and I did 56 last November! We are mostly well here in southwest Florida, albeit with a few more barnacles, bracing for the coming heat and Hurricane season. Please, not again. Three grandsons in college and a granddaughter in the ninth grade."

John Bartlett shared that he spent his 80th birthday in Coeur d'Alene, Idaho, with family and dear friends, and his last love in this life. John also sent along a picture from February in St. Louis with classmates **John MacDonald**, **George Diehr**, and **John Kittner**.

John Freund and Penny celebrated their 55th wedding anniversary in May. For John's 80th, their son, Chris, and his family will be joining John and Penny, flying in from Ho Chi Minh City to California for a few weeks of R and R.

Mark Webber continues to volunteer as an interpretive naturalist with The Friends of Algonquin Park (Ontario), primarily serving as a guide for German-speaking visitors. Mark and Janet, who celebrate their 55th this June, are always happy to see classmates who venture up. By the way, Mark is keeping the class list current; feel free to contact him with updates or to request a copy.

Don Smiegel had this to offer: George Diehr and I attended a reunion with five other Princeton roommates and pals, plus their spouses and significant others, on Hilton Head Island in South Carolina. I am celebrating my 54th wedding anniversary in June and my 80th birthday on August 15. Barbara and I sold the Hope Chest for Breast Cancer Resale Store to the Hope Chest for Breast Cancer Foundation. We continue to spend six months in Naples, Florida, and six months in Shakopee, Minnesota.

Peter Kirstein notified us that the hits keep on coming. He presented on two panels on Palestine at the National Lawyers Guild conference at Loyola Chicago Law School and at the Illinois Political Science Association at Western Illinois. His papers are titled *Protest Under Siege: From the Great War to Palestine* and *Understanding Palestine from the Balfour Declaration to the War on Gaza*.

Joe Campagna offers this: Last year, we visited the home where my Irish grandmother was born in 1882. This year, we took a similar trip to a small village near Naples, Italy, where my grandfather was born in 1884. Caroline and I celebrated our 57th wedding anniversary. I'm still pushing forward with our non-profit, Yellow Wolf Advocacy Project, to convince local schools to launch Youth Courts: remedial solutions for kids where the biggest post-COVID challenge is chronic absenteeism, plus I'm volunteering with the ACLU to cause occasional "good trouble."

1964 MI

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A message from our class president, **Barbara Baur Dunlap**: "**Josie Pettus Wiseman** and I have had a sweet time shoring up each other after losing a sibling. For Josie, she lost her only sibling; for me, I lost my last sibling and my twin. Both of us hugged and teared up a lot on Josie's annual spring visit. We had a very fun time sharing memories of **Lisa Pettus Hamilton '62** and **Tee Baur '64**. Miraculously, Louise Jones (our adopted classmate) was out in Scottsdale and lifted our spirits. God is faithful and uses others so well to comfort and bless. Thank you to all those who wrote kind notes of condolence about Tee. Enjoy every day as we head toward 80!"

Other sad news comes from **Punkin Hirsch**, who sent the following: “My wonderful, smart, talented, loving husband, Howard Millman, passed away suddenly early on the morning of February 14. I am devastated. I held a celebration of his life in Sarasota on April 28, his birthday. Before he died, he told me that I ‘had’ to accept the role of Grandma Kurnitz in *Lost in Yonkers*. I did, and in his honor, I continued to rehearse and perform in that role.

Happier news comes from **Linn Upthegrove Wells**, who received a new knee a month ago. She has obtained permission to drive again and will be seeing her doctor to be cleared for release. She said it was not an easy operation and that the therapy is exhausting, but she is so happy to have a new knee. Linn has taken some painting and drawing classes at Bowood Farms in the CWE and has really enjoyed them. She stays in touch with **Penny Forney Canny** and **Susie Primm Thel**. Susie is also into art classes through RISD.

Helen Vollmar Diepenbrock in Sacramento, California, reports that she keeps busy with a lot of “crazy adventures,” including volunteering at a Navajo Reservation for a

week every winter. This summer, she plans to fish for salmon and halibut in Alaska. And she expects to spend much of June touring the East Coast, tracing family roots back to the Revolutionary War.

Jane Cox had lunch with **Barbara Cook** at the Woman’s Exchange recently, and they reminisced about their mothers, **Jane Fischer Cox Smith ’33** and **Mildred Bush Cook ’33**, who were classmates for many years at Mary Institute. Jane, Barb, **Patsy Clark Ball**, Linn Upthegrove Wells, and **Lonnie Woodward** came to our class from Price School in sixth grade. Jane reports that **Ann Burford Niedringhaus**, **Susie Stickle**, and **Sandra Stickle Martin** were her Price School classmates but came to Mary Institute a little bit later.

Vicki Shinkle Charles is sadly adjusting to life without **Summy ’62** and finds herself, as always, greatly involved in the life of her two grandsons, both at MICDS. She’s become an expert on the game of lacrosse.

Becky Jones Fouke reports that her granddaughter, **Emma ’30**, has become a fabulous swimmer in her spare time. Emma’s

older sister, Lily, is graduating from TCU and making her plans for next year. And their brother, Boardie, is at Community School.

As we close, we have heard that **Debbie Roulhac Poitevent**’s sister, **Bambi Roulhac ’66**, has died, and we all send Debbie our condolences.

1964 CDS

JAY MARSHALL

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Harry Agress writes: “I have published a book entitled *Next Years Best Years—Taking Your Retirement to the Next Level* (available on Amazon), which deals with the emotional/personal challenges and solutions for our present life. Several of our CDS classmates/near classmates are featured for taking on adventures totally different from their careers. I would love to hear from any of you who are doing new and interesting things. Please share at Contact on the book website <http://www.nextyearsbestyears.com>.”



Celebrating the Life of John R. Johnson

Alumni, former faculty, and friends gathered on Friday, April 4, to celebrate the life and legacy of **John R. Johnson**, the 12th and final headmaster of Saint Louis Country Day School and the inaugural leader of the unified Mary Institute and Saint Louis Country Day School (MICDS).

The event featured six guest speakers who shared heartfelt stories and reflections on John’s impactful tenure at the School. Following their remarks, the microphone was opened to the room, allowing attendees to offer their own memories and tributes.

It was an uplifting and memorable evening, honoring a man whose vision and leadership left an enduring mark on the MICDS community.



01: Bobbi Buell, Linda Glick, Peggy Dubinsky Price, and Elizabeth Kendall from the MI Class of 1965.

02: Elizabeth Kendall '65 and Bobbi Buell '65 touring the Riverfront.

03: Connie Bascom McPheeters, Louisa Legg Deland, Jane Atwood Whitehead, and Nancy Burkham Williams from the MI Class of 1965.

04: Susan Donnell Flanagan, Anne Kennard, Diana Davis Madsen, Irene Leland, and Christy Franchot James from the MI Class of 1965.

05: Louisa Legg Deland, Alice Langenberg Abrams, Peggy Dubinsky Price, and Connie Bascom McPheeters from the MI Class of 1965.



1965 MI

CONSTANCE BASCOM MCPHEETERS
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Our 60th reunion was a huge success! 19 MI women came back to St. Louis for three non-stop days of fun. We were entertained with an all-alumni lunch at the St. Louis Country Club, a dinner for all reunion classes at MICDS, a wonderful, meaningful "chapel" service of remembrance at St. Peter's, and a group dinner with one CDS Class of '65 attending: **Tim Smith '65**. **Bob Wilson '65** and his wife, Sue, were also present at the other events.

Attending the reunion were: **Alice Langenberg Abrams**, **Bobbi Buell**, **Jill Glaser Cohen**, **Weezie Legg Deland**, **Susan Donnell Flanagan**, **Linda Glick**, **Christy Franchot James**, **Elizabeth Kendall**, **Anne Kennard**, **Irene Leland**, **Jan Shapleigh Mackey**, **Connie Bascom McPheeters**, **Diana Davis Madsen**, **Rosalie Thompson Maloney**, **Peggy**

Dubinsky Price, **Jane Atwood Whitehead**, and **Nancy Burkham Williams**.

Peggy and I received many thank-yous, and I thought it would be nice to post a few.

Janie Whitehead wrote: "The reason for going to a reunion, for me, was mostly about seeing friends I was close to at MI. Reunions have provided an opportunity to make 'new' friends of old classmates whom I hardly knew at MI. Maybe because we hardly knew who we were back then."

Bobbi Buell wrote: "I second that emotion (as Smokey would say). We sure as heck don't look like those dowdy blue-haired ladies we used to see in *From Mary to You*. Let's all vow to keep on keeping on!"

Linda Glick wrote: "We have so many stories, and it was wonderful to laugh at our shared history. We all look fabulous and are the definition of the new late 70s ladies!"

Alice Abrams wrote: "I'm sorry the non-attenders have missed out on the opportunity to enlarge their circle of friends. It was great to see everyone."

Weezie Deland wrote: "What a remarkable group of women. We could hardly be considered elderly, it obliterates my past preconception of what the late 70s would look like!"

Jan Mackey wrote: "The size of the group made it easy to talk to everyone, and that made it particularly special."

Elizabeth Kendall wrote: "It was a terrific reunion. I'm so glad I came and reconnected with everybody."

I say that our seventies are the new sixties! And in the words of Bob Dylan: "May you stay forever young!" Peggy and I thank everyone who made the huge effort to come. It was you who made the reunion weekend great! And a huge thank you to the MICDS crew, especially Louise Jones, who went beyond her call of duty to make the weekend a success.

1966 MI

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Greetings and felicitations to the fine women of '66. We are delighted to bring you the latest news.

From way down south in Mississippi, **Sally Bowen Fletcher** enjoys having her retired husband around so they can take long walks holding hands, holding each other up, and singing the Ole Miss fight songs (their alma mater). Their oldest grandson, Fletcher, is going to Ole Miss this Fall. Sally says she will try to keep her campus visits to a minimum. Her second grandson, Leo, will enter the ninth grade.

Robin Ewing Engler's younger daughter, **Ashley Engler Christian '10**, moved back to St. Louis from Mississippi. She brings her ten-year-old twin girls and much joy to Robin, whose other daughter, **Lele '96**, also lives in St. Louis. We send our deepest sympathies to Robin for the loss of her husband of 54 years. Curt and Robin started dating in the ninth grade, so it seems as though Curt was a member of our class.

Nan Eliot Ulett manages several vacation rentals, which have kept her busy for the last 14 years. Nan bravely hobbles around sprucing up these homes despite still recovering from a fractured femur from June 2024. She has been diligent about her rehab and is ready to return to work. Her younger son, Teddy, has moved to Austin, Texas. But when the temperature hits 120, Nan thinks a visit to Maine might woo him back.

Noel Messing Hefty traveled to Spain, cruised from Barcelona to Morocco, the Canary Islands, and Norway. She plans to attend the Copper State 1000, then off to Florida, and later to Bora Bora with the whole family. She is compiling a book of all her travels. Her grandson goes off to college next year. Noel continues to be involved and support the world of Colorado dance. At least seven organizations benefit from her expertise and largesse.

Abby Martin Packer continues to love Idaho, where she sees a lot more of her children and grandchildren. Her nine-year-old grandson lives in Frisco, Colorado, and is so informed about sports that ESPN has shown interest in having him interview the Broncos at their summer camp. The other grandson, just two years old, shocks Abby with his brilliant observations. Last spring, the whole family traveled to Portugal. This year, there will be many stateside trips, including a 60th reunion for husband, John, in Philadelphia at Episcopal Academy.

Sally Lewis Kennedy continues to spend time with her 10-, 12-, and 14-year-old grandsons. The oldest is starting "tackle football." Sally still devours books and remembers much of the required reading from our early MI days.

The list of events held at **Ellen Griesedieck**'s American Mural Project is extensive. To name a few: kids making fire tiles, Teen Art Studio, a piano series with wine and beer, writers talking about their books, and people represented in the mural speaking about their jobs.

Anne Steiner Manning had two stand-out experiences this year. Her special needs son, Max, and his longtime girlfriend had a commitment ceremony on Cape Cod, where Max lives. Anne's other adventure took her to San Miguel de Allende, Mexico, for the Writers/Literary Conference. You can check out Anne's blog at <https://trustedtables.substack.com>. She is healthy and content, still dividing her time between Miami and Martha's Vineyard.

Laurie Kloos Justiss has lived in St. Louis since retiring from Southern Methodist University in Texas in 2013. She has become very active in an organization dedicated to improving long-term care facilities. She spent time in Jefferson City getting the Missouri legislature to see it her way. She says it is inspiring to know that one's efforts can still make a difference.

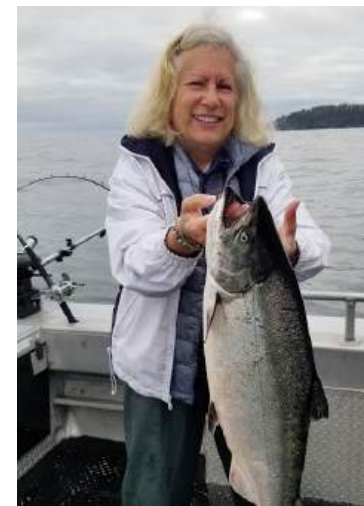
Becky Egle von Schrader now has two granddaughters attending MICDS. She is a consultant for an artist who lives in Santa Barbara. Becky was an art history major in college and ran a gallery in St. Louis before she became involved in psychology. She still

maintains her coaching practice but says it feels like grace has descended, allowing her to work in art again.

Mary Schlapp Thistle enjoys living in Florida and spends most of every summer in Boulder, Colorado, where she continues her accordion studies in person with her teacher and plays weekly gigs with her band. Mary also competes in accordion competitions, in which she consistently wins trophies. Mary and Jeff's daughter, Ellen, was married in September in a beautiful ceremony in the Boulder foothills. Son Joe lives in New Jersey with his wife and four-year-old daughter, Hollis.

Tauna Urban Durand, another Floridian in our class, shares some great family news from 2024. Their granddaughter graduated from the University of Georgia, married her high school sweetheart, and started medical school. Two of her grandsons joined the military, with both serving in cybersecurity. Another grandson graduates from college and will be looking for a job. She and Doug took their three sons and their wives on a cruise to Alaska in June 2024 and also traveled to Japan.

Another of our classmates who is looking forward to summer is **Patty Glaser**. Although she still loves California, she can't wait to return to Sitka, Alaska, and cast a line for salmon, halibut, and black cod. She is going to Mexico in August for bluefin and yellowfin tuna. Patty also plans to visit her niece and family in Nebraska this summer, followed by a trip to St. Louis to see her brother and his family.



More and more of us have reported on the joys of grandparenting, and **Kris Beam Dewees** is no exception. She was in Dayton, Ohio, where she was cheering on her granddaughter, Samantha, a senior in the Catawba Ridge percussion group, headed for the semifinals. Kris says she is no marimba aficionado, but she did organize a cheering section of other grannies with pom-poms and kazoos. After the competition, Kris headed to South Carolina.

Lark Upson continues to be a permanent resident of France but traveled to Vermont in April for thumb surgery on her right hand. She spent time recuperating at Claire's Vermont house and showed remarkable patience through the initial recovery. To keep Lark amused and shake off the winter malaise, they took a hike on the Vermont Long Trail. Lark continues to love living in France and will take up her art brushes again as soon as possible.



Ginny Limberg still lives in Albany, Australia. Her oldest grandchild is learning to drive and will soon be leaving the nest. The others are teaching Ginny new things every day. She bought a sailboat with a friend, and together they get out on the water weekly.

Liz Douglas from Melbourne, Australia, took an amazing trip to Mongolia and insists that we all visit the Steppe, the Altai Mountains, and the Gobi Desert. She also advises us to book a car ride from the Ulaanbaatar Airport to the city.

We are saddened to report that **Kathryn Tolin** passed away in June 2024 in Ann Arbor, Michigan. After Mary I, Kathryn attended the University of Maryland, where she majored in

library science. She lived in northern Virginia and worked in intelligence, helping oversee the digitization of the Library of Congress. She is survived by her son, Christopher, and her sister, **Ann Tolin '65**. Christopher wrote a lovely and moving obituary about his mother.

We have just learned that **Polly (Bambi) Roulhac** passed away in Washington, D.C., on Easter morning this year. Polly attended Mary Baldwin College and spent most of her life in Washington, D.C. She loved French culture, its history, art, and cooking. She was active at the National Gallery, where she volunteered after she retired. Polly was also a member of the National Cathedral. We send our deepest sympathies to her three sisters, **Dudley Roulhac Grove '63**, **Debbie Roulhac Poitevent '64**, and **Muffy Roulhac Sewall '74**.

Claire Keeler Beck reports: I had a very good year, including a trip to Kenya with David and my niece and her husband. We spent time at the Sheldrick Wildlife Preserve in Nairobi. Then we went on a safari in the Amboseli National Park. David and I support a school for children in Kenya. I had a great season on Vail Mountain, where my skiing improved. I made a quick trip to St. Louis and was able to dine with Robin Ewing Engler.

Gale Rutherford Dunlap says: Sandy and I continue traveling. We once again visited Italy and plan to return this September with friends, visiting the Marche region for the first time. Recently, we returned from Paris and the English countryside, where we lived in the '80s and where our daughter was born. We are preparing to move for the first time in almost 40 years, to Louisville, Colorado. In April, Noel Messing Hefty, **Jayne Schneithorst Land**, Sally Lewis Kennedy, and I met for lunch in Boulder.



1968 MI

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On Saturday, May 3, the Alumnae Association organized a very special event for reunion weekend: a chapel service. The Rector of St. Peter's, David Hodges, led us in a service of hymns and prayers, including the Prayer for the Graduates of the School. We sang *And Did Those Feet in Ancient Time, Be Thou My Vision, O Lord of My Heart*, and the *Alma Mater*, among others. How fortunate we were to have Ronald Beasley, Ronald Arnatt, and Michael Gerrard to inspire us. On a very rainy day, it felt warm and sunny inside. Karen and I were able to attend, as was Mary Semple McWilliams, who timed her visit to her 99-year-old mother in order to sing the hymns we love.

Mary Semple McWilliams writes, "What's new with me: winter spent on Pine Cay, Turks and Caicos. Big excitement in January was SpaceX crashing over us. The sonic booms, followed by quite a light show overhead, were frightening until we realized what was happening. With all the debris, people picked up rocket pieces instead of shells. My oldest grandson, Will, graduated in June and will be going to Gettysburg College, where he was recruited to play lacrosse."

Betsy Trent Heberling wrote, "Ever since NY Sports Club shut down in 2020 (ending my spin teaching career), I've been working at Home Depot in the Garden Department. I quickly became a full-time sales associate and decided to focus on big-ticket sales. My new title is sales specialist. Our other special news is three wonderful granddaughters: Sutton (4), Chelsea (2), and Brook (7 months)."

Ann Grossman Boon tells us, "I have a new grandson, which makes two boys and four girls. We had a Boon family reunion in Denver over Thanksgiving. I spent eight days in Paris in March with my three little Denver girls and their parents. I continue to read mountains of fiction. Also, I'm still riding my horse, walking the dog, and doing lots of strength training."

01: Following the wonderful St. Peter's Episcopal Church & Mary Institute Commemorative Chapel service, a group of friends and classmates went out to lunch (standing, l-r): Debbie Smith Fitzgerald '71, Carol Ferring Shepley '68, and Ann Elzemeyer Clark '67. (seated, l-r): Karen Smith Hempstead '68, and Mary Semple McWilliams '68.

02: Victoria Schofield '68 visited Ann Boon '68 in California this spring.



Jannie Jones Ramatici reports, "I spend several months each year at my vacation home in Kauai, where I am actively involved in efforts to prevent the development of the open spaces of Kauai's rural north shore. Travels included two trips to Italy, my nephew's wedding in Mexico, and a week in St. Kitts. I can't stay away from home in Petaluma, California, for too long. I continue to volunteer and work part-time at an olive oil ranch. And I love playing pickleball!"

Bonnie Black Taylor and Lydia continue to split their time between St. Louis, Taos, and San Diego, where their son, Jack, lives with their two grandchildren, Brynn (4) and Parker (1.5). Bonnie survived two adventures this year: surgery for a brain aneurysm and two weeks rafting on the Colorado with son Nick, both experiences embracing the reality of aging with faith, grace, and a sense of fun.

Nancy Fisse Davis writes: "Kids, grandkids, horses, gardening, and a fun reunion with **Christy Holt Bowman** a few years ago!"

Lou Horan Noland reports, "We enjoyed a fabulous cruise to Alaska late last summer with our entire family: **Laura Noland Tarrasch '98**

and her four children, and **Tee Noland '95** with his wife, Katie, and their five children. Seeing the kids enjoy themselves on the ship was the best. They loved seeing the glaciers and interacting with the huskies that ran in the Iditarod. **Ted '67** and I enjoyed another season in Vero Beach. It was fun to see and get together with Melissa Morriss Schroll and Marmee Williams Lyons. Karen Smith Hempstead and her husband, Ed, also visited us."

Marmee Williams Lyons relates, "I've been enjoying our grandkids and travel. Frank and I have 13 between us, and we saw them all last fall in their home locations in Brooklyn, Atlanta, Cincinnati, Hingham, Massachusetts, and Tallahassee. We took a Backroads trip to the Cotswolds and then on to Wimbledon last summer. In October, we went to Ireland. This winter we have been in Vero Beach, and I've seen Lou Horan Noland and Melissa Morriss Schroll."

Melissa Morriss Schroll tells us, "All is well on my end. Still in Philadelphia but spending five months in Vero Beach. I see Lou Horan Noland and **Sandy Moulton Alvino**, and it is so much fun to catch up. This year, I was playing tennis, and

Marmee Williams Lyons showed up on my court! I have now met her husband, and we are enjoying golf and dinners. We have five grandchildren, two of whom live in Dallas and three in Boston."

Karen Smith Hempstead says, "The family gathered to celebrate my 75th birthday in December. The 12 out-of-towners from California and Texas stayed at our house so the cousins could be together. In April, our family gathered again in San Luis Obispo, California, for my daughter Meredith's wedding. She and her husband Jordan, a widower, have six children between them."

Carol Ferring Shepley reports, "It's worth getting old when it brings your family for visits. Our three daughters, two sons-in-law, and two of our four grandchildren came to St. Louis for a weekend in December and another in May to celebrate birthdays. As for our two older grandchildren, Addie is a sophomore at Berkeley, and Jack is a junior at the Hyde School in Bath, Maine. On a back-to-back weekend in May, four of my college classmates came to St. Louis."

1970_{MI}**TINA RUTLEDGE VERALDI**

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Our 55th reunion was wonderful! Approximately one-third of our class was able to attend at least one of the three events. The alumni luncheon was the first opportunity to reconnect, and it was also fun to see friends from other classes. Five women travelled to St. Louis and added their flair to the festivities. In order of distance: **Jill Stein**, **Ellen Langtree**, **Elizabeth Donnell Morrison**, **Cathy Trauernicht**, and **Pam Farrell DuPuis**. Most attended the “Girl’s Night,” when we met at my home and really felt a warm atmosphere, with a shared foundation that included an active sense of empowerment. Most of us are living with some level of retirement and remain active in a wide range of current interests, while also exploring new directions.

On Saturday, **Bob Hermann ’70** graciously invited our class to join CDS ’70 at Grant’s Farm, which included a beautifully set lunch. We invited them to join us for the evening at the Whittemore House, which ended up being even more of a success than we expected!

It was a great pleasure to work with **Mary Holmes Carpenter** on this 55th reunion in many ways. Indeed, she leads with a depth of understanding.



05



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01. MI Class of 1970 at the alumni luncheon. Front row (l-r): Ellen Langtree, Lynn Bodenheimer, and Chris Garhardt. Back row (l-r): Mary Carpenter, Sunie Lasky, Tina Veraldi, Lela Shepley-Gamble, and Roberta Elliot.

02. Nathalie Pettus, Ellen Langtree, Larry McDaniel, and Tina Rutledge Veraldi, MI and CDS Class of 1970.

03. Mary Holmes Carpenter and Sunie Lasky, MI Class of 1970, at the alumni luncheon.

04. Maud Essen, Chris Garhardt, Ellen Langtree, Tina Veraldi, members of the MI Class of 1970.

05. Elizabeth Donnell Morrison '70 and Sally Schlafly Cohn '70.

06. Members of the MI Class of 1970 gather on the stairs at the Whittemore House. First row (l-r): Nathalie Pettus, Lynn Bodenheimer, Mary Holmes Carpenter, and Jill Stein. Second Row (l-r): Tina Rutledge Veraldi and Elizabeth Donnell Morrison. Third Row (l-r): Sunie Lasky, Ellen Langtree Roberts, and Cathy Trauernicht. Fourth Row (l-r): Linda Ferguson Benoist, Barbie Howell Reisner, and Annie Conant Schlafly.

1970 CDS

PAUL C. ANAGNOSTOPOULOS

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Salutations to all the classmates, family, and friends reading this installment of the CDS '70 Class Notes. I hope you and yours are enjoying the warm weather.

The renowned class of '70 celebrated our 55th reunion in St. Louis on May 1–3. We participated in four events: the MICDS Thursday luncheon, dinner at the Log Cabin Club on Friday, lunch at Grant's Farm on Saturday, and a Mary Institute cocktail party at Washington University on Saturday evening. Attending were **Ben Brink, Bob Cohen, Mike Crawford, Tom Duncan, Cap Grossman, Bob Hermann, Mark**

Johnson, Jim Kjorlien, Larry McDaniel, Wes Mellow, Ernie Planck, Charlie Schott, Bill Sprich, Danny Stephens, Jack Thomas, Bob Wells, and yours truly. **Mike Burns and Phil Estep** had planned to attend, but last-minute happenstances intruded. Many spouses joined us, rounding out the crowd of family and friends.

Our thanks to Jack Thomas for hosting us at the Log, which he has done for every major reunion since time immemorial. The conversation was enlightened, the food was delicious, and some classmates took home the beautiful flower arrangements.

Thanks also to Bob Hermann, who hosted us at Grant's Farm for our 50th and now for our 55th. We spent time in the fantastic old mansion, with Bob giving a tour. Then we ate a delicious lunch and continued the conversation. About six Mary

Institute women joined us, and so even more memories were recovered and many stories told.

Additional thanks to **Tina Rutledge Veraldi '70** and the MI women for inviting us to a shindig in the Whittemore House at Washington University. I was joined by Jim Kjorlien and Larry McDaniel for delicious food and even more conversation. It was wonderful to see a group of MI women and their spouses.

On Wednesday, Mike and Peggy Crawford and I visited Phil Estep with his wife, Mary Carpenter. Phil doesn't get out to many events, so it was great to see him and also Peggy.

We are all looking forward to our 60th reunion in 2030. We will continue having our annual fall mini-reunions in September or October. Here's to all my fantastic classmates!



The Class of 1970 enjoyed visiting during a luncheon at Grant's Farm, hosted by Bob Hermann.

1971 MI**LAURIE JACOBSON PROVOST**

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I begin with sad news: the passing of dearly loved classmate **Audie Woolsey** on February 7, after a brief battle with cancer. Audie is survived by her loving husband, Jack Burnett; her dear twin sister, **Lele Woolsey Springs**; her brother, **Ross Woolsey '67**; and her sister, **Suzie Woolsey Deaner '65**. She was predeceased by her sister, **Becky Woolsey Ester '65**. The world needs more people like Audie. She was simply the best kind of person, and we are so sad to lose her.

Marika Csapo-Sweet said it best: "Audie's dedication to a life of service to our country mirrors who she was: selfless, generous, modest, and full of heart. She shared her considerable professional skills with people who may not have come from the privileged background we all came from. I'm sure she also brought to her jobs her brilliant sense of humor and understanding of the ironies and absurdities of life in a contemporary bureaucracy."

Judy Griesedieck: "I'm still working for Minnesota Public Radio as a freelance photographer and for the University of Minnesota Bee Squad a few days a week, taking care of 200 honeybee colonies. Hauling camera gear and bee boxes around keeps me physically and mentally active, which I love."

Debbie Smith Fitzgerald: "Art and I have been homebound this first quarter of the year but did just return from a lovely week spent partially in Phoenix and then at my niece's fabulous wedding in Santa Margarita, California, with all our family there staying together in a large Airbnb. So much fun, family time!"

Cynthia Avon Bennink: "MICDS hosted a wonderful reception with Head of School Jay Rainey and his wife, alumni, and family in Vero Beach. Hopie Jones Welles and I arranged to meet there to drink a toast and relive memories of Audie."

Diane Garesché Reed is very proud of her daughter, **Caroline Reed Holyk '03**, who graduated from DePaul University Nursing School last year with a Master of Science in Nursing. She also received the Award for Clinical Excellence. "Caring, smart, compassionate, patient, and beautiful inside and out, she will be a wonderful nurse! Last September, **Dru Webster Patterson** and I took a wonderful bike trip in Tuscany."

Tori King: The doctor is in and still working full-time, but she took off for a week in the Caribbean aboard Seabourn Ovation. "Warm waters, blue skies, and fair winds to all my classmates as we sail into our final decades."

Dana McBride traveled to Nashville in March to meet her newest grand, a precious girl named Lacey. This is number four for her.

Peggy Gross Crawford and **Michael '70** welcomed their first granddaughter, Lily Sophia Pescovitz, born to Lacy and Max on January 14. That brings their "grand" total to three!

Cammi Fette Mock: "My two children, my husband, and I are healthy and overall enjoying life. I still love living in the country and going on fishing and hunting trips with our dog across the US and Canada."

Gloria Niedringhaus Jarvis and hubby **Jay '71** celebrated with **Joe Cannon '71** and his new wife in Los Angeles in May. Joe and Judith Diamond were married in August 2024.

Robin Brunner White: "Only news from New Hampshire is that I fell on my icy driveway in December and broke my ankle in three places but managed to protect the coffee cup I was holding! I heard a big 'crack!' Next time I think I'll forget the mug!"

Ann Hardy Aschauer: "Marty and I still live in Louisville, and head to Michigan for the summer, after my annual 'sisterly adventure' out west with **Susie Hardy '68**. The grandchildren are growing way too fast. My next book, *Satan's Worst Nightmare*, is in production and will be out by September. My current book, *Barriers*, is being translated into Odia at the request of some of my readers in India. Life continues to surprise me."

Beth Trueblood: "Rip and I celebrated our 40th anniversary with a bike tour in northern Italy's Dolomites—great fun despite chilly, wet October weather. We are both continuing to consult on design services for former clients, so we are keeping busy."

Lucy Ferriss is still doing the same thing: trying to save the world, or at least save a few of the Afghan college women trying to survive in it. "We have 800 students and have placed a dozen of them in colleges and universities outside Afghanistan. Despite catastrophic losses of funding, the work continues." To learn more about Lucy's work: <https://www.afsousa.org/>.

As for me, **Laurie Jacobson Provost**, Jon had rotator cuff surgery. We are traveling for work and fun. I'm working on my next book. We've added more pet products to our line at ProvostPets.com. In between, we do lots of babysitting, and we still take in a lot of rock and roll."



01. Friends gather in memory of Audie Woolsey '71. (l-r) Laurie Wolff Miller, Judy Griesedieck, Noel Goding, Babs Claggett Wagner, Susan Hotchkiss Jones, Dana McBride, Debbie Smith Fitzgerald, Lele Woolsey Springs, Bartow Lammert Molloy, Jeanie Roy, Lisa Culver, and Sally Braxton Schnuck.

02. Dana McBride '71 meets her new granddaughter.

03. Lucy Ferriss '71 in a dress made by one of her Afghan students, Nadia, who is legally blind.

04. Adventures in Italy with Diane Garesché Reed '71 and Dru Webster Patterson '71.

05. Hopie Jones Welles '71 and Cynthia Avon Bennink '71 at the MICDS gathering in Florida.

06. Jay Jarvis '71 and Gloria Niedringhaus Jarvis '71 congratulate Joe Cannon '71 and the new Mrs. C, Judith, in LA.

07. Nothing but blue skies for Tori King '71.



1976_{MI}**DEIRDRE MCKEE NOELKER**

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Didi McKee Noelker and her husband, Tim, joined their church on a pilgrimage to England in the fall. Didi has partially come out of retirement to become the Director of Children and Family Ministries at St. Peter's Episcopal Church across the street from MICDS. She continues to help with her two grandchildren in St. Louis, Maeve (3) and Sullivan (5), and visits her two grandchildren, Sahil (6) and Naina (9), who live in Tulsa. Didi enjoys playing pickleball, tennis, and golf, and walking her two dogs.

On May 1, **Ellen Bates Scott** became the grandmother of a beautiful baby boy, thanks to her daughter Liza, who lives in Chicago. How nice that the baby is not too far away!

Nancy Croak McKown reports: "Life of retirement has been wonderful. We have been traveling! Jim and I went to France, Germany, and the Czech Republic. We have been to New York (dog sitting while **Claire '05** was in India), Florida, DC, and North Carolina, where our son, **JL '07**, and his wife moved. Our youngest, **Libby '13**, got married. We saw the eclipse last year. Liz and I get together every so often, so that is nice.

Melinda Levitt still lives in Washington, DC, and has retired from the practice of law as of February 1, 2025. She is still adjusting to the change after having been an attorney for 35 years. She immediately started taking continuing learning classes, including the history of the English language, art deco architecture in DC, and the suffragist movement. She has also joined the board of a small non-profit to promote the art of cabaret singing in the DC area.

Lisa Wright Nouss is the proud grandmother of four granddaughters: Ellie, Poppy, Louise, and Margot. She enjoys visiting the grandchildren in Old Greenwich, Connecticut, and Houston, Texas. She spends the winter



01. Liz Cannon '76 and Nancy Croak McKown '76.
02. Lisa Nouss '76 and her grandchildren.
03. Linda Wunderlich Dybus '76 and Steve with their grandchildren.

in Boca Grande, Florida, and the summer in Harbor Springs, Michigan. Lisa serves as a director for the Western Golf Association and the Evans Scholar Foundation. She also enjoys traveling. She just returned from a trip to Australia and New Zealand.

Ann Mellow Fleckenstein lives in Atlanta.

"Scot and I moved into a condo across the street from Grant Park and the Atlanta Zoo. It's a great area for walking and biking. We hear the lions most evenings. I am happily retired, and I deliver meals to people in need through Open Hand Atlanta. Our daughter lives in Ann Arbor, Michigan, and we get to see her whenever we go to the cottage on Crystal Lake."

Melanie Ellis Streed writes that she and her husband, Jeff, are thoroughly enjoying retirement, spending lots of time in New Brunswick, Canada, and traveling in Italy and the UK. Any gathering with their family (all three sons and two grandchildren live in Boston) is a highlight. Sadly, Melanie's mom, Eleanor Ellis, passed away this April.

Linda Wunderlich Dybus enjoys retirement.

"My husband, Steve, and my brother, Rob, are running Wunderlich Fibre Box. We travel and enjoy seeing our kids and grandkids. We have five grandchildren, three in Omaha and two in Seattle. Our oldest daughter is in the DC area, and our son just moved back to St. Louis to join the family business. I am busy with my folks. I enjoy golfing and am in a ladies' league.

1977 CDS

William Q. “Bubba” Singleton reports: After 39 years on the East coast (two in DC and 37 in the New York City area), I’m rediscovering my Midwestern roots as Dorice and I moved to St. Louis. I look forward to reconnecting with many of my Codasco and Mary I classmates as opportunities arise. My work as a voice-over actor continues, just in a different location, thanks to technology. The biggest adjustment? Acclimating to the scorching heat once more!

1980 MI/CDS

ERIC FINCH

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♥A great 45th reunion weekend was had by all. After gathering at Lester’s on Friday night to watch the Blues win, another group went to **Andy Kohn’s Edgewild** restaurant on Saturday. In attendance: **Reuben Coleman, Ashwin Dundoo, Dick Sant, Derek Rapp, Donald Meissner, Doug Schiffer, Andy Kohn, Tiger Wurdack, Peter Franciscus, Enid Gardner Dodson, Beth Danforth, Debbie Windsor McCormick, Melissa Chamberlain Bozesky, Jenny Steinman, Nancy Dillard Thomas, and Eric Finch.**



(l-r) Maria Desloge, Kim Pope, Pat Noles, Sally Breck, Naila Tahir-Hassan, Susie Veron Van Cleave, Carol Cullen, Jody Newport, and Meo Thomlison.

2009 Moms Book Club Continues to Thrive

It’s been fifteen years since the MICDS Class of 2009 graduated, but for their moms, the story didn’t end there. What began as a connection through school drop-offs, sports games, and graduation parties has grown into a cherished tradition: the 2009 Mom’s Book Club. It’s a circle of friendship, memories, and shared life chapters that continues to thrive!

1987 MI

DREES ARNESON CLINE

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Angie Del Pizzo Link: I’ve spent the last 30 years working at Edward Jones in asset management and financial planning roles. I’m still enjoying it but starting to think about what

might be fun to do in the next act. We are getting the hang of being empty nesters now that **Isabel ’23** has graduated. Trying to exercise and travel more. I’m looking forward to seeing everyone at the next reunion!

Drees Arneson Cline: My youngest daughter, Marin, graduated from Villa Duchesne. They did their senior prank and “pulled an ’87,” with many of the same hijinks! Teachers were not pleased. Just wish they had gotten the weed killer going, a la **Kaki Rohan Ianchulev**. Marin is headed to SMU in the fall, so the empty-nesting begins; hopefully, that means less stress and lots of travel!

2002 MICDS

Katie Knapp Littlefield Castelino ’02 and her husband, Rohan, have two boys, Felix Graham and Julien Arthur. Felix and Julien are the grandchildren of **Steffie Knapp Littlefield ’72**.

2010 MICDS

Spence Myer announces the birth of his daughter, Eleanor Rose Myer. Eleanor's grandparents are **James S. Myer '79** and **Kathe Myer**; her great-grandmother is **Suzanne Stein Hoffman '53**, and her great-grandfather is the late **Jesse S. Myer '53**.

2013 MICDS

Kaytlin Houghtaling married Zachary Fendelman on October 19, 2024, at the Magic House in a Halloween costume ball wedding. Bridesmaids included **Emma Klobnak** and **Emily Shy**, and the maid of honor was sister **Jessica Houghtaling '09**. Other 2013 classmates were in attendance, including **Victoria Peacock**, **Olivia Gacka**, **Beth Ignatova**, **Erin Wright**, and **Lexi Bollis** (completing the former Five Brunettes and a Blonde a cappella ensemble), **Ali Schroeder** (officiant), and **Catherine Huber**, plus **Mohad Zahid '12**. Parents of the bride are **Kay Berra Houghtaling '82** and **Creig Houghtaling**.



Kaytlin Houghtaling '13 at Laumeier Sculpture Park before her wedding, with her sister and maid of honor, Jessica Houghtaling '09.

2021 MICDS



William Giles '21 (left) attended the Cotton Bowl in January to watch classmates Will Kacmarek '21 and Jalen Pace '21, who play for The Ohio State Buckeyes football team.

MICDS Equestrians Ride in Florida



Maddie Brooks '26, Anna Schierholz '07, and Julian Steward '34, along with horses Lux and Rajah, at the Winter Equestrian Festival in Wellington, Florida. They all ride or teach at Clouds End Farm in Wildwood, Missouri.

MICDS Alumni and Friends Gather in Sunny Vero Beach

Alumni and friends from the Vero Beach, Florida area came together on March 13 at The Boathouse at Quail Valley River Club for a special evening of connection and celebration, thanks to our host, **Allison Ritter '86**. The event offered a wonderful opportunity to catch up with fellow alumni and hear updates from **Head of School Jay Rainey**, who shared exciting news about the many great things happening at MICDS this year.

Guests enjoyed hors d'oeuvres and shared memories, discussing the teachers and friends who have shaped generations of Mary I, Country Day, and MICDS alumni. We look forward to more gatherings like this in the future!



01



02



03



04



05

01: (l-r) Carly Reed Dujardin '10, Remy Reed Dujardin, Carla Veron Reed '83, Nelson Reed

02: (l-r) Vero Beach alumni listening to Head of School, Jay Rainey

03: (l-r) Jay Rainey, Ruth Rainey, Nancy Ross, John Ross

04: (l-r) Hope Jones Welles '71, Cynthia Avon Bennink '71

05: (l-r) Dave Deibel '64, Jody Jones

06: (l-r) Rob Bennink, Arthur Rosecan '75, Janet Rosecan

07: (l-r) Julie Grote Rogers '65, Bob Grote '61



06



07

MICDS in New York

New York City was buzzing with MICDS spirit in June as 45 alums, spanning class years from the 1960s to the 2020s, came together to share memorable stories, reconnect with one another, and hear thoughtful remarks from **Head of School Jay Rainey**. A huge thank you to **George Walker '87** for hosting us at the offices of Neuberger Berman—the 42nd floor offered cool views and warm camaraderie. And, thanks to everyone who came out and made the event so special. We are grateful to our out-of-town alumni for helping keep our community strong and connected!



01: (l-r) David Sarver '06 and Zack Michaelson '00

02: (l-r) Grace Guir! '17, Annabel Warren '17, and Ward Hanser '17

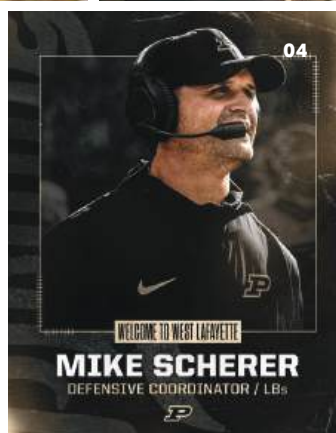
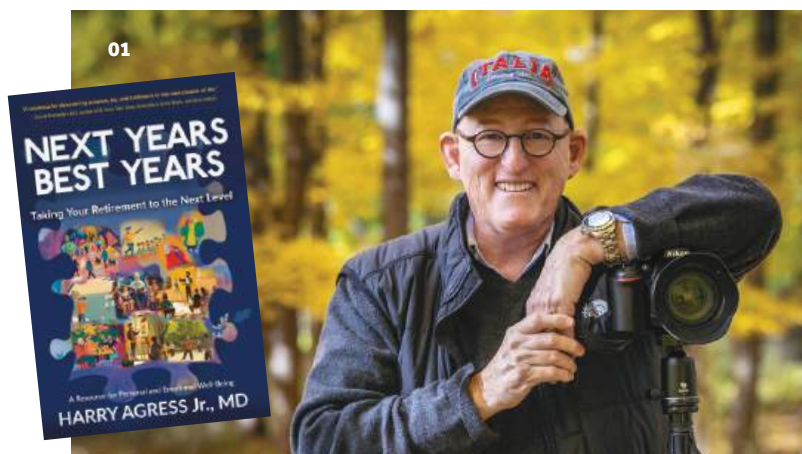
03: (l-r) Peter Warren '14, Jordan Taylor '14, and Arjun Dundoo '14

04: (l-r) Jonathan Cohen '05 and Keith Costas '04

05: (l-r) Moyo Akande '11, Lucy Finn '11, Molly Rhodes '03, and Leslie Loeb Findling '03

06: (l-r) Skip Stein '67 and Harry Agress '64

07: (l-r) Dennis Grigoryan '15, Me Tu '15, Anya Tiwari '23, Juliette Phillips '23



01. Harry Agress '64 published a book called *Next Years Best Years* in which he dives into the many exploits he and others have embraced as they create a new post-career life from reassessment and self-reflection to volunteering, photography, teaching, sports, coaching, acting, and much more.

02. Chris Kerber '90, a sportscaster for the Blues Radio Network, was honored as the Missouri 2024 Sportscaster of the Year by the National Sports Media Association (NSMA). NAMA is a nonprofit organization established in 1959 that supports educational opportunities for individuals seeking a career in sports media. It also honors, preserves, and celebrates the diverse legacy of sports media in the US.

Dave Steward '95 produced a new animated series with his company, Lion Forge Entertainment, called *Iyanu*. The series premiered on Cartoon Network in April and is now streaming on HBO Max. The entire first season of *Iyanu* debuted in mid-June and will be available across 44 countries in

Africa. The series will also stream across the United Kingdom and the Republic of Ireland this summer.

Ndidi Oteh '00 has been appointed CEO of Accenture Song, effective September 1. Oteh, currently the lead for Accenture Song Americas, has been instrumental in leading digital transformations for Fortune 500 companies since joining the firm in 2011. Accenture is a leading global professional services company that offers a range of services in strategy, consulting, technology, operations, and digital transformation.

03. Taylor Matthews '01 hosted the first gathering of the newly formed Rams Lacrosse Alumni Network at his firm, Lewis Rice. Matthews spoke about his path to being a lawyer and about how MICDS prepared him to do the little things, to always be kind, and to remember that follow-up is an essential part of empowering one's network. **Jack Howell '12** will host the next gathering at JP Morgan.

Danny Burstein '04, a former assistant soccer coach at MICDS, has been named the head coach of the University of Minnesota Crookston women's soccer team. He most recently served as an assistant coach at the University of Nevada.

04. Mike Scherer '12 was named Defensive Coordinator for the Purdue Boilermaker football team.

05. Mia Krieger '24 serves as a senator representing the College of Arts and Humanities for the Lindenwood Student Government and received the Senator of the Year Award at its annual Black and Gold Leadership Awards. "Serving as the Senator for the College of Arts and Humanities has been an incredibly rewarding experience, and I'm grateful for the opportunity to represent and advocate for my peers. I look forward to continuing this work in the upcoming academic year!"

THEN

— & —

NOW



For nearly a half-century, children ages four through 13 enjoyed various summertime activities at Camp Deerfield, which opened on the Country Day Brown Road campus in 1942. Deerfield, which moved with Country Day to Warson Road in 1958, was supervised through the years by various faculty members, including Mr. and Mrs. Donald Webb, Russ Stickney, Philip Alderks, and K.B. Mehl. The camp was widely viewed as a “feeder” that led to school enrollment by boys already familiar with the school grounds and staff. Today, the tradition of vibrant summer programming continues as the 100-acre MICDS campus welcomes children to Camp Pegasus, Eliot Summer Academy, and STL Sports Camps.

Led by our dedicated educators and even recent alumni, these camps foster strong friendships and ensure a summer full of cherished memories.