

PDSpirit

W I N T E R 2 0 0 2

how
boys learn

curriculum
map

multiple
assessment

paradigm
shift

emotional
support

learning
synergies

critical
thinking

brain
research

Teaching
Today





Presbyterian Day School

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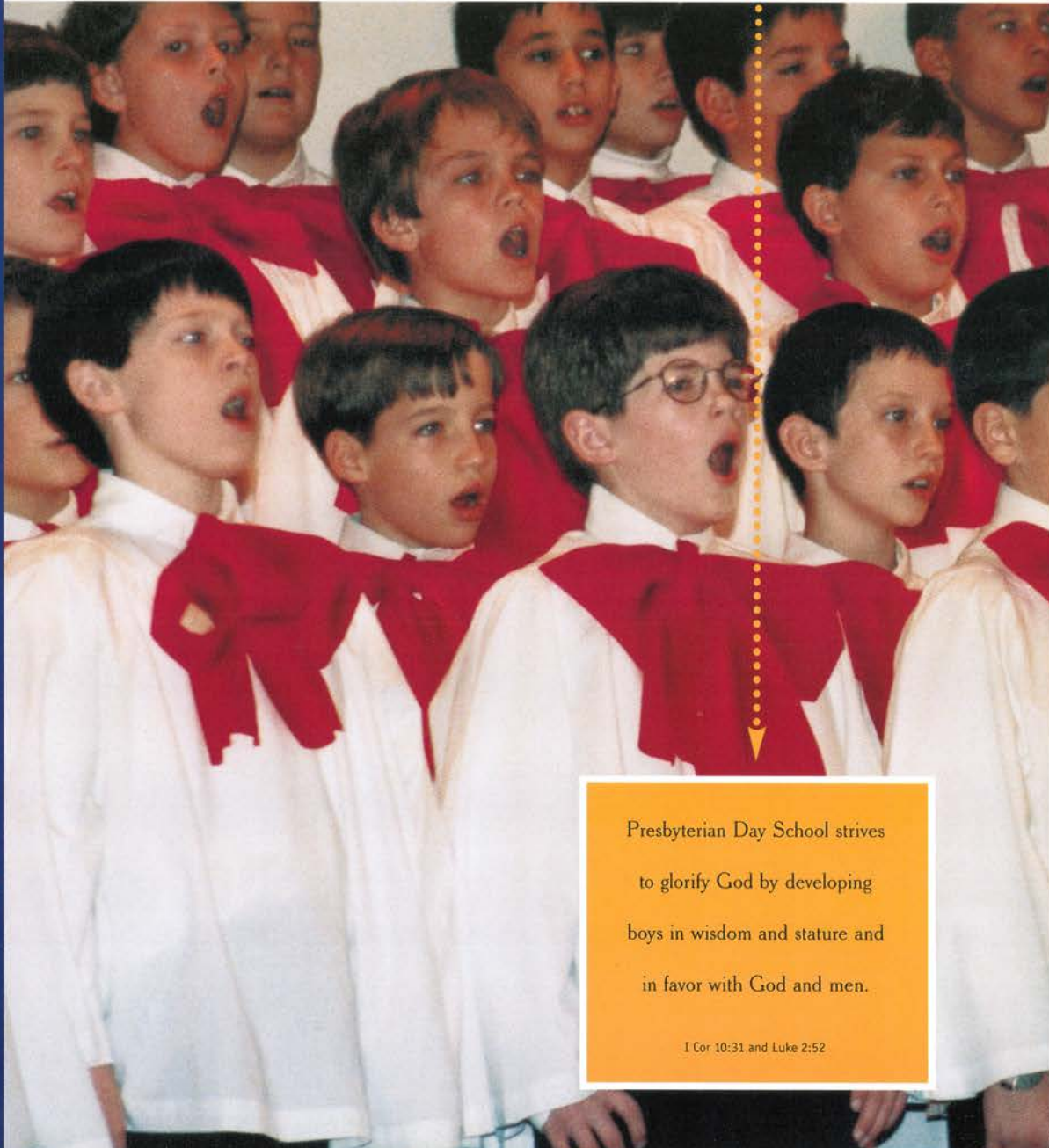
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PDSpirit

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Presbyterian Day School strives
to glorify God by developing
boys in wisdom and stature and
in favor with God and men.

I Cor 10:31 and Luke 2:52



Teaching Today

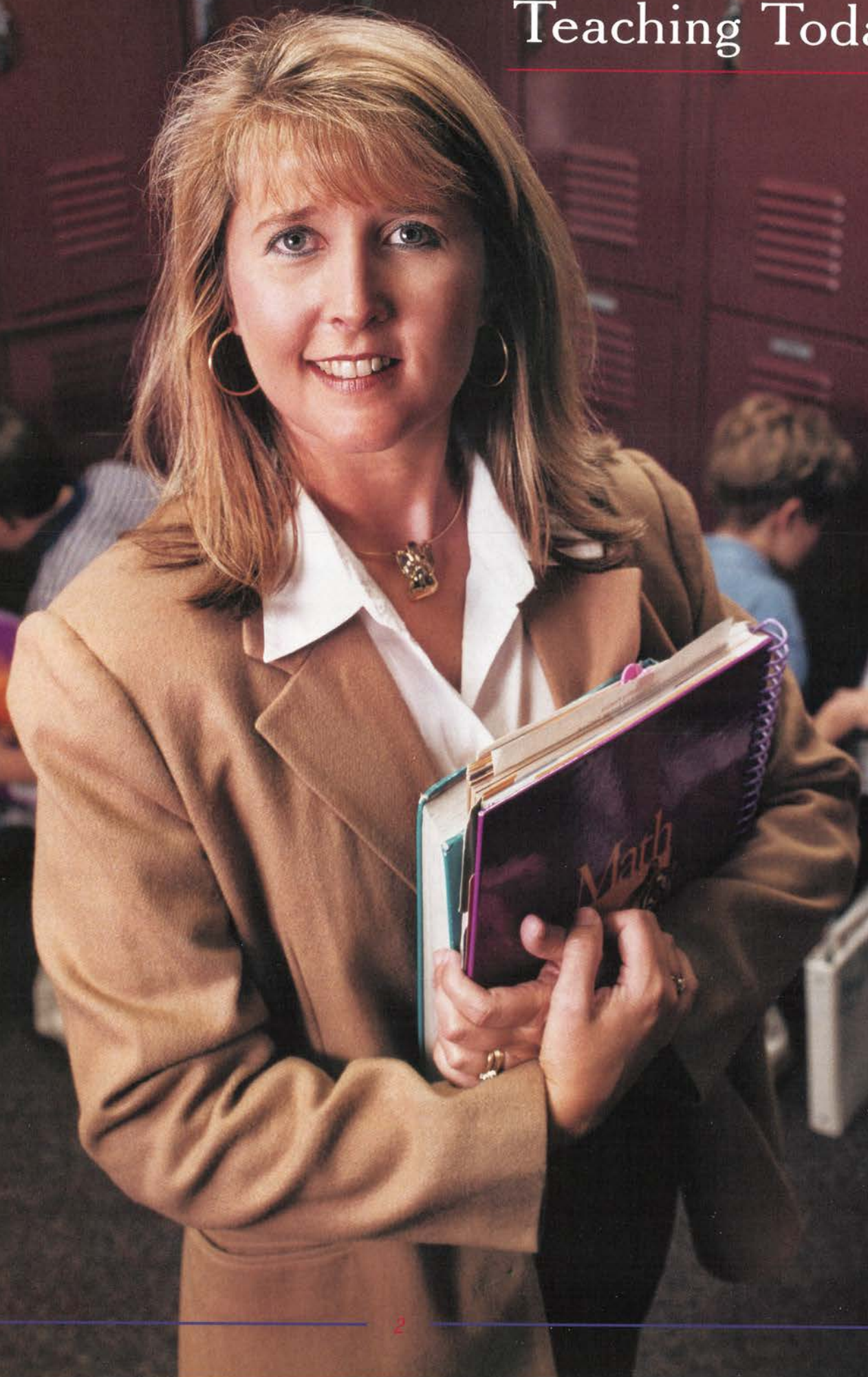
By Headmaster Lee Burns

Wanted:
an educational artist,
historian and mathematician,
a motivator, a child
development specialist,
a counselor, a learning
specialist, a manager of
people and process, a
mentor, a trusted advisor.
Must be energetic and creative.
Must be a life-long learner. Must
understand learning theory...and learning
styles. Must be technically facile. Must
appreciate the nuances of boys. Must be versed in
several academic disciplines. Must be articulate,
inspirational and compassionate.

The above is an advertisement not for six different positions, but for one position: that of a PDS teacher. How many jobs demand such a wide range of skills and experiences? None that I can think of. How many jobs so profoundly shape future lives and the future of our society? Again, none that I can think of.

While it has never been easy being a teacher, the role today demands more than ever before. Anyone in the school business knows that actual classroom instructional time is but the tip of the iceberg of what an effective teacher does. While that is all a classroom observer sees, it is the behind-the-scenes-stuff that is often the stuff of great teaching. It is the quiet planning time, the meetings with fellow teachers to connect with what they are teaching, the contemplation of research on the learning process, the conferences, the curriculum map, knowing each child

Teaching Today



individually and so forth that are the fuel of great teaching and learning moments in the classroom.

Good schools provide their teachers extensive support, training and resources. They have a sophisticated administrative infrastructure that encourages and supports great teaching and learning. Naïve schools—or schools that don't take the profession of teaching seriously—simply assume that teachers will pick up things on their own. They assume that professional development and growth surely occur simply by teaching. They assume that connections among different subjects magically happen and that the school's scope and sequence for the entire school is put together easily...and that once it's put together, it's finished. They assume that it's really not that important to understand what we now know about brain development and learning; that what and the ways we taught in the 1970's must be good enough; that teaching is really just about paraphrasing what's in a textbook and then making sure that students can recite or paraphrase it back; and that asking teachers to make a fundamental paradigm shift about learning is simply a matter of deciding to make the shift. And finally, naïve schools assume that these things don't take time, money and staff.

If you want to develop a talented cadre of teachers, you'd better give them time to plan great learning units. You'd better send them to visit some of the best schools in the country. You'd better let them network with incredible teachers. You'd better give them time to read and discuss what Grant Wiggins and Howard Gardner are saying about ways to assess real understanding and learning, and what Michael Gurian and William Pollock are saying about the emotional lives of boys. You'd better not have them teaching every minute of the day, and you'd better not put too many students in their classrooms. You'd better build time into their schedule to meet with their colleagues in their same grade...and in the grade above and below them. You'd better make time for the math teacher and

Learning that is
connected lasts
and makes sense,
but it takes time
and talent.

the science teacher and the social studies and the art teacher to meet together to see how they can deepen student learning by connecting their seemingly disconnected disciplines.

Learning that is connected lasts and makes sense, but it takes time and talent. And it takes people—division heads, administrators—to see the potential synergies of an interconnected curriculum, to orchestrate all the teacher meetings, to put the professional development resources in place, to meet with teachers individually and in small groups to help push their own learning and teaching.

This issue of the *PDSpirit* explores all of the resources, training, support and structures that must be in place for a school to maximize student learning. It touches on things like curriculum maps and learning synergies, departmental meetings, grade level meetings and organizational structures. It celebrates the nitty-gritty of education, the things that really make a good school good—things relatively new to schools and absolutely essential for any school that wants to give its students the best possible education.

Finally, it celebrates the teaching profession and the teachers of PDS. They are, after all, the heart and soul of PDS. They pour their hearts into their work at PDS. And they touch not only the minds of boys, but they touch and transform hearts and souls as well. For in addition to giving them an education which will prepare them for rigorous and challenging programs in junior high, high school and college, our teachers every day share with their boys a Christian faith which is real and powerful. They pour out their love and prayers on their boys, who see and feel through their teachers the work of the Lord at PDS.

In all that they do, PDS teachers give their boys the best, and they must be given the best—the best pay, the best resources, the best support. Our boys will be no better than them, and investing in them is an investment in our boys... and our future.

What We're Learning About Teaching

by Frances Cowan, Director of Professional Development and Growth



How often we hear great men and women share passionate and encouraging stories about the teachers in their past who shaped and molded the person they have become today. Stories like these are such powerful reminders that teaching is one of the most valuable, most important, and most meaningful professions an individual can choose. It is a profession that requires heroic efforts daily in the face of

overwhelming challenge. It is a profession that springs forth the fruit of excellence immediately or withholds evidence of well-planted seeds for many years down the road. And it is a profession that potentially shapes the future for us all. However, the profession of teaching in today's society is becoming more demanding and complicated than ever before. Whereas teaching has historically been thought of as an art,

in recent years the profession of teaching has moved increasingly in the direction of science, thanks to the advances of research on brain development and effective practices most critical to student success.

In a recent article entitled “What Research on Learning Tells Us About Teaching,” Gaea Leinhardt presents four principles essential for “best practices” in teaching:

- *New learning is shaped by the learner’s prior knowledge*
- *Much learning occurs through social interaction*
- *Learning is closely tied to particular situations*
- *Successful learning involves the use of numerous strategies*

Add to this the complexity of what researchers are coming to know about the emotional and biological aspects of learning and intelligence, and it follows naturally that even the most talented and experienced teachers in our schools today must seek to further develop the skills necessary to enable them, and ultimately their students, to perform at their highest level.

So what are the immediate challenges for today’s teachers? Where do we focus our professional development in an effort to shape the minds of our boys and ignite in them an enthusiasm for learning?

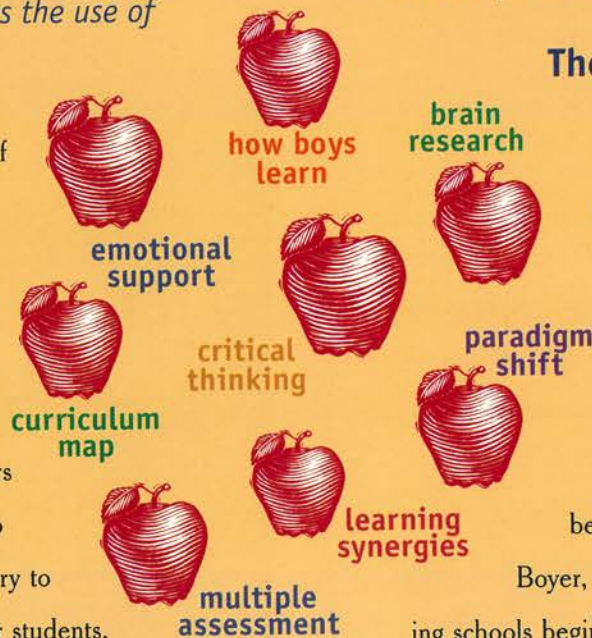
Shifting Gears

In recent years, education reform has shifted its focus in teaching from a content-based curriculum to a more process-based curriculum — a curriculum based on critical thinking,

communications, creativity, and teamwork...skills that are valued in today’s workplace. What does this mean for the boys in our classrooms or in our homes? Active involvement versus passive reception; problem solving versus memorization; use of technology for accomplishing tasks versus use of technology as an end in itself; cooperative groups versus relative isolation; greater depth versus superficial coverage... in short, focusing on the processes of learning and problem solving where students are fires to be ignited rather than vessels to be filled. This paradigm shift in curriculum builds on the nouns of what we teach our boys and adds a second focus of equal value — the verbs of how we teach our boys.

The Nouns of Teaching

So what should our boys know, understand, and be able to do? What is worthy of understanding? Looking at the ever-increasing wealth of knowledge facing educators today, how do our teachers develop a shared vision regarding what our boys should know before graduating from PDS? Ernest Boyer, in “The Basic School,” says high-performing schools begin with the simple word “connectedness.” Effective schools connect people to create community. Effective teachers connect curriculum to achieve coherence. An effective curriculum connects life to learning in an effort to build understanding. Presently, our teachers are meeting both during and after school to dialogue about the long view of certain disciplines (the junior kindergarten through sixth grade experience) and the shorter view for a typical student’s experience in a single grade. Key among the topics of discussion is the importance of a curricular scope and sequence that avoids repetition or the omission of



pivotal information and maps a boy's journey from JK-6th grade. Recently, the faculty met to identify present practices in the areas of Social Studies and concluded the session with a map of key topics of study from JK-6th grade. Teachers found it refreshing and exciting to talk about their work with colleagues from other divisions and grade levels and reflect on ways to improve student learning. The process of curriculum mapping is a continuous cycle of reflection and planning for teachers, as they seek to make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately help students relate what they learn to life. The dedication to study, research, and reflection involved in the process of curriculum mapping, however, is only one tiny tip of the iceberg.

As part of a goal setting process in the fall, each of our faculty chose two areas of study that they wanted to focus on throughout the year in an effort to gain a deeper understanding of current practices and research. As a result, teachers are attending discipline-specific, national conference all over the United States and teaming with teachers in other high-performing schools to become more conversant with today's best practices regarding curriculum, student advocacy, and instruction. Teachers, as well, find time to share their newly acquired information during faculty-led sessions on critical thinking, application and integration of technology, multiple methods of assessment, scheduling, brain development, and other critical areas of interest in the weekly After School Adventures program for professional development.

However, developing and implementing a shared vision of what to teach is only part of the educational reform facing today's teachers. Effective schools today are aware that significant improvements in student performance and motivation is, as well, based on classroom practices that emphasize an engaged, student-centered mode of instruction.

The Verbs of Teaching

In effective schools today, the introduction of a process-based curriculum asks teachers to shift from a didactic



practice of mostly teacher directed learning to a more learner-centered, constructivist approach to learning. Teachers in these classrooms do less...students do more. Teachers in these classrooms talk less...students discover more. Teachers in these classrooms use effective questioning

techniques...students respond with greater evidence of understanding.

One challenge for today's teachers is to create learning environments that reach for greater depth and less superficial



coverage. For example, in studying the Civil War, a teacher might shift to higher levels of critical thinking and logical analysis by asking the boys to create a PowerPoint presentation to identify and describe two battles that they consider turning points in the war, rather than memorizing

every battle and every date from beginning to end.

Studies by Grant Wiggins and Jay McTighe, authors of "Understanding By Design," conclude that focusing in depth on a fewer skills and concepts will lead to greater understanding and retention.

Students' cognitive developmental abilities are another major focus of learning for today's teachers. Educators and researchers, alike, concur that the traditional view of learning, focused on knowledge and procedures of low cognitive challenge and superficial understanding, does not meet the demands of today's students. Teachers, therefore, are called to develop and initiate a constructivist approach to learning for processing deep, conceptual understandings.

Constructivism asks teachers to guide the activity while the boys undertake and manage the process of constructing the understanding. Going back to the Civil War, rather than asking the boys to write a report on the Second Battle of Bull Run, suppose the teacher asks the boys to imagine they are soldiers (either Union or Confederate) in the battle and to write a letter home. The boys will then not only need to learn information about the battle from several sources but also do something with the information by coordinating different perspectives, drawing conclusions, and personalizing the information. The students are more engaged, and the teacher's role is much more complex and multi-faceted from design to assessment.

And what about assessment? If the boys memorize the food groups and make a 100 on the USDA Food Pyramid test, is there evidence of understanding good nutrition?

Teachers today are learning that quality assessment doesn't always need to happen at the end of a unit and in the form of a written test. Evidence of understanding should be collected throughout the learning process with activities, instruction, and performance tasks designed for the boys to

prove their understanding. Evidence of understanding good nutrition could be illustrated as students develop a three-day menu for the annual 6th Grade trip to St. Louis. A group of boys could also create a PowerPoint presentation for younger students describing certain health problems that could arise as a result of poor nutrition. Methodology in today's classrooms asks students to prove their understandings, not just pass the test!

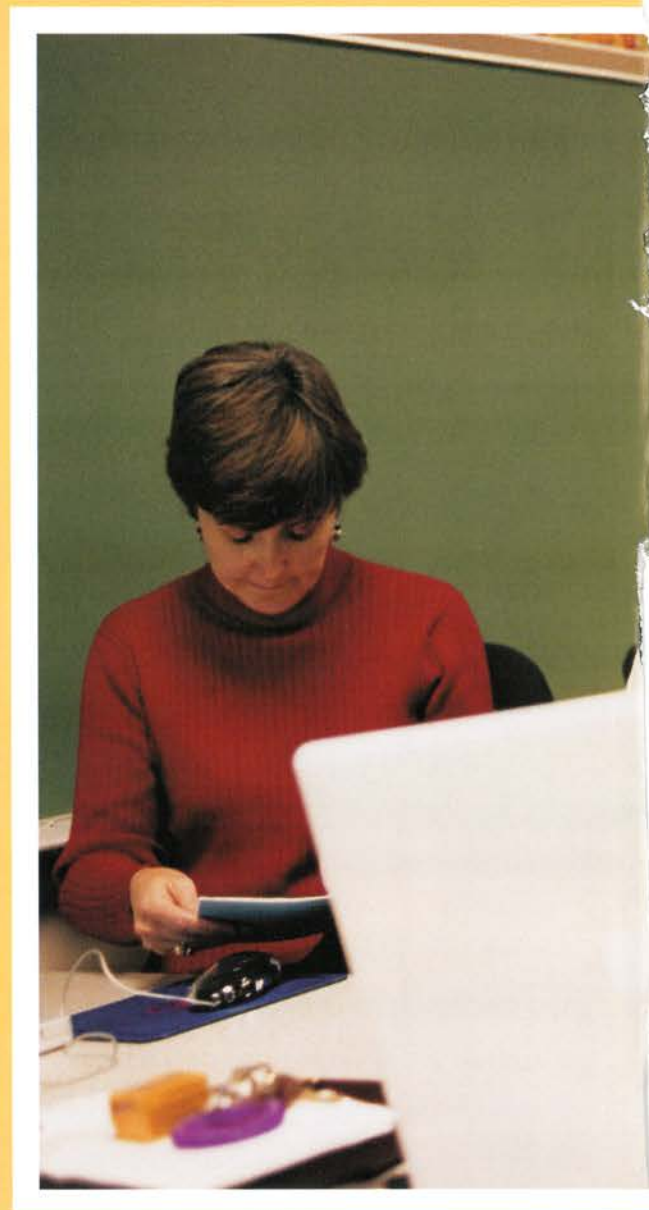


Finally, teachers are asked to provide for the individual learning styles represented by the boys in their care. Current research on brain development and student learning styles are at the heart of education reform in society today. Enabling the boys to step out of their dominate style to develop a more balanced learning profile is a key responsibility for elementary school teachers, which includes multiple presentation strategies for reaching the highest percentage of students in the class. In kindergarten at PDS, you might see one boy physically moving images on a SmartBoard to categorize animals. You might hear another boy orally comparing and contrasting the attributes of dogs and cats for the class. You may observe still another boy create a wonderful watercolor of all the reptiles he saw on the field trip to the zoo. And finally, you may watch a creative rendition of "The Three Little Pigs" by several boys in the creative play center!

A Community of Learners


A major opportunity for PDS in the midst of this new paradigm shift is the idea of developing and supporting a community of learners. It takes thoughtful vision to see the

big picture...to ensure that purpose and effort unite. One key is for the leadership to recognize its most vital function: to keep everyone's eyes on the target of improved student learning. It takes leaders with dedicated time to see the global perspective and the power of learning synergies through an integrated curriculum. It takes leaders to cultivate a shared vision and goal-oriented culture by regularly reinforcing and encouraging improvement efforts. And in the face of increasing challenge for teachers today, it takes leaders to support, acknowledge, and regularly celebrate



the accomplishments and growth within the community!

When all is said and done, teachers today are master designers. They design the learning journey for both their boys and themselves. And it takes time to be a master designer...endless meetings by grade, subject area, and division. It takes visits to other classrooms, conversations with other teachers, conferences with parents, and special moments devoted to building relationships with boys. Teachers design a safe and nurturing classroom climate to cultivate improved student learning. They design a

meaningful and coherent curriculum to frame shared goals and vision. And they design authentic and purposeful instructional practices to inspire and support better thinking and learning. The fabric of their profession weaves together the many hours of joy, laughter, dedication, challenge, study, research, reflection, and planning. The rewards for their effort are the satisfaction of seeds well-planted and the hope of shaping what can and might be for the many boys that travel through their hearts and through their classrooms. 



What I Need to be the Best Teacher for PDS

Merideth Arnold, Fourth Grade Teacher

“Merideth, what can we do here at PDS to help you be the very best teacher possible?” As I began collecting my thoughts to answer Lee Burns’ question, it became obvious that my needs parallel those of my students. What a wonderful opportunity, I thought, to be able to share a few of them with you here.

PDS is unique, in the sense that it provides not only a loving, Christ-centered education, but also an education that is academically superior. This uniqueness carries with it tremendous opportunity. As we strive to achieve a sometimes elusive balance between molding the character of our boys and promoting their intellectual curiosity, three areas stand out as needs; each of them essential to my best teaching effort. Support, resources, and time...these are all equally important to my success in the classroom, and to that of my students as well.

Support from trustees, administration, staff, and parents is of utmost importance to me. I share with them the responsibility for providing a successful instructional environment for my students. Also, given the privilege of offering emotional guidance and training to these elementary age boys throughout their school day, I am often called to act as “Mom away from home.” I want not only to enable my boys to become good problem-solvers in math, reading, English, etc., but also to help in equipping them to meet their developmental concerns. My ultimate desire is that they reflect a confident understanding of God’s love for them as they grow into young manhood. My knowledge of PDS’s confidence in my abilities and support for my decisions in these crucial areas is important for me to maintain my effectiveness in the classroom.

Resources are a continuing challenge. While lacking federal funding of public schools for costly improvements to facilities and salaries, PDS has been pro-active in creating sources of funding for these necessary items that tuition payments alone do not begin to cover. Pro-active as well in their research into what best enables our boys to learn effectively, PDS has encouraged me to implement more and more opportunities for hands-on learning and problem solving. Frequently finding myself a facilitator, I recognize the need for more space, small groupings, and working area. Our shift towards a more learner-centered classroom setting has increased my need for more readily available computer access...not to mention my continuing ‘upgrades’ to keep current with computer trends and advancement. The use of teaching assistants to free me from some routine but time-consuming (read paperwork) tasks to provide more focused, individual attention for each student would be wonderful. Speaking of individual attention, smaller class sizes in the Upper School could have a great impact on student learning.

All teachers long for more time! This, however, encompasses so much that it really wraps back into the other two elements, those of support and resources. I need time during and after my school hours to meet with PDS teachers below and above my grade level, as well as teachers of different subjects. This time helps me gain information, and plan lessons and activities that allow for a creatively integrated and logically sequenced curriculum. This curriculum flow is essential to my students’ future success in junior and senior high school.

*Support, resources,
and time...these are all equally
important to my success
in the classroom, and to
that of my students as well.*

Planning a coordinated and integrated curriculum is an on-going process and takes an extraordinary amount of time for teachers and administrators/division heads.

Apart from my role as teacher, I need time to be with my own family, peaceful in the knowledge that I can, for the most part, rest from my profession during my hours away from school. My students deserve my complete attention to their needs at school, and my family deserves no less in our home. Again, these needs are also those of my students. They need down time to relax somewhat during the school day and just be young boys. This time will necessarily be brief, but I believe that it could be achieved through innovative scheduling and, perhaps in some cases, re-thinking the number of class days devoted to each subject. Rethinking our schedule flows from rethinking our curriculum—both of which we are starting to do and both of which involve great thought...and time.

Finally, making sure that I have time to pursue my personal professional development is a goal. PDS has been most supportive in this effort, providing us with continuing education opportunities whenever possible. As a faculty, we have attended seminars and visited schools all over the country. We hold specialized teacher training every week at PDS. This is essential if our boys are to have our best efforts as educators. Making sure that we are not only setting the top scholastic standards in Memphis, but keeping current nationally is the way to insure that PDS continues its tradition of excellence. Considering all the above, I find myself energized, and yet challenged, to be a part of this exciting time at PDS!



Being Strategic

by Headmaster Lee Burns

Assumptions and forgetfulness generally aren't prized by schools. The former too often can lead to dangerous or incorrect conclusions, and the latter suppresses growth and improvement. Well, the same can be said for faculty salaries.

Not just at PDS, but throughout the country, too many people make incorrect assumptions or forget certain things that undermine the strength of a school. The strength of PDS resides with its faculty—men and women of great faith and fervor, talent and nurture, passion and professionalism.

They are officially teachers of a certain grade or subject, but unofficially they serve as mentors and ministers, counselors and role models and heroes.

We, of course, recognize they are our greatest asset, and it is precisely that recognition that leads us to think strategically about salaries and compensation.

And that begins with dismissing a bunch of dangerous, though prevalent, assumptions and things we forget about teacher compensation.

First, it is all too easy to assume that because teachers have chosen a profession which will not lead to monetary riches, therefore teachers must not really care about money, and therefore salaries don't have to be great. We forget that teachers, like everyone else, have families to feed, mortgage payments to make, and children to educate. We forget they have lives and needs beyond the walls

What if another school comes along and offers to pay a PDS teacher significantly more a year? Will she go, knowing that she wants to better provide for her own children?

of PDS, that "home-work" for them doesn't

always mean exactly what it does to our boys. Many of the PDS faculty are currently making tuition payments for their children. Most of them are making

About Salaries

house payments as well. Like most people, they want to lead a comfortable life and enjoy some nice things.

What if another school comes along and offers to pay a PDS teacher significantly more a year?

Will she go, knowing that she wants to better provide for her own children? We too often assume that once we have a teacher at PDS, we have her or

him forever. We forget we operate in a competitive marketplace. We forget there are dozens of private schools in Memphis who want, like we do, to build as strong a faculty as possible. And some of them—too many of them—are paying them better than we are. As headmaster of this school, that scares me.

It's not just the private schools that we need to keep an eye on. The educational marketplace in Memphis consists largely of the public schools, and they pay much better than we do (as is the case for

most other private schools). In fact, the salary for a beginning or relatively new city or county teacher isn't too far below what our average salary is. There are a lot of talented teachers in Memphis who would probably like to work at PDS but couldn't afford to

do so. That's a shame.

The potential market for PDS teachers is not limited even to the private and public school teachers

One of the many things that will come out of our current strategic planning process is making faculty salaries a priority.

in Memphis. There are a lot of schools in the United States whose salaries are at a level that allows them to recruit great faculty members from around the country. Can we hire an outstanding English teacher living with his family in Charlotte? Can we pay him enough to justify his moving his family? What if our top choice for a chaplain is a gentleman living in St. Louis? When the best available talent lies beyond Memphis, as it sometime does, we can't get them right now for what we would pay.

Another hidden source of teaching talent lies beyond current teachers. Schools compete with other industries for workers. It saddens me to hear of the recent graduate of Vanderbilt who says she'd really like to teach math and work with children,

but the bank is going to pay so much more and she has those student loans to pay off, after all. There are talented people all

over this city who can't afford to follow their heart and teach.

We've been fortunate for the last few years. The school has taken some nice steps with salaries. Faculty turnover has been low, and faculty stability and faculty strength generally tack closely. We raised our faculty salaries by 25% in the last five years. That's the good news. The bad news is that our salaries are still well below the public schools and some of the private ones as well. It still leaves us very vulnerable to losing our best and not competing that well in the marketplace when we have openings.

One of the many things that will come out of our current strategic planning process is making faculty salaries a priority. And that doesn't mean just saying it's important, but it means setting strategic goals for where our salaries will be over the next

five years, relative to the public and private schools

in Memphis, as well as the national averages for independent schools.

How do we benchmark our salaries? We work with data provided by the National Association of Independent Schools (NAIS), an organization of thousands of private schools who dialogue about educational research, best practices and trends. NAIS aggregates data on salaries, tuition, enrollment, fundraising and so forth, and schools can benchmark themselves in a variety of ways. To whom do we compare ourselves? We compare ourselves to schools in five categories: day schools, boys' schools, elementary schools, schools in the

*Do we want to give our boys,
over the next 10 years,
the very best teachers?*

southeast, and schools of 501-700 students. When we average the data in those five categories, I think that gives us our most comprehensive and accurate benchmark.

Do we want to give our boys, over the next 10 years, the very best teachers? Well, we need to make teacher salaries a strategic priority if we want to. And we must realize that as a significant portion of current teachers retire in the next decade and as fewer people are entering the teaching profession, the demand for good teachers is going to drive


And we must realize that as a significant portion of current teachers retire in the next decade and as fewer people are entering the teaching profession, the demand for good teachers is going to drive salaries higher.

salaries higher. Those schools positioned to pay well will retain and recruit the best. PDS must be so positioned.

Aside from all of the strategic and business

reasons we need to focus on teacher salaries, there is a fundamental principle for significantly raising salaries. PDS teachers are, in my opinion, doing among the most important and vital work in our city. They are taking young boys, the future leaders of our city, in their most formative years, and helping to shape their character and train their minds. They are developing their leadership skills and instincts. They are pushing and stretching them while giving them the love and security they need to reach beyond what they already know. They are

teaching them what it means to be a boy and a man. But, of greatest significance, they are modeling, sharing and living out a Christian faith for boys to see and feel every day. They are touching and transforming

hearts and souls. How do you put a price tag on all of that? You really can't, but to the extent we have to, it needs and deserves to be more than it is today. 

A SALUTE TO THE WORLD'S GREATEST GRANDPARENTS

PDS GRANDPARENTS' DAY - 2002

It's not too early to mark your calendars for Grandparents' Day at PDS! The celebration of our wonderful grandparents actually takes two days, Thursday, April 11th, and Friday, April 12, 2002. Chair Chris Sanders and Invitations and Reservations Chair Shade Robinson are busily making plans for the Grandmothers' Luncheon Thursday at the home of Tom and Dr. Allison Garrott (proud grandparents of 2nd grader Joe Morrison). Thursday evening at 7:00 in the Fellowship Hall, concert violinist Joy Wiener, grandmother of 4th grader Bowen Horton, will present a music concert to benefit the PDS music program. For many years, Joy was the

concertmaster of the Memphis Symphony Orchestra, and she still maintains an active concert schedule in countries around the world.



*Reid with his mother Chris Sanders,
Grandparents' Day Chairman*

It is a rare and exciting treat to have her as our guest artist at PDS.

Friday, PDS boys, under the direction of music teacher Sharon Hutchison, will present the Grandparents' Day program. Each year the program proves to be a delight to boys and grandparents alike. School is dismissed at 11:30 so that grandparents and their grandsons may enjoy the afternoon together. Make your travel plans, out-of-town grandparents, so you won't miss any of the festivities. Grandparents' Day

at PDS is one event you'll be talking about for years to come.



Tech Team On The Move



Beginning this school year, 18 boys from the 4th, 5th, and 6th grades have joined together to form our PDS Technology Team. These students meet on designated Tuesday afternoons after school during the entire school year with Mrs. Turner and Mrs. Kyle. They learn and discuss various areas of Technology, such as digital cameras, net etiquette, how to troubleshoot, and how to install software. These boys will help younger students and their peers, as well as their teachers with technology. Recently the Tech Team took a field trip after school to the new Apple Computer Store at Saddle Creek, where the boys got to see the new iPod firsthand and made iMovies with digital cameras. Next year the Technology Team will have their own website. Members of the Tech Team include Wade Laycook, John Stratton, Christian Kauffman, Luke McCann, Preston Albertine, Matt Williams, Brad Germany, Will Stokes, Martin Dunlap, Andrew Maroda, Michael Edwards, Evan Mah, Scott Edwards, Owen Mercer, Ben Arnold, Parker Joyner, Eric Sheppard, and Samir Sheth.

Fifth Grade Honor Roll

The PDSpirit is reprinting the Honor Roll due to an accidental deletion in the summer issue. We regret the error.

Academic Honor Roll Spring 2001

5-A

Xander Batey
Alan Blount
Roger Chu
Asad Dilawari
Matthew Edwards
Daren Freebing
Trey Greene
Parker Joyner
Teddy Klug
Bill McCann
Mark McLeod
Vance Montgomery
Patrick Stewart
Cade Wallace
Blair Wright

5-B

Austin Beckford
Ben Arnold
Sayle Atkinson
Paul Billings
William Blackmon

Michael Duke
Scott Edwards
Watson George
Connell Hall
Kirk Malmo
Wesley McCann
Conner Pera
Will Pryor
Eric Sheppard
Kyle Wherry

5-C

Michael Cross
Nelson Graham
Travis Hamm
Jack Heflin
Robert Hoehn
Wesley Jones
Stephen Maroda
Owen Mercer
J Pallme
Michael Sousoulas
Richard Thompson
Crawford Wilson
Malcolm Wood

Devotional Thoughts from Barbara Harris

"Little Things Mean a Lot"

One of life's greatest privileges, blessings, and challenges is that of becoming a parent. At that first moment when you see and hold that tiny baby, so fresh from God, you realize what an awesome responsibility you have been given for the next 20 or so years. Throughout childhood, adolescence, and young adulthood, parents influence their children's lives by modeling righteousness and instructing them in the ways and Word of God.

Proverbs 22:6 says, "Train up a child in the way he

should go and, when he is old, he will not depart from it." At some point in time, most of us have spoken the words, "When I was a child..." or "My father always said..." because the things that were emphasized during our childhood usually stayed with us.



Barbara S. Harris

In Dr. James Dobson's newest book, *Bringing Up Boys*, he says, "If you are honest, trustworthy, caring, loving, self-disciplined, and God-fearing, your boys will be influenced by those traits as they age. If you are deeply committed to Jesus Christ and live by biblical principles, your boys will probably follow in your footsteps." In other words, much of who your son is and what kind of a person he becomes depends on what he observes in your own walk with Jesus. What a scary thought! What awesome responsibility!

Alone, we are inadequate to handle the job of raising our children, and no one can guarantee their outcome in life. Thankfully, we do not have to be perfect in order to transmit to our children the values and virtues we hold dear. We can be grateful that God does not leave us dangling out on a limb by ourselves. He has given us an instruction manual in the Bible, and He has promised to guide us with His wisdom as we pray for our children. Aren't you glad that Jesus is interested in the "little things of life!"?

PRESBYTERIAN DAY SCHOOL

Presents the Second Annual Classical Benefit Concert

THURSDAY EVENING, APRIL 11, 2002

Featuring
Concert Violinist

**JOY
BROWN
WIENER**

As a fundraiser for the PDS Music Department, Joy Wiener, grandmother of 4th grader Bowen Horton, will perform a special concert in April at PDS.

Memphis born Joy Brown Wiener, Concertermaster Emeritus of the Memphis Symphony, is the daughter of Ethel Moore Brown, prominent pianist, organist and choir director, and the late Richard Bates Brown.

At nine she won a national competition in Daytona Beach, Florida, playing before an audience of five thousand. She made her professional debut at the age of ten, and concluded her performance by soloing with the orchestra at the Goodwyn Institute in Memphis.

Joy Brown was soloist at age fifteen with the Charleston, South Carolina Symphony, The Piedmont Festival Orchestra in Winston Salem, North Carolina, and the St. Louis Symphony. The youngest member in its sixty-six year history, she played two seasons before going to New York City with a scholarship to continue further study at the Juillard School of Music with Ivan Galamian. While in New York City, she appeared at Town Hall, Carnegie Hall and the surrounding area and was soloist with the New York City Symphony in



Joy and Russel Wiener

Central Park before an audience of ten thousand. She also received a scholarship to the Berkshire Festival at Tanglewood.

Joy holds the record for the number of engagements performed among artists while under the Young Artists Concerts Management. She later toured Europe extensively with major triumphs in London, Paris, and Brussels and received highest acclaim from the late George Enesco, who said "Joy is one of the most talented violinists of the younger generation." She won first prize in the international competition at the Accademia Chigiana in Siena, Italy, appearing before royalty and subsequently performed on the National Italian Radio. She was awarded a concert on the famous Micat Series, and was invited by the Queen Mother Elizabeth of Belgium to participate in her famous competition in Brussels.

Upon returning to Memphis, she married and continued as Concertmaster

of the Memphis Symphony, holding that post longer than any other female of any orchestra in the United States until her retirement in May of 1992. Joy has appeared in concert at the Kennedy Center in Washington, DC, as soloist with orchestras throughout Mississippi, Tennessee and North Carolina and continues to play solo concerts throughout the Southeast.

Since 1983, Joy has been a regular performing artist on the international television series, "Joy of Music" which is viewed by millions. Her European Tours have included Austria, West Germany, France, and the cities of the Netherlands. Her most recent appearances include Budapest, Prague, Oslo, Stockholm, Dublin, Barcelona and cities in Switzerland.



Reserved Tickets - \$100, \$50, and \$25.
Visa and Mastercard accepted.
Call 842-4606 for ticket information.

SPORTS Update

From the Office of Dennis Smith,
PDS Athletic Director

Starting with the Football Jamboree, a PDS first, the football season was a success for both leagues.



With most games throughout the season decided by less than a touchdown, each team enjoyed the thrill of victory. Footballs have now been replaced with basketballs and the season is already off to a great start. We have 22 teams in the 4th, 5th, and 6th grade leagues, the most ever at PDS. We are excited about this season, and we are looking forward to seeing you in the stands cheering for your sons.

The athletic department was also thrilled to present Bob Wieland, Vietnam Vet and motivational speaker, to



grades 2-6 in a stirring chapel service. Bob spoke to the boys about his walk across America on his hands.

The annual sixth grade trip to St. Louis has been rescheduled for May 3rd to May 5th. The boys are looking forward to all the fun activities. They always enjoy Six Flags, the Cardinals' baseball game, and spending time with their dads.



Please be sure to visit our website for more information and pictures of all the great happenings in the Athletic Department.

PDS Trivia

Did you know that PDS student Evan Mah recently became the National Champion Chess Player among all 5th graders in the country.



5TH GRADE ESSAYS

Today is Wednesday, September 12, 2001. I am in the fifth grade at PDS. I am 10 years old. This is what I am thinking about and how I feel today. Today is a day of sorrow. A sorrow for the tragic loss of thousands of loved ones. Yesterday at about 8:30 A.M., four planes were hijacked, three of them hit buildings and one crashed into the ground. The buildings that they hit were the twin World Trade Towers and the Pentagon. I was scared! Just think about it! Thousands of kids lost their parents. I prayed a lot last night. This is where I leave you, because I don't know the details.

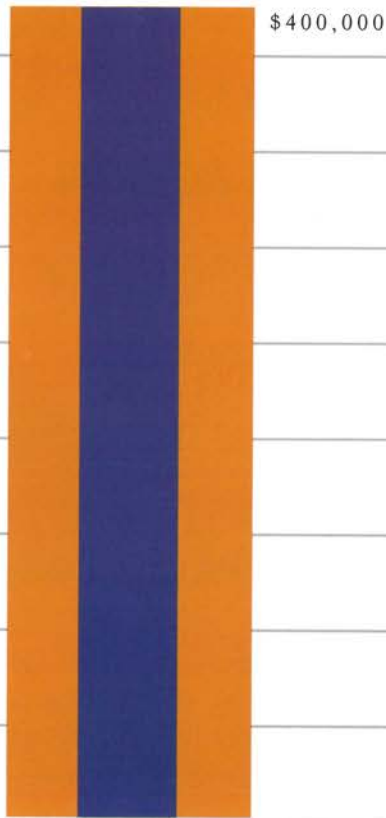
Brad Germany

Today is Wednesday, September 12, 2001. I am in the fifth grade at PDS. I am 11 years old. This is what I am thinking about and how I feel today. When I saw that airplane hit the second Trade Tower, it felt like my heart was sinking very low into my body. I felt very scared; I thought about how God is always in control. As I watched smoke rise into the air from both towers, I did not know what would happen next. As the first tower fell and then the second tower fell, I thought how many lives had been taken. On the news, they showed the movies over and over and as that happened, I felt like it was just a computerized part of a movie, but it was really happening. Isaiah 30:41 says, "But hope in the Lord, will renew their strength, they will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint." That verse really helped me through the day yesterday. And yesterday God helped me.

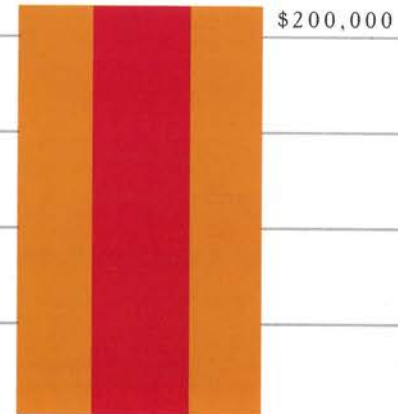
Ben Erickson

GOAL

GROWING NEEDS.



GIFTS TO DATE



GROWING BOYS A GROWING SCHOOL A GROWING ANNUAL FUND 2001-2002

Annual Fund Chairmen George and Beth Sousoulas are leading the Annual Fund work at PDS. Many parent volunteers have come forward to help PDS achieve its growing needs. The goal of \$400,000 for Annual Fund is worthy of the PDS students, faculty and staff. Our boys need and deserve the best tools, the best teachers and the best possible staff.

Plans have been made for this year with the knowledge a strong Annual Fund will enable us to do the vital things listed.

- Create 10 "Smart Classrooms" (consists of laptop, digital projector and SmartBoard)
- Invest \$100,000 in the professional growth and training of our teachers
- Recruit and retain the finest teachers with competitive compensation packages
- Purchase musical equipment and fund an instrumental music staff position
- Fund exciting enrichment activities
- Expand the Christian Speaker Series
- Fund a tuition assistance program
- Renovate athletic field



Pictured are Annual Fund Chairmen George and Beth Sousoulas with the PDS sons Michael, Evan and John.

*The larger our Annual Fund, the better our programs are.
Please help us grow. Make a gift today.*

THE CABINET

Chairman - George and Beth Sousoulas
Parent Chair - John and Carol Stokes
Major Donor Chair - Tommy Farnsworth
Technology Chair - Jimmy Edwards
Grandparent Chair - Dr. and Mrs. James Sousoulas
Trustee Chair - David Shores
Cabinet Committee Chair - Chuck Belina
Hospitality Chair - Jim and Missy Rainer
Annual Fund phone night - John and Lucy Wepfer
Design Chair - Rachel Gabrielleschi
Alumni Chair - George Sousoulas



Beth and George Sousoulas, Jimmy and Mary Edwards, and Missy Rainer

THE PARENT COMMITTEE

John and Virginia Minervini
Douglas and Jill Doster
Tony and Beth Hunt
Drew and Anne Wilson
Chip and Tara Crain
Bob and Leslie Mallory
John and Catherine Wilfong
Brian and Claire Sullivan
Paul and Miller Douglas
Mott and Mary Call Ford
James and Hermenia Prather
Richard and Mary Scharff
Mark and Deborah Field
Chuck Belina

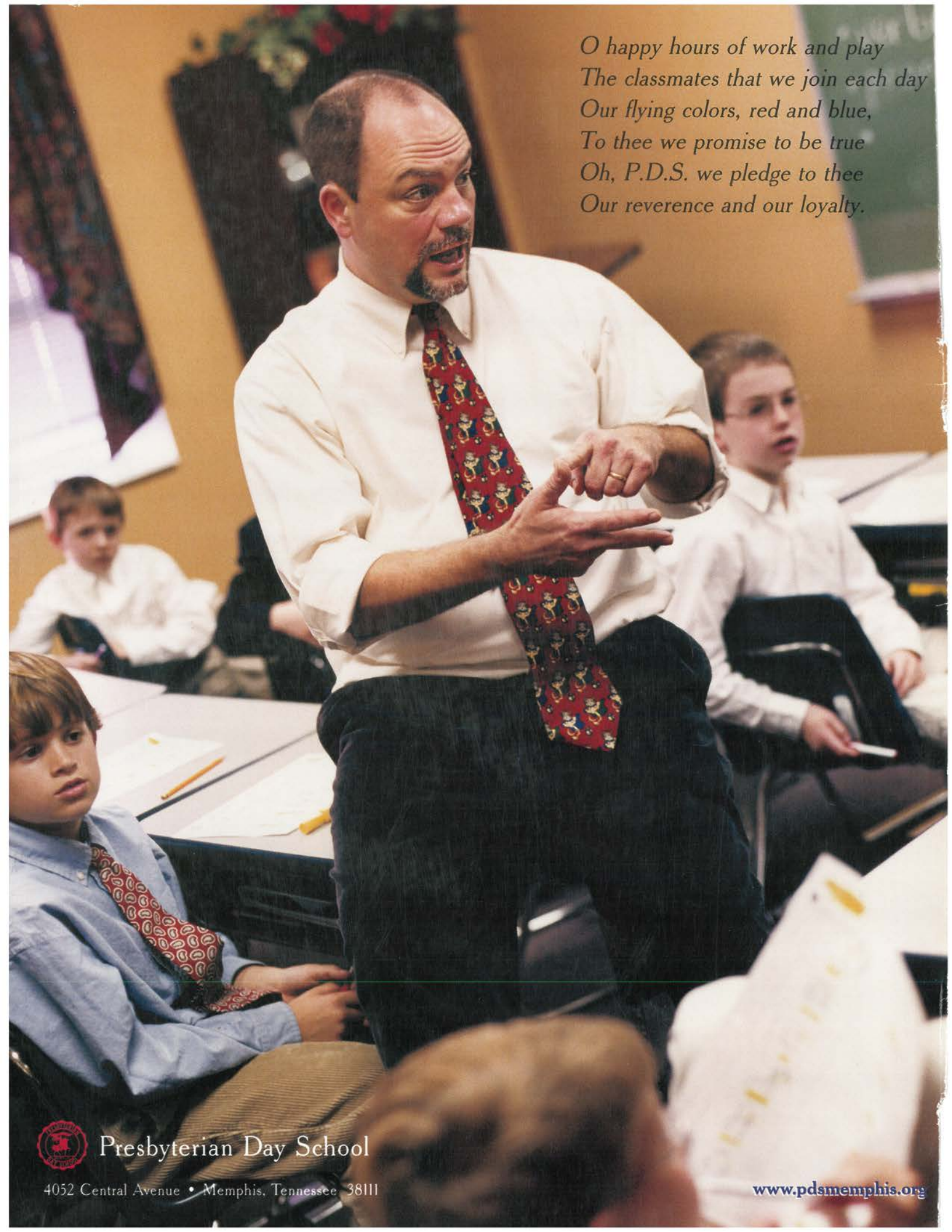
Wiley and Shade Robinson
Tate and Melissa Yawn
Joe and Brandon Morrison
John and Lisa Colcolough
Alan and Alice Garner
Dean and Glennie Klug
Robert and Cathy Rasch
Michael and Missy Morrison
John and Kate Morrison
Ed and Carol Nenon
John and Jana Pettey
Giles and Suzette Coors
David and Selden Popwell
Bruce and Janie Hopkins
Doug and Dee Dee Pera
Sam and Margaret Graham
Glenn and Natalie Cofield



Dr. and Mrs. James Sousoulas, Grandparent Chairmen



Lisa and John Colcolough, and Selden Popwell



*O happy hours of work and play
The classmates that we join each day
Our flying colors, red and blue,
To thee we promise to be true
Oh, P.D.S. we pledge to thee
Our reverence and our loyalty.*



Presbyterian Day School

4052 Central Avenue • Memphis, Tennessee 38111

www.pdsmemphis.org