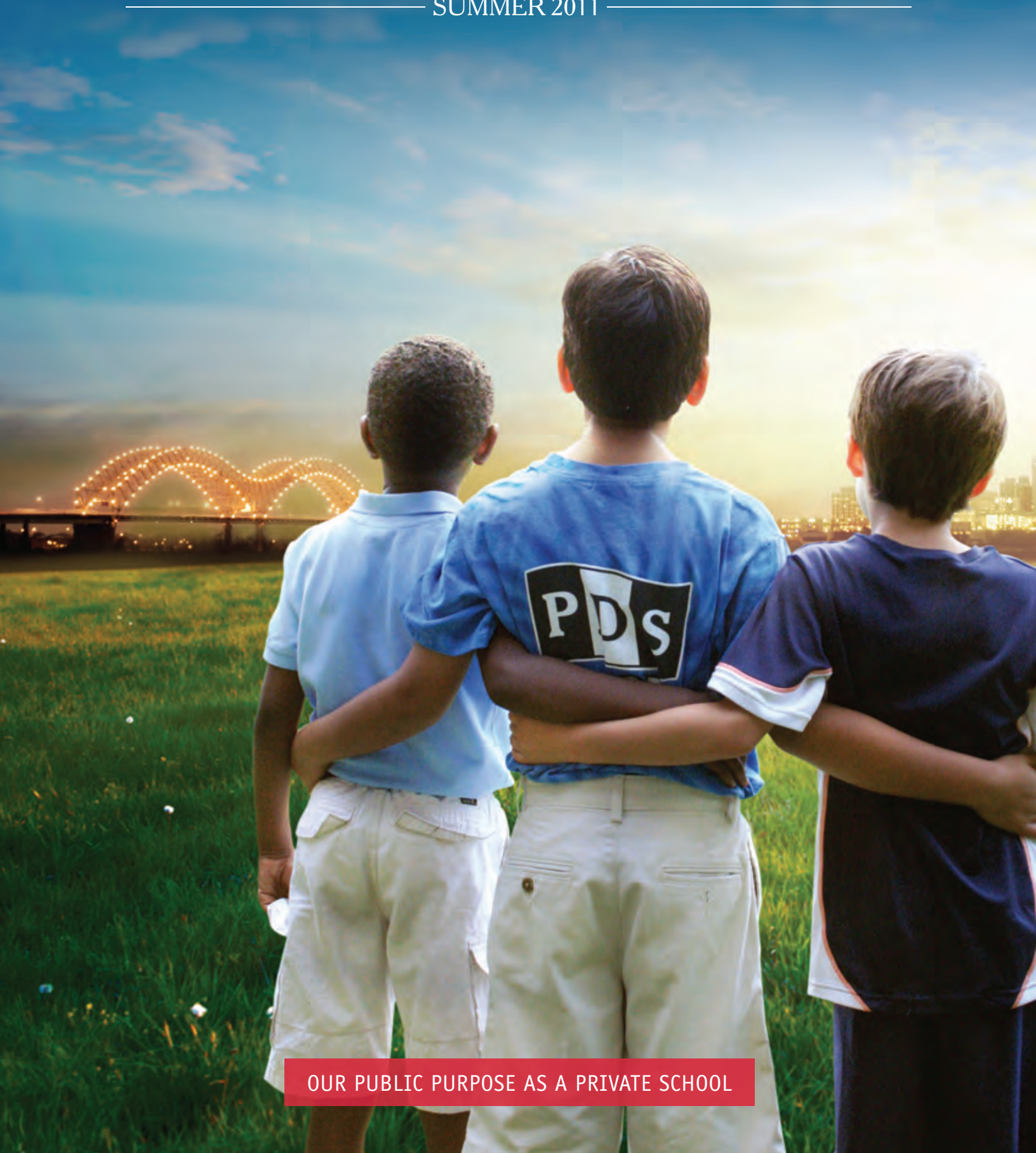


PDS SPIRIT

SUMMER 2011



OUR PUBLIC PURPOSE AS A PRIVATE SCHOOL

IN THIS ISSUE OF *PDS SPIRIT*



Presbyterian Day School was founded as an outreach to the Memphis community.

While our primary charge is to expand and enrich boys' minds, character, and spirits, we believe that a private school can have a public purpose. Can a private school be a benefit to the local community? Throughout this issue, you can find some of the ways PDS is doing just that.

One of the ways we are fulfilling that public purpose is through sharing our teaching expertise with Mid-South educators. During the past school year, PDS launched the Martin Institute for Teaching Excellence thanks to a significant gift from Brad Martin and his family. At the institute's inaugural summer conference in June, approximately 500 educators were on campus to learn how to teach for tomorrow and beyond. You can find pictures from the conference beginning on page 12.

Over the past several years, PDS has been able to send over 80% of our teachers to the Harvard Graduate School of Education for professional development. Because of the Martin Institute, 11 teachers from six different public and private schools will be studying this summer at Harvard.

On page 20, you can also find some pictures from this spring's Annual Distinguished Alumnus Luncheon, during which we recognized author Hampton Sides '74.

There's reason to laud the achievements of our current students as well. On page 8, you can read about how our boys excelled during an international math competition this spring.

Grace and Peace,

Winston Baccus

Director of Communications

Headmaster

Lee Burns

Assistant Headmaster
for Teaching and Learning

Susan Droke

Principal of Elementary

Mark Fruitt

Head of Early Childhood

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PDS SPIRIT

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MINI-FEATURES

Have some news for a future issue of *PDS Spirit*?
Send it to info@pdsmemphis.org

BOYSPEAK

Sixth Graders Speak Out About 'Going Green'

This year, the sixth grade boys were offered a chance to take a class called 'Going Green.' Mrs. McCallen's elective course helped the boys to understand the effects humans have on the environment and what we can do every day to help minimize these effects. We asked the boys about their experience in the class.

I decided to take 'Going Green' because it seemed interesting and I liked the fact that I would be doing something for others. I think the butterfly garden will be really cool for the little children in the coming years. – Mason Rudolph

I think the most beneficial project by far is recycling paper. I enjoyed picking up the recycling bins. In the future we should do something about lights. – Sloan Schneider

I think recycling water bottles helped PDS the most because it is a habit to us and we just keep recycling. I have enjoyed thinking of ways to help our planet. I would want future 'Going Green' classes to visit a plant/facility that uses all of the recycled bottles to make things.. – Parker Kaye



PDS PARENTS MEETING THE CHALLENGE

The Annual Fund provides additional funds used each fiscal year so that PDS boys can have the very best educational experience. Gifts to the Annual Fund are used to secure the very latest instructional equipment for our classrooms; to offer programs such as the *Building Boys, Making Men* program; to strengthen campus security; to host the Father-Son dinner; to provide additional training for teachers; to provide tuition assistance to PDS boys in need; and to underwrite the costs of field trips and special presentations for our boys.

So far this year, 82% of PDS parents have made gifts to support the 2010-2011 Annual Fund. This represents a 20% increase over previous year.

Gifts of all sizes make a difference. And this summer, donations will have an even greater impact because Stephanie and Anthony Tancredi, co-chairmen of the Annual Fund, have pledged to donate \$500 for every percentage point increase in parent giving over the 2009-2010 total. To take advantage of their generous offer, parents may make pledges now, and payments are not due until July 31.

TEACHER FEATURE

ROSS SPAIN, DEAN OF STUDENTS

Ross Spain, raised in Memphis, serves as the PDS Dean of Students. He graduated with a Bachelor of Science degree in Elementary Education from the University of Memphis.

Ross is married to April, who currently teaches and is the Assistant Varsity Girls basketball coach at First Assembly Christian School (FACS). Ross and April enjoy spending their free time with their three children and April's youngest brother. Ross also enjoys playing golf.

Ross helped to develop Project 25:40, PDS' community service programs. The name came from Matthew 25:40, "And the King will answer them, 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.'"

Describe your role in helping to advance PDS' mission to serve others.

I meet with the community service committee and discuss ideas and community needs. I encourage and challenge the boys to come up with ways they feel we can help. My role is to facilitate the projects we select each year.

If you had to pick one community service project that you feel most passionate about, what would it be and why?

The projects we do with Berclair Elementary. There are many opportunities for our PDS community to give to the Berclair community. Our 6th-grade boys in particular share an afternoon of reading with Berclair students. This is a very "tangible" experience. It is hands-on and requires the boys to meet who they are serving. It is also annual and is something Berclair looks forward to each year.

What are the "take-aways" for the boys who participate in this particular project?

The smiles on the faces of the Berclair children. This is the one project which involves a "human touch" for the boys. They leave the Berclair campus with a new appreciation for PDS and humble spirit.

When you are not working to advance this particular mission of community service, what are some other ways in which you serve at PDS?

Coaching, teaching seminars to 4th- through 6th-grade boys, carpool, meeting with boys one on one, and pumping my very different energy into everyone at PDS. Ha!

I am encouraged when students get excited about one of our Project 25:40 projects and take it to a new level. I love it when they take it personally and are able to clearly



understand what is expected as boys who strive to serve God through serving others. I am motivated by a faculty and staff who not only participate in every project, but also approach me with their ideas and desire to serve others. I am appreciative of our parents and their support in all of our community-service projects and their desire to extend our community service projects into their families.

I am excited with the future of our Project 25:40 outreach. My desire for PDS is for us to not only be recognized as a school filled with boys and a faculty and staff who looks for ways to serve others, but also lives out Matthew 25:40.

SOURCES OF PRIDE

PDS Technology Coaches Plan and Host Tech Gathering

On April 7, over 100 educators from public and independent schools convened at PDS for InnovatED, an evening of innovative professional development.

InnovatED (a play on the words Innovate and Education) was based on the TeachMeet format. Popularized by a Scottish educator, it includes organized (but informal) meetings for teachers to share good practice, practical innovations and personal insights in teaching with technology.



(seated) Jean Nabers, Traci Stewart, Alice Parker, (standing) Beth Campbell and Beth Diaz at the InnovatEd presentation.

In addition to the 100-plus attendees on campus, others could attend virtually by following the #InnovatED Twitter stream or watching on the uStream.tv channel, since each presentation was streamed live. PDS Headmaster Lee Burns watched two presentations via uStream while out of town.

What made this event even more unique were the several presentations made by educators in other states and outside of the U.S. via Skype. These included Rory Fundora, CIO of Todd County Schools in Kentucky, Edna Sackson, Teaching and Learning Coordinator from Mt. Scopus College in Australia and writer of the popular blog What Ed Said, Jerry Blumengarten, who shared his very popular Cybraryman website, and Jen Wagner, creator of Projects with Jen.

InnovatED was organized by a committee of public and private school teachers including PDS Technology Coaches Cindy Brock and Melissa Smith.

PDS Boys Read 12,918 Books For Fun

Who says boys don't like to read? PDS boys love to read. As part of a program designed to promote independent reading, PDS boys in the 2nd through 6th grades read 12,918 books on their own during the 2010-2011 school year. That's over 213,649,381 words. The boys take a test on each book to demonstrate that they read and understood it, earning points along the way, with more points for longer and more difficult books.

For the 2010-2011 school year, they earned 31,465 points, the highest total in the history of the school.

"It's wonderful to have a school culture in which reading is cool for boys," says Headmaster Lee Burns. "Our small reading groups and the engaging ways we teach reading have helped turn what is a relative weakness for most boys into a great strength."

PDS Boys Walk Around The World and Run Around The Field For Fitness



Is it possible for the boys and teachers of PDS to walk around the world—24,900 miles, 50 million steps in just 12 days?

The answer is yes. In April, the athletic department distributed almost 800 pedometers to faculty,

students and staff, who monitored their progress daily leading up to the inaugural Crusader Fun Run and Pedometer Challenge. At the Crusader Fun Run, the boys ran laps on a special track while their coaches, dressed as super heroes, provided encouragement.

The purpose of the challenge and Fun Run was to educate PDS boys about the importance of fitness and health. The proceeds from the Fun Run and Pedometer Challenge will benefit the Physical Education Program and Lifetime Fitness Center.

5th-Grade Boys Finish 1st and 2nd in County Essay Contest

Competing against fellow 5th graders in other private and public schools throughout Shelby County and Memphis, PDS 5th grader Bradley Kerkhof captured the top place in the Shelby County Exchange Club's annual essay contest, and fellow PDS

5th Graders Invited Into Duke University Program

Duke Tip

74% of the current PDS 5th graders were selected to participate in the Duke University Talent Identification Program based on their very high standardized test scores.

The program offers them the opportunity to join other high-achieving students from around the country in an academic enrichment program at Duke. To be selected, a PDS 5th grader must score 95% or higher in the national norm category on at least one of the sections of the ERB test.

“That such a high percentage of our boys were selected for this program speaks to the talent and hard work of PDS boys and teachers,” says Headmaster Lee Burns. “We are delighted to see that our boys continue to perform at very high levels relative to their peers around the country.”

student Rucker Wilkinson garnered second place. PDS had five contest finalists, all of whom were also interviewed by members of the Exchange Club and law enforcement officials.

“We believe that effective writing is a vital 21st century skill, and our teachers hold high standards as they ask their boys to write extensively and refine the craft of their writing,” says Headmaster Lee Burns. “I salute Mrs. Trefz and her 5th-grade boys for their excellent writing.”

March Mania On-Line Auction Raises \$65,000 for PDS

The second annual March Mania Online Auction, held March 22-29, raised \$65,000, which was \$20,000 more than last year! The proceeds from the auction support the school’s need-based tuition assistance program, salaries for faculty, enhancements for campus security and key educational programs for our boys.

PDS parents bid on well over 175 unique items. A big “thank you” goes to the committee members: Emily Bragorgos, Darlyn Christenbury, Cindy Dobbs, Jenny Ezzell, Darby

Farmer, Kim Jordan, Lynn Labry, Margaret Ledbetter, Dina Martin, Suzanne Sampietro, Mary Schell, Marilyn Seaton, Courtney Smith, Kim Bridgforth and Lee Rantzow.

4th Grade Skypes with Business Leader in Thailand

In early March, 4th-grade boys had the amazing opportunity to have a Skype video conference with Mr. D.J. Simpson, District Manager of Southeast Asia Ford Motor Company Export Operations in Bangkok, Thailand. Mr. Simpson, uncle of PDS student Stuart Crow, answered a number of questions about innovations in the auto industry and the requirements for workers in the 21st century.

To prepare for the video conference, the boys did research to discover how innovations in technology are leading to change in the auto industry. According to Mr. Simpson, auto companies do not foresee a major shift in consumer purchases for another 10 years regarding eco-friendly automobiles. They also learned that while hybrids and electric cars are the way of the future, the cost is simply too high right now for the average consumer. When asked about languages, he was quick to tell the boys that English and Mandarin would be the most useful languages for employees in the 21st century. And when asked the most important thing to remember about pursuing goals for the future, Mr. Simpson’s advice was, “Whatever you do, don’t be a narrow thinker. Don’t think about doing something in the U.S. Think about doing something in the world.”

BBMM Speaker Series — Dr. Meg Meeker speaks on children’s performance

The *Building Boys, Making Men* series has been a great opportunity for us all to be made more aware of what is really going on in the minds and bodies of our children. These professionals help equip parents to be in tune with their children as they develop. The most recent speaker, noted author Dr. Meg Meeker, said many parents are focused on the wrong things. Emphasis on children’s performance, rather than character and integrity, can lead to a chaotic home life with no unstructured time for children to just be kids. Everyone is exhausted from traveling from one event to another. There is no down time for kids to even know what interests them outside of “programs.”

MATH MATTERS

by Lee Burns, Headmaster

PDS Math Students Stand Tall
in International Competition



We Americans love our fancy gadgets with their sophisticated technology, but we generally despise the underlying math skills and concepts that enable their creation and operation. In our country of relatively poor, declining and disinterested math students, three PDS classes finished in the top 30 in the world's largest math competition, World Maths Day, involving 5.3 million students from 56,082 schools in 218 countries.

Of course, I am proud of our boys and teachers for these remarkable achievements, and I am excited to see our boys developing such a passion for math. It's rare that American students today want to stay after school to work extra math problems, but our boys did. It's rare that American students outperform their global peers in math, but our boys did. They loved the two days of competing directly on-line against their peers; they loved the personal challenges, games, technology, global competition, points, world rankings, recognition, speed, and choice. But most importantly, they loved math. And as a country, we need to fall in love with math.

Math is essential for every American student, and it is vital for the future of our country. For the United States to maintain our innovative edge in the world, we need highly skilled, top-notch scientists and engineers. Developing top thinkers in science and engineering requires great proficiency in advanced math and science. Advanced math and science performance begins with a strong and secure foundation in mathematical reasoning, problem solving and number sense. There is great concern in our country about our education performance in all areas, most especially in math, and it is alarming that we are producing so few mathematicians, scientists and engineers in absolute and relative terms.

As measured by the Program for International Student Assessment (PISA) 2009 results, the United States ranked 30th in math, 17th in reading, and 23rd in science, representing a decline in all three areas since 2000 when PISA was first administered. PISA is a worldwide evaluative exam of 15-year-old students' scholastic performance. PISA is coordinated by the Organization for Economic Cooperation and Development (OECD) with the goal of improving educational policies and outcomes around the world. South Korea and Finland have been the top education countries between 2000-2009, followed by Hong Kong-China, Singapore, Canada, New Zealand and Japan. The

municipality of Shanghai also has shot up in the rankings, and their students finished first in reading, math and science in 2009.

So how is it that PDS boys performed so well at the international level? We have fabulous math teachers and a demanding curriculum that is carefully constructed and delivered to insure that our boys not only develop strong basic math skills, but that they are pushed to think conceptually like mathematicians.

Our curriculum focuses on five strands of math competency: understanding, computing, applying, reasoning and engaging. It is a curriculum that pulls from several math programs and approaches, including those that are more skill-focused as well as those that are more concept-based.

It's rare that American students today want to stay after school to work extra math problems, but our boys did. It's rare that American students outperform their global peers in math, but our boys did.

Parts of it are hands-on. Concepts are presented in early grades and reappear with deeper levels of nuanced understanding and application that coincides with the growth in boys' cognitive development as they age.

Of course, as when we were in school, automatic recall and fluency with math facts is one component that boys need in order to achieve fluency in higher level orders of operation. Unlike our math education in the 20th century, however, rote computation is just a beginning goal within the larger context of higher order problem solving, mathematical reasoning and math concepts such as qualitative probability, quantitative probability, and data representation and interpretation. Engaging students in math reasoning is an important goal for the youngest students, and the use of authentic real-world problems helps make math relevant,

meaningful and engaging to boys at all levels. We even ask our boys to write about their math reasoning and problem-solving steps. PDS boys must understand math...and not just be able to compute it.

There are some interesting things that we are learning about math and math instruction around the world. One of the most interesting is that math proficiency is thought to largely be

Math proficiency is thought to largely be determined by culture and by cultural mindsets. In America, we are likely to hear and to reinforce the culturally predominant belief that "I'm not good at math."

determined by culture and by cultural mindsets. In America, we are likely to hear and to reinforce the culturally predominant belief that "I'm not good at math." Research has told us for years that the understanding of mathematics is not determined by genetics or by innate talent. Different cultures around the world have different perspectives and uses for math and apply them

accordingly. For instance, in China, there is more of a deeply rooted belief that I will be good at whatever I practice a great deal. In other words, the predominant cultural belief is that hard work, accepting difficult challenges and diligent persistence pay off.

For those fascinated by this like I am, Malcolm Gladwell, New York Magazine writer and author of *Blink*, *The Tipping Point* and *Outliers*, has written extensively about the difference between Eastern and Western cultural beliefs and its effect on math performance. Gladwell says Americans view math as a gift of genius or a talent. He debunks the myth that Asians are smarter than Americans by nature, citing a study where American children and Asian children were given 15 minutes to solve a math problem. The Americans quit after a minute-and-a-half, whereas the Asians worked past the 15-minute mark. Asians find respect in effort, whereas we, by culture, are largely predisposed to find respect and value in right answers that come easily. (They also more deeply value and respect schools, teachers and education than Americans do.)

Gladwell further postulates that this cultural attitude toward work ethic has largely historical origins. In an example he cites in *Outliers*, 12th-century Chinese laborers and peasants had to work an average of 3,000 hours a year tending to their rice

THE FIVE STRANDS OF MATH COMPETENCY

Understanding

Computing

Applying

Reasoning

Engaging

paddies to avoid starvation. European laborers and peasants, on the other hand, only had to work an average of 1,000 hours a year, which left them with far more recreational time. Gladwell infers that this cultural attitude toward work from hundreds of years ago has bled into how we perceive work toward mathematical study today. It's a fascinating hypothesis.

Whether or not Gladwell's hypothesis is correct or not, what is certainly accurate is that our mindset toward math matters... and that hard and persistent work matters in math achievement. Through World Maths Day and all of the attractive sizzle that it offers boys, we are able to tap into their diligence, persistence, and a sense of delight and excitement about math challenge. The real credit, though, goes not to a two-day math event, but to outstanding PDS teachers who are inspiring and pushing their boys to gain math competence through excellent instruction, relevant curriculum and high standards that demand hard work.

It is my hope that the strong foundation we are giving our boys in math will push many of them to pursue a career in math, science and engineering. After all, they—and their peers around our country—need to be able to program and design our future iPhones and the like...and not just tap the fancy buttons and consume the nifty products.

PDS Classes Place in Top 30 in International Math Contest

World Maths Day began in 2007 as a way for students around the world to compete in real time against each other, solving math problems. This year, 5.3 million students in 218 countries in 56,082 schools took part in the competition.

PDS boys didn't just compete in the competition, they excelled: Mrs. Creasman's 3rd-grade class ranked 14th in the world, Mrs. Fowler's 3rd-grade class ranked 17th in the world, and Mrs. Love's 4th-grade class ranked 27th in the world. Andrew Reid (pictured, right), a 4th grader, finished 20th in the world in the individual rankings!



"It's terrific to see our boys get so excited about working math problems and to see what strong math students they are relative to their international peers," says Headmaster Lee Burns. At one point during the competition, there were so many math problems being solved, that for a few minutes in the afternoon, PDS reached the limit of our internet bandwidth.

EDUCATING THE EDUCATORS

MARTIN INSTITUTE CONFERENCE, FEATURING GOVERNOR BILL HASLAM AND BILL NYE, THE SCIENCE GUY, GIVES WORLD-CLASS TRAINING TO HUNDREDS OF PUBLIC AND PRIVATE SCHOOL EDUCATORS

Approximately 500 attendees representing more than 90 schools came from 11 states and England to enjoy world-class professional development provided by distinguished educators from around the country and the world. Baptist Memorial Health Care Corporation served as the presenting sponsor of the event, where attendees benefitted from the messages of the keynote speakers including the Governor of Tennessee, Bill Haslam, who addressed teaching for tomorrow and the issues that lie ahead for Tennessee; Shirley Raines, University of Memphis President, who spoke of the challenges facing the education of students beyond high school; Bill Nye, the Science Guy, who entertained and educated us as he also encouraged us to get students to change the world; and Tom Barrett, who promoted the use of social media to establish professional learning networks, thereby keeping teachers connected to each other in order to promote learning. Our featured speakers addressed wide ranging topics including Common Core Standards, deeper learning which includes thinking for understanding and making thinking visible, social networking to improve/support professional learning networks, using Google Tools to develop engaging math curriculum, the networks that connect us, children's literacy, iPads in the classroom, and how teacher talk in the classroom can enhance learning. Attendees have expressed excitement about returning to the classroom — energized by a new sense of enthusiasm brought about by the new ideas garnered from their interactions with presenters and with each other during the conference.

- 1 Teachers network and share great ideas during lunch.
- 2 Tennessee Governor Bill Haslam
- 3 Laura Dearman, PDS teacher and conference planner
- 4 Sandy McCommon from the Salvation Army, Kroc Center presenting a session titled, "Leadership By Design."
- 5 PDS Headmaster Lee Burns, PDS Trustee Brad Martin and Governor Bill Haslam
- 6 Whitney McQuiston sharing ideas.
- 7 Nancy Coffee leads a session titled, "Rx for Leadership: New Frames, New Lenses for Students to Thrive in the 21st Century."
- 8 Tom Barrett presenting "Social Networking Masterclass: Taking PLN's to the Next Level."
- 9 Martin Institute Executive Director Clif Mims
- 10 Bill Nye, the Science Guy, takes the stage.
- 11 Governor Bill Haslam along with the heads of schools for Memphis Area Independent Schools.







PDS in the Community

Our Public Purpose as a Private School

When people think of private schools, words like exclusive and elitist often come to mind, as do associations with gated communities and clubs, power and prestige. Well-resourced private schools like PDS have, after all, educated a disproportionate share of our city's and country's distinguished scholars and leaders.

By virtue of high academic and behavioral standards, significant tuition, and far more applications than spots, PDS limits the students it serves. As a private school, we select carefully the boys we believe will be the best fit and most likely to thrive in our specialized programs and community. Yet is our mission just to educate and nurture 640 boys each year? Do we have a broader responsibility? Do we have a public purpose?

PDS was founded in 1949 by Second Presbyterian Church as an outreach ministry to the Memphis community. It wasn't a post-1954 *Brown v Board of Education* "white-flight" school in response to integration or busing; it wasn't simply a school for the children of church members. From the outset, PDS embraced an outward-mindset.





(Pictured top left to right) **Will Overton '12, Andre Johnson '11, Parker Kaye '11, Preston Brady '11, Rick Reinhard '12 and Clayton Miller '11** prepare a package for flood victims. (bottom) **McCall Knowlton '11** reads a book to a Berclair Elementary student.



What does that outward-looking mindset mean in 2011? What public purpose might PDS embrace? And why should the school pursue a public purpose?

“We are so blessed as a school,” says Headmaster Lee Burns. “We have remarkable talent, intellectual capital, teaching tools, facilities and other resources. The Bible tells us that to whom much has been given, much will be expected. And we live in a community with huge needs, starting with children, families and schools all around us.”

Six years ago, PDS, along with Second Presbyterian Church, adopted Berclair Elementary School, a nearby public school in which 90% of the students qualify for reduced or free lunch. “We wanted to share and give,” says Burns, “but we have gained so much.” Teachers from both schools have met together; boys have played concerts for each other. PDS parents have served as room-mothers and tutors at Berclair. PDS coaches have put on field days for the Berclair children. PDS families have donated all sorts of clothes and other needed items.

Berclair Principal Sam Shaw says this, “In Ezekiel 16:49, God reveals a salient reason why Sodom was destroyed: they didn’t help those in need. PDS has not forgotten those in need. PDS has supplied Berclair, a school with a 90% poverty rate, with school uniforms, supplies, volunteers, teacher professional development, etc. PDS has directly contributed to Berclair’s unbroken academic success of passing the TCAP state achievement test for seven consecutive years. God bless PDS.”

This involvement with Berclair, and other acts of community service, have made a difference in how PDS boys view the Memphis community. “I never knew there was so much hurting and so many needs all around me until PDS helped me

to see it,” says 6th grader Battle Boyd, who was chosen as the Mid-South’s Youth Volunteer of the Year for his role in helping PDS boys collect 3,000 pairs of shoes to send to Haiti last year after the devastating earthquakes there.

Boyd and his classmates have served meals in the soup kitchen at the Union Mission. They have knitted hats for the homeless in Memphis. They have, once a week for the last three years, given up their own snacks so they could deliver them to the children at the Ronald McDonald House. In May, they gave up their drinks at lunch to send them to the people staying at Hope Presbyterian Church who had been displaced by the flood. Every grade level at PDS has selected its own service project.

“Performing an act of community service, especially when it involves sweat equity and sacrifice, is powerful for a boy,” says Principal Mark Fruitt. “We want to expand their vision of the needs around them, get them to see and feel those needs, and get them to know they can make a difference.”

“In a community of relative privilege and affluence, there is a natural tendency for its children to feel entitled, spoiled and selfish. We want to produce boys who see a need and meet a need, who care deeply about their neighbors and issues of justice and mercy,” says Fruitt

“PDS boys hear a lot about being servant leaders,” adds Dean of Students Ross Spain, who, along with Fruitt, has coordinated dozens of community service acts at PDS. “We are training our boys to act...to be active and engaged citizens and servants.”

But our public purpose is evolving beyond just the important community service acts that help others. Community Service 2.0 is about engagement with the community through sustained and strategic

partnerships and relationships. It’s about leveraging the resources, expertise and experiences of the PDS school community in a systemic and strategic way.

It’s about initiatives like The Martin Institute for Teaching Excellence, that provides world-class professional development to public and private school teachers at subsidized rates or free. The institute builds on a PDS strength — teacher talent and teacher training — and shares it with schools in the Mid-South whose teachers could not otherwise receive such professional development. “The institute is bringing to PDS some of the country’s experts in the field of education to share with teachers, and we are opening PDS up to teachers from all sorts of schools to learn about what and how we teach,” says Early Childhood Head Debbie Isom. In the last two years, educators from over 100 schools have visited PDS. “It makes me so proud and happy to share PDS with so many teachers,” says SK teacher Lori Johnson.

In addition to The Martin Institute which is housed at PDS, PDS has collaborated with other key organizations and ministries. Teach For America did their summer training at PDS last year and has visited PDS several times during the school year. “We are happy to share our facilities and resources as we develop new relationships and learn and share with others,” says Assistant Headmaster for Teaching and Learning Susan Droke.

The PDS public purpose also extends to serving boys from a wider range of backgrounds than ever before. “We

are intentionally and happily educating talented, diverse, hard-working boys from all over the region,” says Admission Director Jan Conder. “Students learn from one another, and in a diverse country and world, their educations and lives are enriched as they learn with boys who are very different from one another.” The Young Scholars Program and tuition assistance are enabling the school to offer a life-changing PDS education to talented boys who enrich the school. The philanthropic and financial support of this program is another example of an institutional commitment to broad outreach in the community.

“I never knew there was so much hurting and so many needs all around me until PDS helped me to see it”

– Battle Boyd, PDS 6th Grader

“I believe we have not just an opportunity for making a difference in the Memphis community, but we have an obligation for doing so,” says Headmaster Burns. “As we continue to venture boldly and strategically in this direction, we do so with the recognition that these initiatives do not compete with the education of our PDS boys, but they complement it.”

“As a school, by sharing and caring, by actively engaging in the community, we are modeling what we ask our boys to do. And, in many cases, we are directly involving them in this broader community service,” says Burns. “And as we mobilize our boys, teachers, parents and alumni on behalf of the Memphis community, incredible things may unfold in the coming years.”

ALUMNI NEWS

PDS RECEPTION HONORS PDS CLASS OF 2005 GRADUATES

MEMBERS OF THE PDS CLASS OF 2005 WHO ARE NOW GRADUATING FROM HIGH SCHOOL WERE HONORED AT A RECEPTION ON MAY 12, 2011 HELD IN THE HUSSEY COMMONS AT PDS. MANY OF THEIR FORMER TEACHERS WERE ALSO IN ATTENDANCE. PDS WISHES THE CLASS OF 2005 CONTINUED SUCCESS AS THEY EMBARK ON A NEW CHAPTER IN THEIR LIVES.

(Pictured from top to bottom) Marilyn Seaton, Mark Fruitt, **George Newton**, **Rob Dickinson**, **Shea Gabrielleschi**; **Henry Dickinson** and Meredith Arnold; **Howard Choi**, Dwight Creasman, **William Hepner**, **Witt Meloni** and **Jerry B. Martin**; **Zach Erickson**, Ross Spain and **William Cross**.

If you have alumni news or updates for the *PDS Spirit*, please send your information to PDS Alumni, 4025 Poplar Avenue, Memphis, TN 38111 or alumni@pdsmemphis.org

If you would like to help compile updated information for PDS Alumni Class Notes, please contact Cynthia Cross, Alumni Director, at 901-842-4691 or ccross@pdsmemphis.org.



PDS High Honors

PDS Alumnus **Lee Moore '01** was awarded a Taylor Medal from the University of Mississippi for the College of Liberal Arts. The Taylor Medal is given to no more than one percent of the student body and one must have at least a 3.90 GPA. This is the highest academic honor that a student can receive at the University of Mississippi. Moore holds a 3.96 GPA in Biological Science and will also be inducted into the 11th class of Phi Beta Kappa Honorary Society. In addition to being an outstanding student, Moore is an All-American track and field athlete, ranking second in the nation in the 400 meter hurdles with a time of 50.81.

Congratulations to PDS Alums and current MUS students **James Akers '05, William Cross '05, J.P. Wheeler '05, Charles Belina '06, Danny Galvin '06, Wil Hergenrader '06, Daniel McLeod '06, George Ormseth '06** and **Mark Sorensen '06**. They have

been inducted into the National Cum Laude Society, "the highest academic honor students in a secondary school can receive." Current seniors named as juniors last year include **Alex Jarratt '05, Jack Klug '05** and **Clint Montgomery '05**.

Shea Gabrielleschi '05 won first place in the 2011 Memphis Heritage Youth Architecture Contest high school division.

PDS Sports Stars

Grant Hopkins '03 plays number 2 singles and number 3 doubles for the University of the South (Sewanee).

Sam Cox '05 and **Zach Erickson '05** both have received scholarships to play sports at the collegiate level. Cox accepted a scholarship to Mississippi State University, where he will pole vault and Erickson will play football for Liberty University in Lynchburg, Virginia.

A number of PDS alumni have been named to the Best of the Preps Fall teams: Cross Country (Shelby County): **Shea Gabrielleschi '05** and **Buckner Hasenmueller '07**. Cross Country (Chattanooga): **Houston Massey '05**. Football (Shelby County): **Toby Baker '06, William Cross '05**, and **Henry Dickinson '05**. Golf (Shelby County): **Daniel McLeod '06**.

PDS Family Drama

PDS Alumnus **Alex Jarratt '05** was named Drama and Speech Academic All-Star. Jarratt, a senior at MUS, is the son of Terri and Jeff Jarratt. Terri is a faculty member at PDS.

(Pictured left to right) Terri and **Alex Jarratt '05**; Bruce Hopkins with **Grant Hopkins '03** in Fullerton, California where the Sewanee tennis team spent two weeks in playing against California D-2 and D-3 colleges and universities.



HAMPTON SIDES '74 HONORED AT DISTINGUISHED ALUMNUS LUNCHEON



If you heard laughter and applause in the Fellowship Hall on April 1, it was coming from a gathering of over 300 PDS alumni, teachers and guests at the annual Distinguished Alumni Luncheon. PDS 2011 Distinguished Alumnus, Hampton Sides, related memories

and witty observations about his time at PDS. Graduating PDS in 1974, Hampton shared stories of his most memorable teachers and amusing experiences as a student. Luncheon guests were taken back to the '70s as Hampton recalled the unique hairstyles and fashions of the time. Who knew that PDS boys once wore tights in gymnastics class?

Hampton Sides is a distinguished author of national bestsellers, *Ghost Soldiers*, *Blood and Thunder*, and most recently, *Hellhound On His Trail*. He is editor-at-large for *Outside* magazine and has also written for *National Geographic*, *The New York Times* and many other well-known magazines and newspapers. His magazine work, collected in numerous published anthologies, has been twice nominated for National Magazine Awards for feature writing.

Hampton currently lives in Santa Fe, New Mexico, with his wife Anne and their three boys. PDS was honored to have Hampton attend the alumni luncheon and accept the school's highest award given to any of the more than 3,500 alumni.

- 1 Jack McCaghren '11, Max Bannister '11, Evan Smith '11, Burch Baine '11, Brooks Eikner '11, Frederick Danielson '11, Parker Kaye '11 and Carter Braswell '11
- 2 Bob Loeb '67 and Mark Crosby '73
- 3 Jay Good '74 and Chip Grayson '72
- 4 Steve Hearn, Jamie Baker and Hampton Sides '74
- 5 Bryan Loritts and Chris Davis
- 6 Brad Martin and Charles Lewis '68
- 7 Lee Burns, Oscar Atkinson '90, Hampton Sides '74 and Don Batchelor '66
- 8 Hampton Sides '74
- 9 Evan Smith '11, Brooks Eikner '11, Max Bannister '11, Frederick Danielson '11 and Carter Braswell '11
- 10 R.E. and Clare Linkous, Rusty Linkous
- 11 Don Batchelor, Chairman of Board
- 12 Dina Martin, Susan Droke, Barbara Hyde, Pitt Hyde '55 and Brad Martin
- 13 Chase Moore '01, Matt Weathersby '90, Worth Jones '90 and Nelson Cannon '90





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AWARDS DAY

SIXTH GRADERS RECOGNIZED AT AWARDS DAY

Congratulations to the following sixth graders who received awards in recognition of their outstanding achievements during their PDS careers.



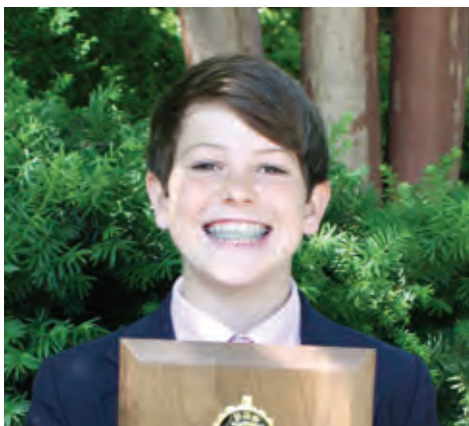
THE HEADMASTER'S TROPHY
Alex Hyde



THE MUS BOOK AWARD
Henry Trammell



THE ROBERT J. HUSSEY SCHOLARSHIP
Brooks Eikner



THE WETTER-BOYLE MEMORIAL AWARD
Jack McCaghren



THE A.W. DICK TROPHY
Battle Boyd



THE CHARLOTTE G. NEAL SPIRIT AWARD
Tom Wells



THE VICKY C. SPICER AWARD
Jack Crosby



THE MINNA POTTS THOMPSON BIBLE AWARD
Parker Kaye



THE MOTSEY HUDSON SPEECH AWARD
Kahna Mishra



THE HENRY EDWARD RUSSELL SCHOLARSHIP
Frederick Danielson



THE MARY HEARN COLEMAN AWARD
Brooks Eikner



THE ROBERT E. GENTRY JR. CREATIVE WRITING AWARD
Jack McCaghren



THE WENDY EDWARDS AWARD
Preston Brady



THE ELISABETH HORTON LAIOS AWARD FOR GENERAL EXCELLENCE
Grady Hecht



THE JANE EAST AWARD
Carter Braswell

OUR MISSION

PRESBYTERIAN DAY SCHOOL
STRIVES TO GLORIFY GOD
BY DEVELOPING BOYS
IN WISDOM AND STATURE
AND IN FAVOR WITH GOD AND MEN

1 CORINTHIANS 10:31 & LUKE 2:52



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