

PDS SPIRIT

WINTER 2009



INSIDE: • Paul Tudor Jones '66 on the Value of Investing in Elementary Education
• Laying the Foundations of Character

THE 2009 PDS ALUMNI LUNCHEON



APRIL 23 • PDS • FELLOWSHIP HALL

Please RSVP to Cynthia Cross, Director of Alumni Programs
at (901) 842-4691 or alumni@pdsmemphis.org



IN THIS ISSUE OF *PDS SPIRIT*



These are exciting times at PDS. The steel frame of our new Early Childhood Building has begun to take shape. Just a few months from now, that empty skeleton of a building will come alive as the members of the class of 2019 join the PDS family. You can find pictures of the construction on page 14.

This issue's feature article is an interview with Paul Tudor Jones '66. The founder of a leading asset management firm, Paul Tudor Jones has an impressive list of accomplishments, including the founding of an elementary school for boys in Brooklyn, NY that is modeled after the experience Jones had as a boy here at PDS.

Alumni from the mid-70's and early 80's no doubt have fond memories of Coach Ken Bennett. Catch up with Bennett on page 7.

The Spring 2008 issue of the PDS Spirit featured pictures from our first alumni luncheon, where 120 alumni joined to honor Pitt Hyde '54. We hope you will make plans to join us for this year's luncheon, to be held on April 23.

Grace and peace,

Director of Communications

PDS SPIRIT

WINTER 2009

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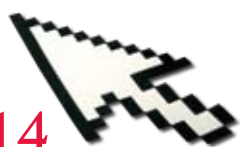
PDS maintains a
nondiscriminatory policy with
regard to race, color, and
national or ethnic origin.

24 ALUMNI NEWS



22 TEACHER FEATURE

PDS sixth graders interviewed one longstanding coach and one newer teacher.



14 EDUCATION: LOOKING AT THE BIG PICTURE



26 LAYING THE FOUNDATIONS OF CHARACTER

Building a common vocabulary for speaking about virtue.



29 SOURCES OF PRIDE

Take a look at the latest accomplishments of PDS students and faculty.



8

A CONVERSATION WITH PAUL TUDOR JONES '66

As an investor, commodities trader, and founder of a leading asset management firm, PDS alumnus Paul Tudor Jones '66 has an impressive list of accomplishments, and in part, he attributes these successes to his experience at PDS.



20

MEMENTOS

PDS Alumni reminisce about the favorite memories of PE class.

18 CAMPAIGN UPDATE

MINI-FEATURES

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

BOYSPEAK

With 607 boys enrolled this year, PDS continues to be one of the largest all-boy elementary schools in the country. As an all-boy school, PDS has the opportunity to craft both a culture and

curriculum that cater to the unique strengths and needs of boys. For example, teachers use the latest research on boys to influence their decisions and classroom practices. The administration has designed a new facility underway to be one of the most boy-friendly school buildings in the country. The *Building Boys, Making Men* program provides the students with a counter-cultural vision of manhood. All these boy-centered opportunities would not be possible in a coeducational school.

Yet with all the reasons PDS has for focusing only on boys, we wondered what the boys themselves thought. So for this issue, we asked the students: why is PDS an all-boy school?

So we can have more fun at recess, and so I don't scream during class. – Will D. 1st

We asked our boys:
WHY
is PDS an
ALL BOYS
SCHOOL?

Well, like, some boys would be jealous if girls weren't in their class. – Darnell H. 1st

Girls would beat us at dodge ball because girls are good at dodge ball. – Edward S. 1st

Look for more answers from PDS boys on subsequent pages.



NICHOLAS BEALS '08 ENCOURAGES FORMER NFL PLAYER

When Nicholas Beals '08 wrote a paper on a football player he admired during his sixth-grade year, he never imagined encountering the athlete face to face. Yet because of what he wrote, Beals personally met him.

Each year the sixth graders write a paper on a man they admire for their *Building Boys, Making Men* seminar class. Beals chose to write on Kevin Everett, the former tight end of the Buffalo Bills, because the athlete had struggled through an astounding recovery from a football injury that paralyzed him in the fall of 2007.

During the following summer, Medtronic scheduled Everett to give a patient testimonial to the company's spinal and biologics division. Through a turn of unplanned events, the president of this division happened to see a copy of Nicholas' paper, and he was so impressed that he invited Nicholas to the event.

Because Everett had heard about Nicholas and his paper prior to the meeting, he brought an autographed football and an autographed copy of his book, *Standing Tall*, for Nicholas when they met. In return, Beals had the opportunity to tell Everett that one of his prayers had been answered: he had been praying for Everett's recovery since the time of the injury.



PDS LEARNING SPECIALIST PUBLISHES NOVEL

Though the main character of Nancy Gentry's first published novel, *Rebel In Petticoats*, happens to be a girl, she has assured the PDS boys that it contains plenty of action and adventure. In a school-wide assembly this past fall, she shared some of this adventure with the PDS students.

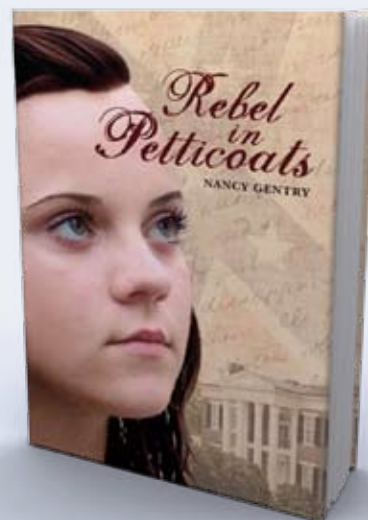
The story takes place during the Civil War, and it explores one southern family's struggle to reckon with this momentous event in United States history. For the main character, ten-year-old Rachel, and her family, the beginning of the war brings excitement and glory, but as the conflict continues, the hardships of the war confront them with challenges that forever change their lives.

These challenges that ordinary people had to face during the Civil War have always fascinated Nancy. She explains, "For the people who lived in 1861, the war meant uncertainty. The outcome could have gone either way." Nancy finds the fact that people lived in such uncertainty remarkable: "Just think how drastic a change it would have been for our country to split in two. The decisions that had to be made, without having a crystal ball to see ahead, and the hardships that people had to endure, to me is one of the most dramatic things that has ever happened to our country."

With her book, she hopes young readers can get a sense of what a tremendous upheaval our country went through at the time. "We need to not forget what our country had to overcome," she explains. "It was a terrible thing. More men died in the Civil War than those who died in World War One, World War Two, and Vietnam combined. We lost a lot of people, and I think kids need to know about it."

Yet when Nancy began writing this story, she did not set out to write it with a specific moral in mind. She began writing *Rebel in Petticoats* simply because that is what she enjoys: writing stories. Recalling how she first started composing narratives, she says, "I had all these stories in my mind, and I would start to write them down. And then I would rewrite them because I would think, *what is a more interesting way to say this*. If I were reading this book, what would make me want to keep reading?" For her, writing stories became a challenge and a hobby.

Though the writing came naturally for her, the publishing did not. In fact, before writing *Rebel in Petticoats*, she had composed twelve other books that have yet to be published. Yet with this one, she decided to see it through to its publication at the encouragement of her friends and family. She explains that this decision entailed countless hours of demanding



work. "The editing part is hard because an editor is going to go back and tell you all these mistakes that are in there, and you have to be willing to take what they say as constructive and fix it."

In addition to this encouragement from her friends and family, she recalls something else that drove her: "I thought that a kid would like to read my story, and that's what made me push to get the book done." Her desire to give kids something that they would enjoy reading pushed her to finish the work.

As a Learning Specialist at PDS, this same desire motivates Nancy's teaching. Much of her job at PDS involves helping boys become more effective learners by becoming more effective readers. "All kids need the gift of reading," she says. "I hate to see children who don't enjoy reading, so if I can make it easier for them to read, then I am giving them something that I also enjoy." In a sense, *Rebel in Petticoats* represents just another way that Nancy is sharing this gift with her students.

BOYSPEAK

WHY?
is PDS an
ALL BOYS
SCHOOL?

There are no girly toys or books. - Lee L. 2nd

Because on the [PDS] flag it's a man riding on the horse. - William S. 1st

NEW YORK ALUMNI GATHERING



Newsweek Editor Jon Meacham and PDS Headmaster Lee Burns

On October 14, a group of PDS Alumni in the New York City area gathered for an evening of reconnecting and reminiscing. The group met at The Williams Club of New York, and they enjoyed a special presentation from the distinguished guest Jon Meacham, editor of *Newsweek*.



Lee Burns, Layton Sanders '65



Preston Blakenship '97,
Ken Farmer '97



David Willmott '82, William Adams '97,
Spencer Bryan '96



BOYSPEAK

WHY?
is PDS an
ALL BOYS SCHOOL?

Girls don't like getting sweaty. – William C. 1st

The same reason girls' schools have only girls. I don't think they should have a relationship until they are older. – Luke J. 3rd

CATCHING UP WITH FORMER PDS COACH AND ATHLETIC DIRECTOR KEN BENNETT

You might not think a former PDS staff member would end up on the streets, but in Ken Bennett's case, he has spent over twenty years there. Ken served as a PDS coach from 1974-1982, but now many Memphians know him as the founder and Executive Director of Streets Ministries.

Streets Ministries is a Christian outreach program that seeks to meet the needs of underprivileged youth in the Memphis inner city. Since Ken started Streets in 1987, the ministry has grown to be one of the largest programs of its kind in the Memphis area.

Yet over twenty years ago, when Ken began Streets with only a used van and a basketball, he never imagined that such a small outreach would grow to the point that it has today. In fact, he only expected Streets to be a three- or four-year gig. Little did he know what would happen.

Before Ken started Streets, he worked at PDS from 1974-1982 as a coach and then as the athletic director. After his time with PDS, he went on to earn a Master's Degree in Counseling, at which point he served as a therapist in the Alcohol and Drug Unit at the Mid South Hospital and then at Eastwood Hospital's Mental Health Unit. A few years later, Ken decided to go back to working with kids, so he joined the staff of Urban Young Life in Memphis.

While working with urban youth, Ken decided to start an outreach program with St. Patrick's Church, specifically for the kids of the Cleaborn

and Foote Homes community, not far south of what is currently the FedEx Forum. Then in 1987, with the guidance of the Memphis Leadership Foundation, this outreach matured into Streets Ministries.

Currently, Streets employs eleven full time staff, and the ministry houses its operations in a one of a kind, 34,500 square feet facility completed in 2006. With this new building, staff members conduct academic tutoring programs, host outreach events, and provide healthy gathering places for kids to hang out together.

After twenty plus years of being at Streets, Ken says he still loves working with kids: "They keep you on your toes." He enjoys the fact that they are so open to trying new things.

Of course working with young people in a ministry like Streets has its trials, but during all these years, those challenges have not pushed Ken into a different career. He explains that what has kept him from burning out is to remember that it is not up to him or his staff to transform these kids' lives. "God has not promised that we will see success; God has only promised that his word will not return void," he says. What this promise means for those at Streets is to love and serve these kids while engaging them with the Gospel. The rest is up to God.

Occasionally, Bennett and his staff do watch the lives of some kids change. "You never know the full impact or influence you have on young people," he says. Sometimes kids



will go through the Streets program without any change, and then, several years later, they will approach Ken with a desire to seek God and to turn around their lives. Witnessing these transformations is by far the most rewarding part of his job.

Though his time at PDS was relatively short, Ken can look back and see that God used his coaching days at PDS to impact boys and to build a network of people who would later partner with Streets in instrumental ways. In fact, some of his former PDS students have recently served as board members of the ministry. These opportunities would have never been possible otherwise.

No matter how long it has been since his PDS days, his coaching legacy still remains with him. Every now and then, Ken runs into a former PDS student who still greets him as "Coach."

Perhaps these former students still remember him because of his simple approach: "Kids are kids," he says, "whether from PDS or the Memphis inner city. They respond to positive interaction no matter who they are."

EXCELLENCE

a conversation with Paul Tudor Jones '66

Alumnus Paul Tudor Jones '66 holds a reputation for being both a world-class investor and the founder of a leading asset management firm. Yet his accomplishments, which he attributes in part to his experience at PDS, go far beyond the financial world. In 2004, Jones played an instrumental role in founding Excellence Charter School of Brooklyn, NY, the country's first all-boys charter school.

Like PDS, Excellence is an elementary school known for its high standards and rigorous elementary curriculum, and also like PDS, Excellence believes that the elementary period is the most formative time in a boy's life. As the Chairman of Excellence's Board of Trustees, Jones' work with this school has shown him the power of investing in a boy's elementary education—an investment with a lasting difference.

INTERVIEWED BY LEE BURNS





EXCELLENCE

Excellence Charter School, Brooklyn, NY.
Founded by Paul Tudor Jones '66.

Lee Burns: Tell me be about what you remember most from your years at PDS.

Paul Tudor Jones: Well, I remember my favorite part of PDS was actually chapel with Dr. Russell. The guy was maybe one of the greatest preachers of all time, and he was very animated and very funny.

Paul Tudor Jones '66

“ I think at PDS and at Excellence, we are trying to raise kids who use thought capital to make a living in reality.”

I also remember the blue and red game. I was captain of the red team in my sixth-grade year, and at the time, it was highest I had ever been in my whole life. I can still remember feeling what that meant to me to this day; it was an honor.

They would split the whole school into the red team and the blue team from the first grade to the sixth grade. Whichever team had the most wins throughout the year won the overall competition. In sixth grade, I was captain of the red team, and Joel Hobson was the captain of the blue team. We beat them that year, and I have never let him forget it.

Who was one of your favorite teachers?

My favorite teacher unequivocally was Mrs. Hodgson.

I have never forgotten her “quotable quotes.” She used to take us through Proverbs and give us all these “quotable quotes” to put in our little gray writing books. And my favorite one, a quote I still say to my kids, is this: “Go to the ant’s house; consider her ways and be wise.”

To what extent do you think PDS had a role in defining, shaping, or affecting your personal development, your academic career, and your career in general?

Well I think that the first critical thing that PDS imparted to me was a structure for my life.

I think so much of any successful life is being able to organize and structure your life in a way that you meet your responsibilities and commitments. When you provide this structure to your life, you are organizing the way you can be productive while at the same time helping yourself lead a high quality of life. There is no doubt in my mind that PDS was largely responsible for whatever success I have enjoyed today.

The second critical thing that PDS did a great deal of was that it offered encouragement as far as team work, socialization, and self-sacrifice, all of which were very big components of character building.

I do not think you can be happy in life if you are just concerned about yourself;

I think you will only find happiness through service to others. PDS was extraordinarily good at instilling this ethic at a very early age, and part of this ethic was the Christian ethic.

How did you become involved with the Excellence School and why did you help start it?

It began in 1986, when I was watching a story on *60 Minutes* about a guy who was going back to his elementary school in the Bronx. He went back to his school, which formerly was an all-white elementary school when he was there, and now it had become heavily populated by minorities. He found that only 1 in 11 of those kids ever went to college, so he promised them that if they would graduate from high school, he would put them through college.

From there, I became involved in education. Later that year, I became an “I Have A Dream” sponsor, and I adopted a class of sixth graders whom I would follow all the way through high school and college.

What I learned along the way was that starting with sixth graders was 12 years too late. By this point in their lives, these kids were completely made and formed. The impact that I was having was marginal. As an after-school program, it was having only a minor effect, particularly in its efforts to help kids who were struggling. That was when I decided to wind down the “I Have A Dream” program and apply for a charter school that was going to focus on K through 8.

So why start a school for boys? Why not a coed school or a school for girls? What led you and others to make Excellence a school for boys?

For me, it was culturally the path of least resistance. I understood boys' schools because of the tremendous experience I had at PDS.

More importantly, though, once I moved to New York City, my philanthropic focus was largely devoted toward helping people in need. And the most positive, exponential impact you can have is obviously through education.

I figure one of the greatest ways to attack poverty is to help nurture male leaders as citizens and members of the community, and that was why I wanted to start Excellence Charter School.

What are you most proud of about Excellence?

I would say that I am the most proud of the fact that in four years of operation, we scored first in reading and math out of 730 elementary schools in New York City.

What I learned from my involvement with Excellence is this: it is not financial capital—but intellectual capital and culture that count.

In any school, it starts with the principal and then works its way all the way through to the teachers. Our faculty is very committed and very passionate.

I named the school “Excellence” for a reason. When people walked in the door, I wanted everyone to know that there was only one thing that the school is striving for and nothing else would be acceptable; that one thing was excellence—not so much excellence in output but excellence in effort. And I think that this kind of excellence is what we have received from everybody who is a stakeholder there.

When you look at our curriculum, I would venture to say the boys at Excellence have a harder and tougher time than do the boys at PDS or at Brunswick Academy here in Greenwich, CT, where my son goes to school. The reason why I say this is because we have to compensate in many instances for a cultural environment



Excellence Charter School students.



Paul Tudor Jones '66

“There is no doubt in my mind that PDS [...] was largely responsible for whatever success I have enjoyed today.”

that would not necessarily be present in the demographic of either PDS or Brunswick.

I think our faculty does a great job of keeping the kids engaged, interested, and energized in the classroom. Yet these kids have to carry a difficult load. I have to admit: in one sense, I am happy that I am not a student there.

What about PDS? As you think about the elementary school you went to, what are you most proud of?

Well, I would be lying if I told you that I did not think Excellence was modeled after PDS in the sense that we want to have a culture with tremendously high expectations. We want to develop the greatest intellectual, emotional, and social characters possible.

But being a public school, it is very difficult for us to have a religious orientation, and I think that this aspect is one thing that our school potentially lacks.

What do you think it means to be well educated in the 21st century? What skills and perspectives do the students need?

Well I think kids today have it harder than when I went to school. I look at the course load that these kids take, and it dwarfs anything that I did when I went to school.

When you are competing globally and when you look at the number of hours that kids spend on task in China, in Japan, and even in India, you can see that those kids have a tremendous work ethic. And with the Internet, we are all basically competing—not just against other people in our schools or our cities—but in the world. We are competing globally for intellectual capital. I think at PDS and at Excellence, we are trying to raise kids who use thought capital to make a living in reality.

I would think so too. You know, one of the things you might be interested to know is that recently at PDS we started Mandarin beginning with the 3-year-olds. We want to try to give our curriculum much more of a global focus.

In the 21st century, it is about critical and creative thinking, collaboration and problem solving. Schools generally are not set up to foster this kind of learning. But it is one of our big focuses, and the crux

is how we are going to change the teaching paradigm so it is more about these 21st century skills and not about the kinds of things that you and I necessarily experienced when we were in school.

For me, making that transition is the hardest part of managing and leading a school. We can understand theoretically what we need and what the world is going to be like, but figuring out what this change will look like in a first-grade classroom or a sixth-grade classroom and then getting teachers to change, that is the hard part. So it is a challenge but an exciting one.

What about your philanthropy? When you think about what you have done and what other people have done with similar means, to what extent do you think individuals have a broader social responsibility to use these resources for the common good?

Well, first of all, I try not to lecture anybody, nor do I want to project my beliefs on anybody else about this issue. Most people are going to pursue what they think is best for them.

But, you know, I am extraordinarily blessed to have been in the right place at the right time. If I go back to much of the biblical training that I received at PDS, if I go back and look at lessons of the New Testament, there is no doubt that shared responsibility is part of the Christian ethic and ideal. It is close to what I said about my finest memories of PDS: Dr. Russell giving those lectures and sermons so often during chapel.

I think that God gave us gifts for a reason. And I think when you have been blessed, it is then incumbent upon you to carry the load for your brother and your friend. That is exactly what I think all of us should do who have been blessed.

These blessings are not necessarily financial capital. When it comes to solving the problems of poverty, I would rather have someone's intellectual capital. I would rather take somebody's great idea over their check any day of the week. Thought capital is worth much more than financial capital alone.

If you think about which parts of society do not receive enough philanthropic support, where do you think it would be ideal to have more philanthropy directed over the next 10 or 20 years?

I think the biggest bang for your buck is going to be in early childhood education, followed by elementary education. I will take them in that order because, again, those to me are the foundation.

My favorite analogy is this: you can either stop a car from going off the cliff, preventing it from falling into 100 pieces, or you can try to put it back together once it has fallen off the cliff. In other words, I think you need to be very preemptive in your intervention.

Paul Tudor Jones '66

"if you want to actually have an impact...you will never, ever, ever spend a better dollar than if you invest it in education from age 0 to 12."

You know, one of the challenges we face at PDS is similar. We have been trying to work with people on seeing the importance of early childhood education.

We are in the midst of \$26 million capital campaign. When people hear that, they tend to think, "Wow, I would give to my college, university, or high school, but why would an elementary school need that much?" People do not remember their elementary years as clearly, so they do not think it was as important as their education in their later years.

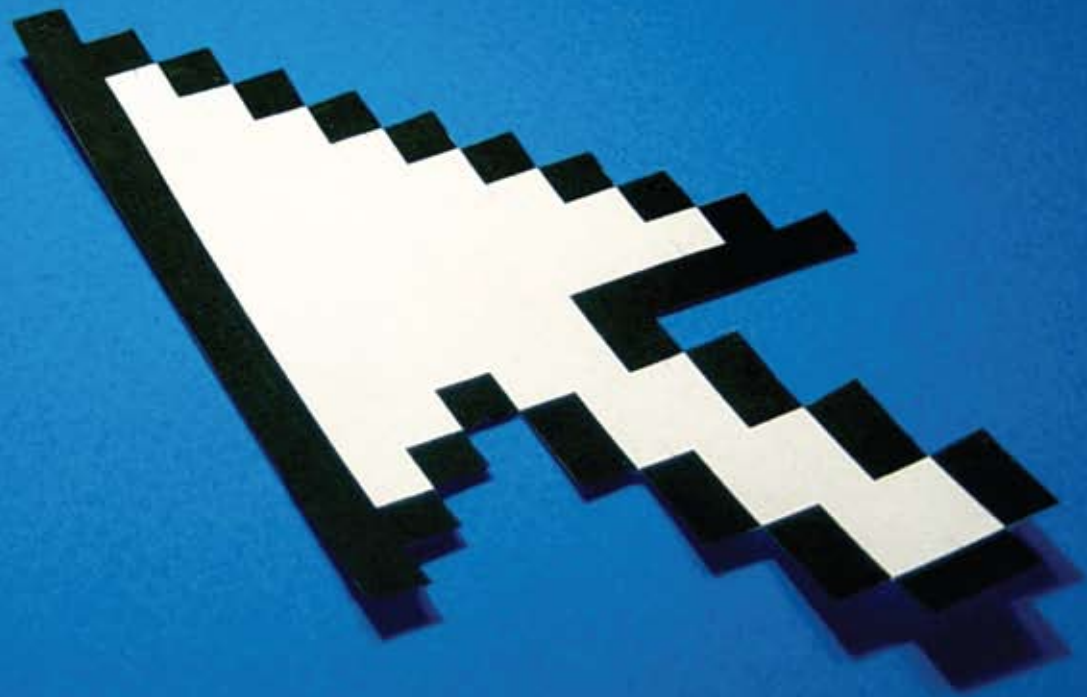
Well, the reality is that you do not go back to your elementary school unless your son goes there. To see football and basketball games, you go back to your college. It is a lot sexier, and it is a lot easier.

The other reality is that if you want to actually have an impact, which will make a difference in the long run for social change, you will never, ever, ever spend a better dollar than if you invest it in education from age 0 to 12.

You are just not going to spend a better nickel.

EDUCATION

LOOKING AT THE BIG PICTURE



The PDS tradition is a rich and successful one: to build boys into godly men and to prepare them to thrive as scholars and leaders in the world they are entering. It has worked extremely well for decades, with a relatively traditional curriculum and teaching methodology. But what happens when the world our boys are entering has changed?

WRITTEN BY LEE BURNS

Our society in this 21st century has shifted profoundly, permanently, and indisputably to an interconnected, global, information-driven economy and culture. The challenge for PDS and other schools is identifying and responding to these shifts in order to meet the learning needs of individual students. We want our boys and graduates to become skilled, competent, committed moral citizens who, as a manifestation of their faith, want to serve God and make their world better. What is the big picture we can imagine and must plan for as we interact with our students at PDS each day?

In his 2004 book, *The Big Picture*, educator and school innovator, Dennis Littky states, “When we are talking about ‘the big picture’ we must always start with the students. The kids must always come first. There is no other way.” What will PDS boys need to know in order to be skilled, successful citizens in 2019, 2029, and beyond? How do we, as their teachers and school leaders, identify and quantify what is needed for a world that is changing so fast?

In the industrial age, schools could successfully churn out educated people much like factories churned out their products on their assembly lines. The industrial age belief about education was that there is a quantifiable, specific amount of information our youth need to learn and that the teacher’s job is to stand in the front of the room and teach it. The industrial age belief surely included an assumption that all students learned in the same way: the way we taught. Schools were charged with producing knowledgeable people, and they did, very successfully and very similarly. Schools benefited and rewarded students who were good memorizers by granting them star student status. Career paths and accompanying levels of success were tied to the level of school completed. High school graduates

became factory workers, plumbers, and mechanics. College graduates became corporate trainees at places like Proctor and Gamble, IBM, or one of the big accounting or financial firms. Post-graduate students became doctors, lawyers, or professors. Knowledge was power. Knowledge was hard to come by, owned, hoarded, bought and sold.

Knowledge is no longer entrenched. It is not hard to come by, and it is increasingly hard to own. In contrast to the culture of the grey flannel corporate set, now it is sharing and collaborating to expand knowledge openly that is a surer path to success. What unseated the power and position of knowledge?

More than any other factor, technology disrupted the power of knowledge. Technology has changed the world and the way we act and interact in it. Let’s compress the technological advances of the last 25 years by taking a snapshot look at Apple, Microsoft, and Google, who in concert have changed our society most dramatically. One can get a sense of their intended (and accomplished) impact by looking at their vision statements (see sidebar on next page).

Who Googled ten years ago? Google was incorporated in September of 1998. According to their historical archives, Google performed about 3.6 million total searches in 1998. In 2008, Google performed about 2 billion a day, or about 700 billion searches for the year. We have gone beyond the concept of a computer on desks in our homes or schools to computers that also double as telephones, calendars, and music players, all in the palms of our hands. In ascertaining the needs of PDS students today and in their futures, we must acknowledge and embrace how the world has changed so dramatically. There is little reason to teach our students just raw knowledge, to ask them to memorize and

recite state capitals and the like. The big need is to teach them to learn well and love doing so.

In making his argument for a new, personalized school model, Littky posits the need to revamp the 3 R’s. His new 3 R’s, which became the guiding tenants of much the Gates Foundation’s work in revitalizing education, are Rigor, Relevance, and Relationships. In other words, students need challenging coursework, contextual understanding of their learning to their lives at whatever age they are, and a supportive community that is committed to helping them succeed.

Tony Wagner helps define the new standards of Rigor as we look at the big picture for PDS students. Wagner is the author of the 2008 book, *The Global Achievement Gap: Why Even Our Best School Don’t Teach The New Survival Skills Our Children Need – And What We Can Do About It*, as well as the co-director of the Change Leadership Group at the Harvard Graduate School of Education. He also served as Senior Advisor to the Bill & Melinda Gates Foundation. Wagner excerpted his book in a recent article, “Rigor Redefined,” listing his critical survival skills for meeting the challenges and opportunities in the 21st century:

1. Critical Thinking and Problem Solving
2. Collaboration and Leadership
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

This list is not about memorizing large stores of knowledge. This is not a list that lends itself neatly to textbooks, long lectures, worksheets, and questions with

VISION STATEMENTS BY TECHNOLOGY LEADERS

Microsoft

"We're going to put a computer on every desk in every home."

– Bill Gates



"To make a contribution to the world by making tools for the mind that advance humankind."

– Steve Jobs

Google

"Google provides access to the world's information in one click."

– Sergey Brin and Larry Page

binary answers: the staple of most schools today. This list is about developing thinking and judgment skills as well as good communication and social skills. This list is about developing a passion for, and habit of, and capacity to learn.

RIGOR

Teaching our students to become continuous lifelong learners is the most substantive thing education can do. Our students must become facile and fluid, learners who learn through many media, not just textbooks, who learn with and without imposed deadlines like tests, who learn with and without the support of a teacher and a prescribed curriculum. We must teach them to be able to find the information that they need and then to think of what to do with it, how to make meaning of it. Teaching PDS boys to be effective, motivated learners and thinkers will meet their needs ten and twenty years from now. As George Gilder writes in his article, "The Coming Creativity Boom" in *Forbes*, "Knowledge is about the past; entrepreneurship is about the future." Gilder argues that the age of innovation and creativity in all sectors will be the way out of the current economic recession. How to teach PDS students to be creative, generative, innovative

thinkers who make connections between bodies of knowledge and take risks to learn experientially will be a key to finding their places in society in the future.

Ernest L. Boyer, the long time director of the Carnegie Foundation for the Advancement of Teaching, in a speech, "Making The Connections," in 1993 eloquently expressed the big picture.

He hopes that "students are not judged by their performance on a single test but by the quality of their lives. It is my hope that students in the classrooms of tomorrow will be encouraged to be creative and non-conforming, and learn to cooperate rather than compete." Boyer stresses that learning is about the acts of discerning, applying, and expanding knowledge, not about getting the right answer. Quite early on, Boyer had a sense of the same survival skills that Wagner listed to "redefine Rigor."

RELEVANCE

Relevance has become a key issue for students in our schools, especially because schools have not been quick adapters to the changes in technology and culture. Schools, often the ones with the great reputations, can be among the most change-averse, inflexible, stagnant organizations in our society. How ironic...and sad.

Students often ask, "Why does school have to be so boring? Why do I need to know this?" The gaps in school culture and youth culture are wide. Making learning relevant to the learners' everyday life makes complete sense if the goal is to inspire and excite the learner in the process of learning. Why can't their world enter with them as they enter the classroom in the mornings? Are there boundaries to the places we learn and think?

Kids communicate in new and instantaneous ways, whether it's texting,



Facebook, My Space, video gaming, blogs, wikis, YouTube, and more. They love music and TV and movies. They are reading graphic novels. Smart people created all of these tools, genres, and works. There is a severe disconnect in what we are having our students think about and the tools with which we are teaching them to express themselves and what they are spending countless hours doing. Adapting to the new social media and domains will result in more hours learning.

RELATIONSHIPS

Relationships have always and will always be key in a child's successful navigating of the social, emotional, physical and cognitive milestones of development. The sharing of experience and wisdom from caring and supportive adults, whether they are parents, teachers, or other mentors, is paramount.

In his new book, *Outliers*, Malcolm Gladwell argues that what we think of as genius is not the determining factor in hugely successful people's path. He researches a variety of successful people and entrepreneurs, including Bill Gates, and concludes that "the values of the world that we inhabit and the people we surround ourselves with have a profound effect on who we are." Having a supportive, close, empathetic community of a variety of adults invested in the students' success is among the things that independent schools do best. Specifically at PDS, our mission is to develop "boys in wisdom and stature and in favor with God and men." We intently focus on sharing the wisdom from the Bible of what it means to be a man, a responsible adult, and a moral citizen in society.

Relationships also include knowing how to work with other people, understanding their beliefs, and developing our own voice in a group. I see PDS students learning these things as they work in their classrooms, participate on sports

teams, spend time on field trips, play in the orchestra and take part in class productions. Everywhere I look, I see our boys interacting with other boys and adults. They are thinking out loud and thinking together. They are learning to agree and to disagree with others' ideas. Our classroom environments are not designed around expecting our boys to sit still and quiet for long periods of time. Our teachers intend to expand the understanding of one subject by bringing in examples from other subjects. We are interested in developing PDS boys as thinkers who can construct knowledge and who are aware of the thought processes they are using to do it.

The challenges inherent in teaching children in a world in which information is immediate and abundant are great and elusive. Technology has greatly changed the path schools must take in order to educate their students to become skilled, competent, committed moral citizens who want to make their world better. Or, at least, it has changed some schools willing to recognize the need to change and do the hard analysis and work of change. We are one of the schools that is squarely facing the new realities and needs of learning today and intentionally and deeply wrestling with the question of what it means to be well educated in the 21st century. We are striving to teach PDS boys so they are best prepared to function as lifelong learners, so that they will be students not simply of a school, but students of the diverse and grand world God created.

PDS has taken seriously its responsibility to continuously question our practice and aim to prepare our students for the world as it is today, and as it changes. It's why we send dozens of teachers to the Harvard Graduate School of Education to receive arguably the best teacher training in the world, so we can design and deliver a 21st

century curriculum. It's why PDS today is a thoughtful blend of old and new, of tradition and innovation, of structure and synergy, of choir and jazz. We are a school of small reading groups and SmartBoards, student projects and performance tasks.

Innovating toward a future that is still unfolding has been challenging but unequivocally the right thing to do for PDS boys. That will become even clearer decades from now. As PDS has undertaken adapting to Littky's new three R's, Oliver Goldsmith's words reminds us just how hard the work is: "People seldom improve when they have no other model but themselves to copy after." PDS deliberately seeks to imagine the futures our boys will know and to forge a path to prepare them for it. We think PDS has become a model for others to emulate.

When I think about our boys and the impact that PDS will have on their lives, I admire and pass along what Dennis Littky conveys about his hopes for children at school when he writes that he wants them to:

- Be life long learners
- Be passionate
- Be ready to take risks
- Be able to problem-solve and think critically
- Be able to look at things differently
- Be able to work independently and with others
- Be creative
- Care and want to give back to their communities
- Persevere
- Have integrity and self-respect
- Have moral courage
- Be able to use the world around them well
- Speak well, write well, read well, and work well with numbers
- Truly enjoy their life and their work

CAMPAIGN UPDATE

The year 2008 marks a momentous and exciting turning point for PDS; the school's Strategic Plan is almost complete. This plan, developed by the board of trustees and the administration in 2002, contains 32 initiatives to guide PDS toward being a world-class school for the 21st century. As of early 2008, only two initiatives remained. To realize these final two goals, the board launched an ambitious campaign, which will transform the campus with 21st-century facilities and expand the school's endowment to fund teacher excellence and tuition assistance.



Existing Buildings
New Construction

In record time, 115 individuals have pledged \$13.5 million to launch PDS's *Building Boys, Making Men Campaign*. Over \$8 million of this total was committed by the PDS Board of Trustees. Altogether, these generous and sacrificial commitments will help transform the campus, expand current programs, create new initiatives and strengthen the school's endowment.

In the summer of 2008, construction crews broke ground on the first phase of new facilities, and in the fall of 2008 the new multipurpose field for recess, soccer and football was completed.

All alumni, current and former parents, current and former grandparents and friends are encouraged to participate in this monumental campaign. For more information or to make a gift, please contact the PDS Advancement Office at 901-842-4602.

BUILDING BOYS, MAKING MEN

The CAMPAIGN for 



Existing Buildings
New Construction

BOYSPEAK

WHY?
is PDS an
ALL BOYS SCHOOL?

Because girls answer everything and talk a lot. They dress weird. – Allen H. 2nd

PDS is an all-boys school because they just want to teach boys. It doesn't make PDS a bad school. It's actually a good thing; it makes us concentrate and stay focused. – Ross R. 6th

MEMENTOS

For this issue, we asked you about your favorite memories of PE.

DODGING BALLS



There was always dodge ball in PE class. It is hard to say what was so great about dodge ball; I think it had something to do with letting rowdy boys be

rowdy boys inside the confines of some safety parameters. I was not very good at hitting my opponents, but I was great at dodging. I seemed to always make it to the last few standing. For us boys in a gym class, dodge ball was always a great, hectic release that had structure and rules.

Frank Hitchings '72

I enjoyed the dodge ball games.

Jeff Barry '78

I remember playing “star wars,” which was like dodge ball, in the gym. It was always mass chaos but a lot of fun.

Students would pelt each other with big rubber balls.

I also remember that every coach basically had a nickname for every student. They called me *Scruggsy*.

Jon Scruggs '93

The coaches always knew how to let us have fun (except when the time for the fitness test rolled around...). When one

of our classmates was moving away, the coaches made up a new game in honor of him. It was a slight change on basic dodge ball. I think we could be hit twice instead of once, and when we were tagged twice, we had to go to the other team’s side, kind of like a prison.

John McGreger '98

STUMP HAAAAAAAAAAVEY!

I definitely remember a distinctive nickname that Coach Creasman had for me. Every day I came to PE, I was sure to hear “Haaaaaaaaavey” (Harvey without the “r”). For four years, he called me this to my delight, and since then, the name has stuck. Every so often, when I am having my car’s oil changed or depositing a check at the bank, I hear someone holler at me: “Haaaaaaaaavey.” It still brings a smile to my face when I hear it.

I also remember Coach Philip Cantrell trying to stump me with trivia questions. During my PDS years, I had the odd habit of reading book after book about ‘60s and ‘70s sports figures. Coach Cantrell specialized in this area of knowledge as well, and he had a heck of a time trying to stump me. I think he finally floored me when he asked where Kenny Stabler went to high school.

Looking back, I am kind of glad he finally stumped me; it shows that my obsession with sports trivia thankfully had a limit.

Harvey Kay '95

ENDS OF THE SPECTRUM



I have two distinct memories of gym—that was what we called it back then. The room and the class had the same name.

First, gym was the highlight of the day, especially when we played dodge ball, later called “war ball.” In this game, the coaches tossed out 20 rubber balls of various sizes, and everyone raced to pick them up and throw them as hard as we could at an opponent on the other side. When you were hit, you fell to the floor and waited until a fellow teammate dragged you to the back wall, called the “hospital,” where you were miraculously and instantly healed. Then you returned to join the fight.

Most of the balls ranged in size from a soccer ball to a basketball. But what most of us sought after were the precious few “small balls,” which were about the size of a grapefruit. Because these “small balls” could be thrown with awesome speed and superior accuracy, they inflicted the most





stinging: a red-mark of pain. They were the future in the arms race.

I do not remember anyone going to the hospital. In the '60s, no one would sue over something that happened in gym. I am quite certain that games like this today would violate a whole host of school rules and regulations. Too bad: we thought we were having good clean fun—unless you were on the receiving end of a well-thrown “small ball.”

My other distinct memory occurred on November 22, 1963 at 1:30 PM. I do not usually remember moments with such clarity, but the image of this instant is etched in my mind like few others.

We were lined up in rows facing the south wall, waiting for the chance to let off some energy. Maybe today we would play war ball.

One of the coaches entered the gym from the southeast corner. He walked along the south wall until he reached mid court. There was something about the intentionality of his gait, the stern expression on his face and the way he clutched his clipboard that let us know that something serious, very serious, was coming. By the time he turned to face the now silent rows of fourth and fifth graders,

he did not need to blow the whistle; his demeanor commanded our silence and our attention. We were waiting for whatever was coming next.

In a voice loud enough to be clearly heard, stern enough to let us know he meant business, and yet sad enough that we could clearly sense a tinge of sorrow and regret, he simply said, “Men, President Kennedy has just been shot.”

I do not remember the coach, but I do remember exactly where I was and what he said. I also remember being shocked by the response of my fellow students, who stood in stunned silence. Most of us came from families who did not vote for President Kennedy. At the time, it seemed odd to me that immediate silence, almost reverence, would be the instinctual reaction of my peers. This response coming from fourth and fifth graders, was bizarre enough. Yet that the world had changed in an instant—this was unsettling. We were suddenly more vulnerable, more like the violent countries we had studied in history class.

Maybe we were respectful because a coach had shown us how to respond to an event that was too powerful and too awful for us to believe. We comprehended man’s inhumanity to man because this coach

had the presence of mind to announce a defining moment in history with a grace, clarity, and respect that every student would remember.

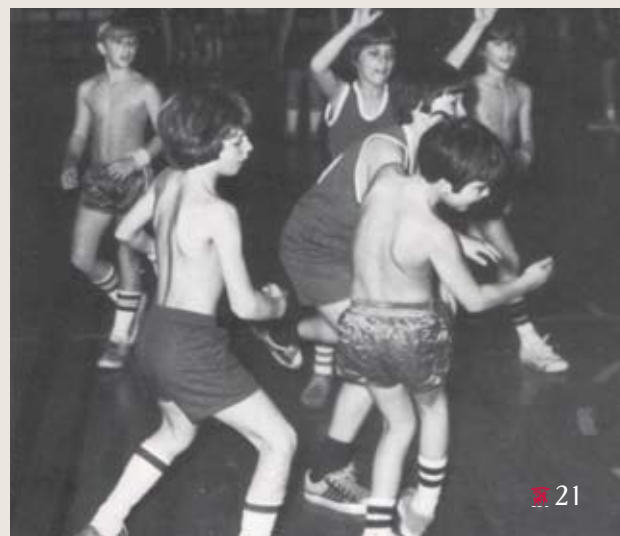
Both of these very different memories stung. Being hit by a “small ball” was something you do not forget. But this hit did not compare to the shocking news that ended our nation’s innocence and sense of being invincible. Little did we know that the rest of that decade would bring even more defining events: Vietnam, riots, Dr. Martin Luther King’s tragic death, men walking on the Moon, and Woodstock. I viewed all these events with a little more wisdom, grace, respect and maturity, because a coach demonstrated how a man reacts to a world-changing moment. Thanks coach!

Don Batchelor '66

NEXT QUESTION

What are some of your memorable moments from a PDS field trip?

Send your responses to alumni@pdsmemphis.org or PDS Alumni Mementos, 4025 Poplar Avenue, Memphis, TN 38111.



TEACHER FEATURES



DENNIS SMITH, DIRECTOR OF ATHLETICS & FACILITIES

Interviewed by Christian Schneiter and Win Duncan, 6th Grade

Athletic Director Dennis Smith is in his twenty-second year with PDS. Known for his humor, his crazy skits as “Herman the Nerd,” and his dedication to working with kids, Coach Smith also manages many behind-the-scenes operations at the school. Yet when he is not coaching or directing, you will probably find him at Victory Ranch, a summer camp he founded for young people in 2002.

For this issue’s Teacher Features, sixth graders interviewed one longstanding coach and one newer teacher.

You have worked at PDS for over twenty-one years. Why have you chosen to stay at PDS so long?

I love what I do, and it is nice that I get paid for it.

What is your favorite thing about being a coach and the athletic director?

I have been involved with athletics all my life, and I think my favorite part about working here in the PDS athletic department is that every student has the opportunity to participate, whether in PE class or in our intramural sports program.

When you were a kid, what did you want to be when you grew up?

I either wanted to be a streetcar conductor or Herman the Nerd. Concerning the latter, I succeeded.

What is it like being Herman the Nerd at the Student Faculty Basketball Game?

I imagine that it’s the same feeling that Clark Kent has when he comes out of a telephone booth, and he is everybody’s favorite super hero.

You are also the founder and director of Victory Ranch. What gave you the idea to create the camp, and why did you decide to start it?

My wife and I both remember how the summer camp experience impacted our lives. This helped give us the idea to start and direct a ministry that would have a timeless impact on everyone involved. An overnight Christian camp is one of the best vehicles to impact lives, whether it be campers, counselors, or staff.

How did you make your dream of Victory Ranch a reality?

Making Victory Ranch a reality took a lot of hard work, many generous people, and of course, God’s will.

How does your relationship with God affect your work at PDS and Victory Ranch?

My relationship with God is the reason I am involved with both PDS and Victory Ranch.

How do you balance being athletic director of PDS, the director of Victory Ranch, and being a dad?

Fortunately for me, both ministries complement each other, and so I am able to involve my family in both settings—and especially at Victory Ranch. During the summer, my family and I are together everyday, twenty-four hours a day, for nine straight weeks.

In your tenure here at PDS, what has been one of your most memorable moments?

I actually have two. One would be when the yearbook was dedicated to me. The other would be hiring Coach McLean, who was one of my former student athletes. I have known Spencer since he was 8-years-old, and I coached him in elementary, middle, and high school. He has been involved in many camp sessions as a counselor throughout the years, and he has become a large part of the Smith family. When he started here full-time in the Athletic Department, it was a great day for me.

One last question: are you smarter than Mr. Burns?

No. But Herman the Nerd smarter than Mr. Burns—you better believe it.

TOSHA THOMAS, JUNIOR KINDERGARTEN

Interviewed by Brad Jarratt and Grant Stevenson, 6th Grade

In her second year teaching junior kindergarten, Tosha Thomas is one of the newer teachers in the PDS community. Before coming to PDS, she taught eight years in Memphis City Schools. In addition to working with seventeen junior-kindergarten boys at PDS, she and her husband have two sons: Kendall, age 7, and Kason, 10 months.

What did you do before teaching at PDS?

I worked with junior kindergarten boys and girls at one of the pre-kindergarten programs in the Memphis City Schools.

As a teacher, who is your role model?

Besides, of course, my mom and grandmom, one of my role models was a manager I had at my previous school. She was a woman of integrity, and she encouraged me and challenged me in my faith. She also challenged me to take various career development opportunities and to build my own professional library like the impressive one she had.

What is it like teaching young boys?

Teaching a class of very young boys is a blast. I like to be busy, creative, and adventurous, and the boys are the same way. Teaching a coed class was totally different.

What is the most effective method you have learned about teaching kindergarten boys?

One effective method would be doing something that is going to keep the boys excited and engaged with their hands. If they sit too long or they are not doing anything that is energizing them, they will

end up being somewhat disruptive, and their learning will not be as effective as it could be.

What is your favorite subject to teach?

I enjoy teaching math and science the most. With math, I enjoy the various ways to teach one concept. With science, I like learning, discovering, and experimenting with new things along with the boys. Science gives them so many opportunities to think about new things and make connections.

What are your goals as a teacher?

One of my goals is to always make the material interesting, meaningful and enjoyable to my students. I want to provide an atmosphere where the boys will be active and energized. Another one of my goals is to establish a trusting relationship with these little guys. I want them to feel comfortable coming to me about anything. And I also want them to know that I am interested in them and that I care about them.

What are the advantages of teaching at PDS? What is your favorite part about teaching here?

There are so many advantages. One



of these would be the opportunity for professional and spiritual growth. Another advantage is the use of technology for both the teachers and the students. I also like the way that the teachers collaborate with one another. We are able to share our thoughts and experiences, whether in division meetings, grade-level meetings, or faculty meetings.

What is one of the most rewarding parts of your job?

Among other things, I think one of the most rewarding parts about teaching here at PDS is the parental involvement. Where I taught before, parents seldom showed up for parent meetings or conferences. Here the parents are involved in every aspect of the boys' lives, and that is very important to me. They volunteer, or they are just readily available.

ALUMNI NEWS

Class Notes

Mac Cone '64 participated in the 2008 Beijing Olympic Games, winning his first Olympic medal. He competed as part of a four-member team from Canada in the equestrian show-jumping event. This accomplishment was Canada's first show-jumping medal since 1968. Mac is a grandfather, and he lives in Ontario.

Mercer West '65 had been living in the Atlanta area for 28 years, but now he has returned to Memphis to partner with Tim Cowan in the synthetic turf business. Athletic SurfacesPlus recently completed the new field on the PDS campus. Mercer is married to the former Rita Golden of Memphis, and they have two children: Sarah (27) and Mercer V (26).

Frank Hitchings '72 is a pastor at Lookout Mountain Presbyterian Church in Lookout Mountain, TN, where he has served for 17 years. He and his wife Mary Vassar have three children: Catherine (13), Mary Manning (13), and Frank IV (10).

John Tully '80 has work been working in the router and networking business since 1995.

William R. Tayloe '86 was appointed president last spring at Financial Federal, a local Memphis bank, which specializes in lending. At age 35, he is the youngest president in the bank's history. He has triplets: one girl and two boys. Byars and William are pre-kindergarten students at PDS.

Kyser Thompson '94 lives in New York City, where he directs marketing and manages public relations for the 4 year-old LesserEvil Snack Brand Company. LesserEvil makes healthy, all-natural snack foods, which are sold nationwide.

John Stokes '01 is a starting linebacker for the Vanderbilt Commodores. This past fall he was named as an Academic All-American. The College Sports Information Directors with the sponsorship of *ESPN The Magazine* chose Stokes for the Academic All-District IV Team. In addition to his 19 total tackles and serving as the snapper on the special teams, he has a 3.73 GPA. Stokes, who is now a sophomore, played in every game of 2007 as a true freshman.

Michael Edwards '03 received the honor of being named a First Tennessee

Academic All-Star. Ranked as one of the top ten math students in the city by the Tennessee Math Teachers' Association, Michael is a senior at Memphis University School where he has earned top scores in many Advanced Placement classes. In addition to his academic achievements, Michael also plays varsity football and baseball.

Remember This?

In the "Mid-South Memories" section, the *Commercial Appeal* reprinted the following snippet about PDS from 50 years ago on October 29, 1958:

"Presbyterian Day School has organized a student leadership council for leadership training. Officers are **Andy Allen**, president and **Brook Lathram**, vice president. They are sixth graders. Others are **Mark Kaminsky** and **Eric Dierks**, fifth grade; **John Pettey III** and **Reid Sanders**, fourth grade; **Alfred Davies**, **Robert Montgomery** and **Steve Stevenson**, third grade; **DeWitt Shy Jr.**, **Michael Clark** and **William S. Roberts III**, second grade; **George Madison**, **Bruce Kahn** and **William Cade**, first grade."

BOYSPEAK

WHY?
is PDS an
ALL BOYS
SCHOOL

There are already women teachers. – Jay C. 1st

When boys are around girls they can get nervous and not concentrate on their work. It's easier to have a teacher who knows how to handle either boys or girls than both. – Ahmed L. 6th

Bond Hopkins '95 and Brent Blankenship '95 in Egypt.



PDS In Memoriam

Barry Franklin Creson '74 died on September 24, 2008. Barry was a chef who had been living in L.A. for the past 10 years.

Wallace Stuart McCloy '53 died on December 15, 2008

Russell Bradley Billings, Jr. '74 died on January 12, 2009

PDS Births

Abbay & **Warren Milnor '88**
Warren Gibson Milnor, Jr.
November 7, 2007

Devon & **Mac McFarland '93**
Mac Beeson McFarland
February 6, 2008

Jennifer & **Joel Hobson '66**



Twins born March 17, 2008. Jennifer Jane Hobson survived by Joel Jones Hobson IV (pictured)

Jana & **Trip Tayloe '84**
Howard Kreider Tayloe IV
June 9, 2008

Jocelyn & **Oscar Atkinson '90**
John Walker Atkinson (Walker)
August 12, 2008

PDS Sun and Sand Abroad

Over Thanksgiving this year, **Brent Blankenship '95** visited fellow PDS alumnus **Bond Hopkins '95** in his new hometown of Cairo, Egypt where he is studying to take the CFA exam. While in Egypt, the two checked out the Cairo Museum and the Citadel. They also had the opportunity to ride horses on the fringes of the Sahara desert, with the Pyramids as their backdrop.

PDS We want to hear from you!

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.



2009 PDS ALUMNI BOARD

Bo Allen '80
Coors Arthur '84
Oscar Atkinson '90
Casey Bowlin '59
Carter Campbell '85
Oscar Carr '94
Claude Crawford '55
Patrick Crump '82
Paul Gillespie '95
Cam Hillyer '87
Jay Keegan '82
Lon Magness '79, (chairman)
Warren Milnor '88
Richard Moore '91
Gavin Murrey '80
John Norfleet '72
John Sartelle '86
Fred Schaeffer '82
Richard Scharff '74
Will Thompson '89
Walker Upshaw '78
Matt Weathersby '90
Jason Whitmore '88
Philip Wunderlich '84

BUILDING THE NEXT GENERATION:



LAYING THE FOUNDATIONS OF
CHARACTER

PDS has always strived to educate boys' hearts as well as their minds, yet in more recent years, some teachers have started noticing something unique. Ever since PDS implemented its *Building Boys, Making Men* program, teachers like fifth- and sixth-grade reading specialist Alice Parker have noticed that their students have appropriated a common vocabulary for speaking about virtue.

Parker points out that PDS's "Seven Virtues of Manhood," like "Servant Leader," "Humble Hero," and "Noble Knight," surface in classroom discussions all the time. More and more, students refer to these virtues for analyzing characters in a story. Parker notes, "we can take any of those virtues and look at how characters in literature compare to them."

In fact, she has noticed a difference between the way that fifth graders speak about these virtues and sixth graders. "As the sixth graders study those virtues in more depth, they begin to use those words and they interchange those words easier than fifth graders do," she says. "Even though fifth graders have studied the seven virtues, they do not incorporate them into their vocabulary as much as the sixth graders do, and I think it is because of the seminar."

This seminar class is one of the penultimate experiences of sixth grade at PDS. Throughout their sixth-grade year, the boys meet

"Our culture tends to say that men must be stoic and defined by what they accomplish... We try to offer a different portrait of a man, based on his character and his heart."

in large and small groups to wrestle with questions ranging from "What it means to be a man" to "How to handle the challenges of middle school and beyond."

Headmaster Lee Burns points out how counter-cultural this seminar class and the *Building Boys, Making Men* program are: "It's a stark contrast. Our culture tends to say that men must be stoic and defined by what they accomplish. It says that there are certain unhealthy and unedifying milestones

that boys must go through in order to come of age. We try to offer a different portrait of a man, based on his character and his heart, serving others rather than portioning things for himself, and based on his identity rooted in his relationship with God."

Though the school's character education reaches its zenith in sixth grade, the younger grades also bring these kinds of lessons into the classroom. Second grade teacher Beth Diaz incorporates the virtues into her lessons as much as she can. "I use these virtues in every class devotion," she says. "Also, we often look for the virtues in characters and people whom we have read about in our reading and social studies units. When we study the presidents, the Mayflower pilgrims, Martin Luther King Jr., and other important people in history, we look at what virtues they embodied."

For pre-kindergarten teachers like Merideth Arnold and Sandy Kilgore, character education is the starting point for all their other curricular goals.

"It's a prerequisite for all other kinds of learning," says Arnold.

"If the boys cannot learn self-control, patience, kindness, and respect, then they cannot learn the other things that we

are teaching them. That is why these four words are the four most important words in our classroom vocabulary."

This focus on developing the character of boys happens to be one of the hallmarks of a PDS education. Principle Mark Fruitt points out that while many schools hope to educate their students' hearts, few schools are as deliberate about it as PDS. He explains, "There are very few schools that are as intentional as we are about teaching

THE SEVEN VIRTUES OF MANHOOD



THE TRUE FRIEND



THE HUMBLE HERO



THE SERVANT LEADER



THE MORAL MOTIVATOR



THE HEART PATIENT



THE BOLD ADVENTURER



THE NOBLE KNIGHT



A PDS mentor group discusses the Seven Virtues.

virtue—in other words what we identify as the Seven Virtues of Manhood. Ultimately, PDS is trying to be more proactive in developing a boy's character.”

Chapel exemplifies this intentionality. The administration and teachers have planned out each month's chapel theme three years in advance, and each theme relates to one of the Seven Virtues. Mark Fruitt comments, “I think the number one thing we do is this: we are intentional about what we teach in chapel. We are not just taking a shotgun approach. There is a rhyme and reason to it.”

This proactive approach goes beyond just the chapel and the classroom. The sixth graders, for example, participate in a mentor program in which they are divided into groups of eight classmates, and each group of boys is assigned one male faculty member as a mentor. With their mentor, the boys meet on a regular basis as a group, and together they read and discuss books like *A Boy's Journey*, *A Man's Mission* about preparing them for their outset into young adulthood and beyond.

Though these mentors obviously do not take the place of an active father figure, they certainly complement any positive male influence on these boys. Coach and mentor Dwight Creasman considers himself an extension of the parent's role. He says, “I can definitely help back up what they are being taught by their fathers at home, by mentoring them here at school and by being a good role model. I take that responsibility to be a father in kind to these boys.”

In addition to all the planned elements, like curriculum, chapel talks, and mentoring groups, an unplanned element also exists that can influence boys' characters. Again, Principal Mark Fruitt explains, “I think it is very important for a teacher and for myself to be looking for these teachable moments when a kid is displaying some of the things we have been talking about. It is important to take the time to pull that kid aside and say, ‘hey, we have been talking about servant leadership, and I saw how you held the door open for those four fourth graders.’”

Even though such a gesture might seem simple, Fruitt points out that “those are the small things that turn into big things. You do not all of a sudden do big things. Rather, it has been this life style that you have been living.”

Yet beyond the programs and teachable moments, PDS acknowledges that it plays only one role in an important network of influences that shapes a boy's life. Parents and family play an even more significant part in molding a boy's character, and PDS seeks to partner with parents in order to reinforce what the boys are learning at home.

To make this partnership effective, PDS offers various opportunities from parent luncheons to father-son retreats. Chaplain Braxton Brady says, “Really we are just trying to be a resource for the parents. We're trying to give out the best information that we can to help them raise a godly son. We want to give them a road map for what the future is going to look like from the sixth grade on.” By partnering with the parents, PDS seeks to create the most positive impact possible on these boys.

And when the boys leave sixth grade, “it is really out of the school's hands,” says Mark Fruitt. “There's a fine line with all this. The impact of the school on students is really hard to be quantified. It is something you just cannot measure.”

Yet despite this lack of measurability, PDS still seeks to develop boys' hearts in the most formative years of their lives. Fruitt concludes, “I hope what we are trying to do is fulfill our mission and work within our strengths.” That mission and those strengths are a foundation worth building on.

SOURCES OF PRIDE

27 Teachers Study at Harvard

Twenty-seven PDS teachers and administrators studied at Project Zero of Harvard Graduate School of Education. Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.

Teacher Selected for International Research Team



PDS 3rd Grade Teacher Sherry Creasman was chosen recently to join 11 other teachers and administrators from around the world to participate in an 18 month study in how to bring out the best writing skills in boys. Sponsored and underwritten by the International Boys' School Coalition, the action research

team will consider the question, "How can we help boys become prolific, powerful and confident writers?" with a particular focus on how to build their analytical and creative writing skills.

PDS voted "Memphis Most Exemplary Elem. School"

In the *Commercial Appeal's* "Memphis Most" survey for 2008, readers voted Presbyterian Day School as "Memphis Most Exemplary Elementary School." Additionally, Headmaster Lee Burns was a finalist for the "Most Principled Principal" category and the "Most Excellent Educator" category.

ROBOTICS HAS ARRIVED AT PDS.

A robotics enrichment class began this past September, in which the enrolled boys worked in teams to build robots and use simple programming. The boys learned mechanical design, construction, programming and teamwork.



Curriculum Selected for National Publication



6th Grade Teacher Jean Nabers' Social Studies Unit, entitled *Project Someday*, will be featured in a new publication by the National Association of Independent Schools (NAIS) called *Stories of Excellence: Case Studies of Exemplary Teaching and Learning With Technology*.

The unit explores the question of whether war is ever justified and is an interdisciplinary project that incorporates critical and creative thinking skills with social studies, English, music, and art.



Read for the Record

On October 2, 2008, the sixth grade visited Berclair Elementary of Memphis City Schools to participate *Read for the Record*, a national campaign to encourage young children to read. All across the country, schools had their students read

the same book on the same day. At Berclair, the PDS sixth graders paired off with various younger students and read the book *Corduroy* with them. Following the event, sixth graders gave these students the book to take home.

PDS Among Memphis Business Journals' Best Places to Work

In the *Memphis Business Journal's* 4th Annual "Best Places to Work" competition, PDS finished in 2nd place for the medium-sized-company category. An anonymous online survey, taken by employees, determined the results of the competition. This survey measured factors like organization loyalty, trust in the organization's leadership, and faith in the organization's continued success.

100% of PDS Faculty Give to the Annual Fund

PDS had 100% faculty participation in the Annual Fund for the 2008-2009 school year. This is the second year in a row that the entire faculty has shown their dedication to the PDS boys and the school's mission by supporting the Annual Fund. The Annual Fund provides PDS students with additional resources, curricular opportunities, and instructional supplies that tuition dollars alone do not provide.

COACHES THEN AND NOW



FRONT ROW:

Jim Riley (Athletic Director, Football, Basketball, Baseball), Laird Ainsworth (Soccer, Gymnastics, Track), Tim Crais (Football, Track)

BACK ROW:

Fred Swift (Football, Basketball, Soccer), Dave Condon (Soccer, Basketball), Carl Halloch (Basketball), Jon Householder (Football, Basketball, Soccer)



FRONT ROW:

Dwight Creasman (Football, Basketball, Soccer), Dennis Smith (Director of Athletics, Football, Basketball), Braxton Brady (Football, Basketball), Mark Fruitt (Football, Basketball)

BACK ROW:

Spencer McLean (Football, Basketball, Soccer), Austin Jordan (Football, Basketball, Soccer), Colin Stovall (Football, Basketball, Soccer)

DID YOU KNOW?

CONGRESS JUST MADE GIFTS OF IRA ASSETS MORE ATTRACTIVE!

In recently passed legislation, Congress has once again made tax-free charitable giving from retirement assets an attractive option for some. If you are over age 70½, and are looking for the most tax-efficient ways to make your charitable gifts, you can:

- Give directly to Presbyterian Day School from a traditional or Roth IRA completely free of federal income tax.
- Give all or part of any IRA withdrawals you make this year (up to \$100,000).
- Give directly from your IRA without increasing your adjusted gross income and possibly subjecting your Social Security income to a higher level of taxation.
- Make a generous gift that might not be possible using other assets.



Consider making a difference through tax-free giving from your retirement plan assets. For more information, consult your advisors and/or contact Cynthia Graham, PDS Director of Major Gifts at 901-842-4694.



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



Presbyterian Day School

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