



Tartan

EDUCATING THE HEARTS AND MINDS OF YOUNG PEOPLE FOR LIVES OF LEARNING, LEADERSHIP AND SERVICE

REFLECTIONS

St. Margaret's Arts and Athletics: the Spirit of Mutual Support

By Marcus D. Hurlbut, Headmaster



Those of you who recently returned to school from summer vacation will be very surprised by the progress that has been made on the construction of the Performing Arts Center. This is a truly extraordinary building, the uses of which seem virtually unlimited. In addition to being the cornerstone of our campus and a place where the school community will come together for many functions, the new building represents a special quality of St. Margaret's that deserves acknowledgment and celebration.

Recently, many Upper School parents gathered for dinner at the first, end of summer Tartan Tailgate party, designed primarily for families of athletes to come together to "Champion the Arts." The idea behind the event was simple, but the meaning and significance is at the heart of a very special aspect of life at St. Margaret's Episcopal School. It is not unusual (in fact, it is probably the norm) for schools like ours to foster a very competitive relationship between the arts and athletics. This dynamic plays out in numerous ways but in the end, the students are caught in the middle of an unfortunate struggle for their talents. It is not pretty and it is also not necessary.

This past school year, as we conducted the search for our new Upper School principal, which resulted in the recent arrival of Tony Jordan and his family, we received important feedback from the consultant who coordinated the search. As she worked with us to build the case, she became aware that instead of the arts and athletics being a battleground for student talents, these two departments worked in close contact and harmony with one another in a way she found unique in her vast experience of working with schools like ours. This was music to our ears, but for some of us it was not a surprise nor has this come about by accident.

Some years ago as we launched the *Legacy* capital campaign (the predecessor to the current *Building on the Promise* capital campaign), we were truly blessed to receive extraordinarily generous leadership support from the Nicholas family. While the level of generosity was

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St. Margaret's

Over the *Summer*



Summer Session 2011 Embraced the Mind, Body and Imagination

By Hillary Keyes, Summer Session Director

St. Margaret's Summer Session was a time of "Embracing the Mind, Body and Imagination." From robotics, Model U.S. Congress, singing, jazz, lacrosse and cooking, the campus was very much alive during the month of July with summer session attendees.

This year brought a different format for our summer program. Four, week-long sessions comprised the Early Childhood Development Center, Lower School and Middle School programs. The mornings consisted of academic and enrichment offerings, while the afternoons provided sports, cooking and art camps. This year, the Early Childhood Development Center program was formally expanded to a full day. Students enjoyed four, unique week-long programs exploring art and gardening. In the Lower and Middle School, students dove into the world of building and programming robots using the LEGO® Education WeDo™ and LEGO® MINDSTORM® programs, which provided a hands-on learning experience that engaged students' imagination, creativity and problem solving skills.

Keeping the focus on science, technology, engineering and math (STEM), the Lower School piloted the ST Math program—a non-language based visual instructional software for mathematical concepts. The students' reactions to the program were very positive. Students in grades 1-5 were all excited to grab a computer and explore the world of visual math each day.

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Tartan



St. Margaret's Episcopal School
 Marcus D. Hurlbut, Headmaster

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exceptional, perhaps even more noteworthy was that this gift came with the knowledge that the funds would likely be used for athletic and academic purposes as opposed to the performing arts, which was very much this family's passion. With this powerful dynamic in place, the unique tradition and practice of working together for the mutual benefit of all our students was both affirmed and solidly established.

Last year, when the Chalmers and the Toroks raised the idea of a tailgate party for families of athletes in support of the arts, this unique aspect of life at St. Margaret's came full circle. As was stated that evening, those who love the arts contributed generously to the support and growth of our athletic program. It's now time for the families of athletes to step forward and support the arts. As the 2011-2012 school year unfolds, this theme will be ever-present as our faculty and staff work faithfully to support our students in their multi-dimensional pursuits. And, for what has become a St. Margaret's tradition, the students themselves will join hands (literally, in some cases) to support each other. Keep an eye out for this – it happens over and over again.

At the end of this school year, we will come together as a school community to celebrate the opening of the Performing Arts Center. This will of course be a joyous and much deserved happening for all who have participated in and have passion for the arts. But more importantly, this will be a powerful acknowledgement and celebration of the spirit of mutual support for the good of our students that is very much at the heart of what we stand for as a school. It is an honor to be part of it. Congratulations to us all!

TIMEPIECE

The Dawning of the Arts at St. Margaret's

By Lisa Merryman, Faculty Emeritus and School Archivist



When St. Margaret's Episcopal School opened its doors in October 1979, the 79 students enrolled in kindergarten-grade 6 were given opportunities to experience and enjoy the arts. Founding Headmaster The Reverend Canon Ernest D. Sillers felt that the arts were a very important part of the curriculum. Besides being the grade 3 teacher, Susan Remsberg also taught choral music to all grades and produced the first service of Lessons and Carols, as well as the first All-school Spring Musical, "A 100% Chance of Rain."

In 1981, though the school was still small, Father Sillers hired a part-time teacher to deliver art instruction one day a week. Gina Brewington, a water color artist and St. Margaret's Episcopal Church parishioner, taught painting to the students.

The next year, Charlotte Milam, who taught at St. Mark's Episcopal School in Downey, Calif., when Father Sillers was Headmaster, drove to San Juan Capistrano to teach drawing and painting to kindergarten-grade 3. Brewington continued to teach grades 4, 5 and 6, and Sam Smith joined St. Margaret's to teach instrumental music.

By 1983, with a Middle and Upper School program in place, academic departments were created, each with a chair. Dixie Durham led the fine arts program. Six teachers devoted much of their instruction to the arts and created the foundation for the excellent program that exists today, under the leadership of Darcy Rice.



The Upper School continued to offer for-credit courses providing academic challenge and a rigorous schedule.

Summer Session is an opportunity to allow your child to enrich and deepen their learning across all academic areas. We enjoyed a great Summer Session 2011 and look forward to Summer Session 2012. Information will be available in March 2012 for next summer.

Special Camp Celebrates 20 Years

This summer marked the 20th anniversary of St. Margaret's Special Camp for Special Kids, a unique summer camp for youth with disabilities. Two-hundred and eighteen volunteer counselors participated in this year's program including 105 new counselors, 20 counselors with more than four years of experience and 95 counselors from St. Margaret's Episcopal School (St. Margaret's students contributed 3,800 hours of service to Special Camp this summer). The counselors represented 19 high schools and 12 colleges. The program also welcomed 25 new camper families.

Every camper in the program is paired with one counselor for a one-week session of camp, and the summer includes four sessions where campers and counselors participate in fun activities supporting social interaction, trust and friendship. This summer, campers experienced field trips to Ocean Harbor Beach, Forest Lanes Bowling Alley, Knott's Berry Farm, Adventure City, the

San Diego Zoo, the San Diego Wild Animal Park, Ringling Bros. and Barnum & Bailey Circus and other locations.

"Special Camp is a community; a place where kids can just be kids, let loose, and gain empowerment, support, friendship and fun. The campers at Special Camp are individuals with so much to offer, and Special Camp allows them to shine! Special Camp also impacts the staff and volunteers who have the opportunity to shape the camp experience for their deserving campers. I would encourage anyone and everyone to get involved. Here's to 20 more years of Special Camp's valuable mission, and to continuing to give kids an unforgettable and rewarding camp experience," said Kristin Friedersdorf, former counselor and staff member at Special Camp.



Rising to the Top with Academic Excellence

By Jesús Montoya, Director of Breakthrough San Juan Capistrano



The 2011 program provided *Breakthrough San Juan Capistrano* students with exciting opportunities to compliment their dedication to learning while being challenged with multiple academic and team building activities. This arduous, yet rewarding task kept 80 students and their teachers engaged from the first moment they walked through the arches of St. Margaret's Episcopal School. For six weeks, starting on June 27, we were inspired by the committed and energetic talents of 18 pre-professional teachers of various high schools, colleges and universities nationwide. A new component of the summer program this year was the addition of previous Breakthrough participants serving as junior teachers. Together, teachers and junior teachers learned under the direct guidance of four experienced professional mentor teachers who provided continual support along with development of lesson plans, classroom management and rapport with students.

For the second consecutive summer, under the direction of Megan Moilanen, Breakthrough high school coordinator, a College Bound program was designed to provide additional instruction to motivated Breakthrough participants. Rising grade 9 students, and some grade 10 students, returned to Breakthrough for a third summer to gain and refine skills in biology, algebra and writing.

Additionally, this year's program included Mr. Ryan Dahlem, Upper School assistant principal, leading students through an exciting and energetic hike up the San Juan Hills after presenting his recent adventure of conquering Mount Everest. Breakthrough students also attended the Museum of Latin American Art and the Long Beach Aquarium of the Pacific with structured lesson plans designed by mentor teachers.



This summer also saw the departure of Founding Director Diosa Adams and the addition of new Assistant Director Maggie Griffiths. *Breakthrough San Juan Capistrano* has continued its tradition of inspiring youth to envision realistic opportunities and gain the confidence to demonstrate their academic and personal potentials.

Preschool Arts: Is the Left Brain Always Right?

By Ingrid Andrews, Director of the Early Childhood Development Center and Wee Tartan Center



Move over world...here we come: those singing, laughing, playing and creating preschoolers! According to Daniel Pink, author of *A Whole New Mind: Why right-brainers will rule the future*, we are laying the foundations that will help our students become the leaders of tomorrow. By nurturing creativity and right brain development, we

are helping children see the power of their ideas and develop flexible thinking. It's not that Pink believes the left brain is no longer necessary, he thinks instead that our schools and our society have placed too much emphasis on sequential, literal and analytic thinking. "Now," he says, "that kind of thinking isn't sufficient: the creative, empathetic, global thinker is in the driver's seat of the future."

Music, dance, art and drama are a part of everyday life in the Early Childhood Development Center. Whether moving to classical music on the playground, or making up new rhyming words to "Down By the Bay," music in the Preschool gives children a chance to feel the music from their nose to their toes—and make it their own. Music employs the left brain as well—research well documents the mathematics-music connection. Mrs. Susan Remsberg, Early Childhood Development Center and Lower School music teacher, works with the children to develop their basic music competence to sing in tune, learn to keep a steady beat, as well as construct a repertoire of children's songs and provide experiences with basic rhythm instruments.

Art in the Preschool is intentionally provided without a model. We want children to discover how creative they can be by experimenting with color, line, form and texture. Provided with time, space and a variety of materials, the children stretch both sides of their brain and construct cognitive concepts of spacial relationships, contrasts and pattern, cause and effect, proportion and measure even gravity. Art is available each day in the classroom as a choice during learning center time and in the art room while the children are outside. Preschoolers and kindergartners get the benefit of the opportunities and experiences Mrs. Lillian Whitney, Early Childhood Development Center art teacher, provides in the art room throughout the day.

"All the world's a stage"...nowhere could this be more true than in the Preschool. Acting out well-known stories supports literacy and social skills development and the dramatic play areas (inside and outside) are the cornerstone of creative and cognitive development in the Preschool years. According to Penn State University (2010), children are:

- Learning to think by using symbols while pretending
- Learning about themselves, their families and the world around them
- Practicing talking with each other...listening and taking turns
- Learning to get along with each other
- Becoming better at planning
- Learning about their feelings
- Being creative and becoming problem solvers
- Developing physical skills (dexterity and strength of large and small muscles)
- Thinking about the way others act, think and feel
- Developing persistence

So, if you discover your brain could use a little exercise and you'd like to have fun while learning...come join us in the Preschool. We'll welcome you with a smile and open arms.



Lower School Art: the Drips and Drops of Learning

By Mary Mayer-Grubb, Lower School Visual Arts Teacher



Much is being written and talked about regarding the importance of creativity, exploration and play in learning, as illustrated in books such as Daniel Pink's *A Whole New Mind* and Sir Kenneth Robinson's *Element*. These concepts have always existed in the Lower School art curriculum, which is one reason the arts play such an important role

in educating the whole child at St. Margaret's.

In the art room, learning takes place with the integration of mind, body and spirit. Artistic experiences provide a platform for independence and collaboration. These experiences also develop higher-order thinking skills such as analysis, synthesis, evaluation and problem finding. For example, when students are creating a painting, they are really learning how to organize objects and shapes to express an emotion or tell a nonverbal story. They take chances with the composition and color choices, learning that failure is not a problem, but a launching place for more ideas.

Witnessing the joy and wonder on my students' faces when they squish their little hands into a bucket of paper mache, or swirl two colors of paint together to make a third color is inspiring to see—as is the pride they take in creating individual works of art.

The art room provides a safe and creative place to discover the joy of art and all the fun and learning that comes with it. So the next time your Lower School student comes home dripped in paint or smeared with pastels, please don't be upset... rather know that you are witnessing learning at its messiest.



Music is a Way of Knowing

By Susan Remsberg, Early Childhood Development and Lower School Music Teacher and Lower School Choir



Music is a way of knowing. Expressing oneself musically is as much a life skill as walking and talking, and children need to be surrounded by it.

"I'm not musical," or "I can't sing in tune," are phrases we often hear from adults. But, studies show that all children are born with the

potential to sing in tune, the ability to move rhythmically, and to express themselves emotionally through music. The first words of verbally delayed children are often those they sing. As educators, we provide a rich musical environment.

Music classes provide opportunities for children to grow through experiences that introduce the music of great composers, music of varied styles, forms, time periods and cultures, and the basics of note and rhythmic reading. Children sing and respond to music using their voices, instruments and movement.

Performance opportunities in the Lower School include the Christmas service of Lessons and Carols, a spring musical, classroom curriculum, daily Chapel singing, instrumental concerts and opportunities for ensemble and solo singing in the Lower School choir.

One of the most rewarding aspects of music education at St. Margaret's is its integration with many areas of the curriculum. In the spring, Dr. Kendra Dobron, grade 5 teacher and kindergarten - grade 5 GATE coach, and I led third grade students in a project that incorporated critical thinking skills with music. The grade 3 classes recorded short poems set to short songs in our St. Margaret's studio, and the CD's will be used to reinforce the curriculum in the fall.

By making music classes engaging, we have enthusiastic and receptive learners.

The Philosophy of St. Margaret's Arts Department

By Darcy Rice, Director of the Arts



At St. Margaret's Episcopal School, we believe that everyone is on an artistic journey. Through experiences in the visual arts, music, dance, theater and technical arts, students discover and nurture the artist within. As students from Preschool through Upper School are introduced to the fundamentals of the art forms, they learn how to

learn. An arts education develops 21st century learning skills, supports all core subjects, creates empathy, builds bridges and helps develop voice and vision. Study of the arts helps produce globally aware, collaborative and responsible citizens (The Partnership for 21st Century Skills).

Best Practices in Arts Classrooms/Studio

An essential component of learning art in whatever form is experience. Art faculty at St. Margaret's incorporates a variety of teaching methods while emphasizing the process rather than the product in every artistic endeavor. Basic elements of our programs in the visual and performing arts include:

- Learning through direct instruction and active practice, rehearsal, and creation or performance of works.
- Studying the principles, vocabulary, theory and historical context of artistic disciplines.
- Reflecting on the arts through self-expression in varied forms such as writing, artistic responses and discussion.
- Participating in arts criticism on the basis of observation, knowledge and criteria.

As examples of the curriculum across divisions: In Mr. Chris Carbajal's beginning band, you may see students studying rhythmic patterns while learning how to sight read and produce a beautiful tone from their new instruments. In Mr. Gene Wie's guitar ensemble, you may observe students organized in a semi-circle, practicing a piece arranged by a class member. Dance students learn the principles of movement and apply choreographic skills to create and communicate meaning through dance. In Mr. Nate Wheeler's advanced drama course, you could overhear a junior sharing his critique of the Tennessee Williams performance he experienced on a field trip. In Mr. Josh Friedman's clay studio, you'll be invited to an Open House displaying pieces in all stages of the process. Passing by the choir room, you can hear a Lower School choir singing *E Com Esse Que Eu Vou*, a Portuguese samba, as part of their exploration of songs from diverse cultures. These are just a sampling of the rich learning that goes on every day in the arts classrooms at St. Margaret's.

Our goal at St. Margaret's is to provide a well-rounded arts education. We strive to enrich all students' lives and plant the seeds for lifelong learning in the artistic endeavors of their choosing.

Courses and Curriculum Overview

Art instruction starts in Preschool, which provides the foundation for drama, art and drawing with an emphasis on fun and process over product. From kindergarten-grade 5, students explore art as part of their regular school day with visual art courses and music instruction. All grade 4 students choose to participate in band, orchestra or choir. There are after-school opportunities available for Lower School students including dance, a spring musical, visual art clubs and the Pipers Choir. This past spring, almost 200 Lower School students participated in the production of *The Wizard of Oz*.

In Middle School, participation in the arts is required in grades 6 and 7. This is the second year of the Middle School Tartan Marching Band. Students in grade 8 may elect to take dance for physical education credit, to enroll in band, orchestra, choir, drama, visual arts 3D, visual arts portrait or digital media. During tutorial, students may participate in an audition-based band, Tartan Chorale or orchestra. After-school options include the fall musical, *Seussical, jr.* in 2011, and the technical arts.

Upper School students are required to study art for one year, and there are myriad electives available for students to explore other art forms and to develop their interests. Performing art electives include concert band, jazz ensemble, orchestra, guitar ensemble, Theater 1, Advanced Placement music theory, dance, advanced dance, advanced musicianship and advanced theater. In visual arts, students may choose from clay hand-building, photography, studio art, AP art history, AP studio art (2D, 3D and drawing), intermediate clay hand-building, advanced photography, Digital Media I and II, and Studio Art III and IV.

This is an exciting time on campus as we watch the future being built daily as construction speeds along on the Performing Arts Center. While our programs are already award-winning and successful, the new Performing Arts Center will provide opportunities in teaching and learning like never before.

Professional Development

St. Margaret's arts faculty consists of dedicated professional arts educators, all of whom maintain an active professional life in the arts, in addition to their work with our students. Mr. Wie attended a symposium on violin studies at The Juilliard School in New York recently. The symposium brought together some of the top performers and teachers to communicate their ideas about how students learn. In March, Mr. Friedman attended the National Art Education Association Convention in Seattle. He focused on practical research and teaching strategies and participated in hands-on work with other faculty artists.

For a list of arts activities for the 2011-2012 school year, visit <http://www.smes.org/main/arts/intro.aspx> or scan this QR tag. Follow the arts at St. Margaret's by "Liking" The Arts at St. Margaret's Facebook page, follow us on Twitter as SMESArts and check out The Arts calendar at www.smes.org for upcoming events and dates for ticket sales.



Mr. Darcy Rice is the director of the Arts at St. Margaret's Episcopal School. He teaches Middle School theater classes, oversees the performing and visual arts and directs theater productions across all three divisions. He has directed more than 27 main-stage theater productions at St. Margaret's. Mr. Rice is the author of several plays, as well as more than 150 short stories and nonfiction articles. His work has appeared in regional, national and international publications. He holds a Bachelor of Fine Arts in theater from the University of Southern California, and is a member of the Dramatists Guild, Inc. His awards include being named 2009 Educator of the Year for San Juan Capistrano.



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B.S.M., University of Southern California



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Artist in Residence, Choral Music
B.S., University of Maryland
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All School Strings
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Art as a Way of Knowing and its Importance for the 21st Century Learner

By Dr. Regina McDuffie, Academic Dean and Lower School Principal



St. Margaret's Preschool-grade 12 students ponder the school-wide visual arts essential question, "why does art matter?" As you can imagine, this question leads to a good deal of dialogue in the classrooms as students reflect upon the role that arts has played in their lives as students. When I think of the question I wonder, "why does

art matter for education?" This is a question that has been researched by Stanford University Professor of Education Elliot Eisner. Eisner has written numerous books about how the arts can be used to improve education. He argues that art is actually a way of knowing and understanding the world and that aesthetic intelligence is needed in education for students to become fully literate. Eisner also suggests that the arts help students to develop essential cognitive skills allowing students to go beyond words and numbers when making meaning of a concept, text or piece of art.

In more recent research, Daniel Pink, author of *A Whole New Mind*, suggests that the Master of Fine Arts is the new Master of Business Administration because it is becoming increasingly important for all individuals to have skills that are largely developed in the arts. Pink suggests that there are six particular aptitudes that are essential for success in the 21st century. At St. Margaret's, these skills are largely learned and practiced in the visual and performing arts, but are also developed in other areas of the curriculum. The six aptitudes include:

Design: Pink suggests that today's economy requires more than creation of a product or service. Function is no longer enough; design has become a way for modern businesses to differentiate themselves. Products and services must be emotionally engaging and personally rewarding.

Students in Mr. Josh Friedman's clay hand-building class practice and discuss principles of design when they create architectural ceramic tiles.

Story: The essence of persuasion, communication and self-understanding.

In Mrs. Victoria Burnett's classroom, students engage in the art of storytelling as they learn how to create their own stories about events or individuals that have impacted their lives.

Symphony: The ability to synthesize, to see the big picture, to combine multiple disciplines.

In Dr. Jennifer Ross-Viola's marine science class, students begin

their exploration of the marine environment by studying the physics (waves and tides) and the chemistry (sea water pH, salinity, turbidity, etc.) of the ocean before they can adequately understand the organisms that live in the ocean.

Play: Finding laughter, humor, and joy in all that we do.

In Mrs. Colleen Beshk's second grade class, students learn by playing through performance based assessments and activities. To learn subtraction skills, students play store. Inventory is created, categorized, and priced by collaborative teams. Students take turns running the register and shopping, all the while keeping an account of their spending to practice computation skills.

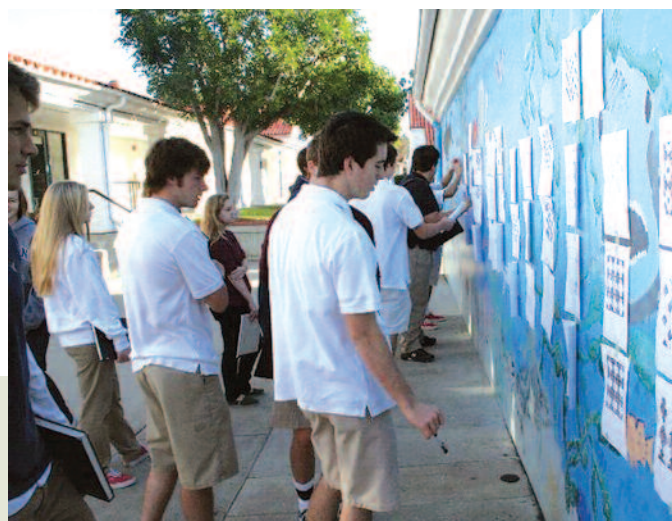
Empathy: The ability to walk in another man's shoes to genuinely care for others and forge healthy and meaningful relationships.

In Ms. Megan Moilanen's freshman world history class, students participate in role-playing when studying the French Revolution. Students draw character assignments such as members of the French nobility, clergy, middle class, urban poor, colonial planters and slaves. Using primary and secondary source archived material, students participate in a debate where they engage in a discussion about the meaning of liberty.

Meaning: Taking spirituality, whatever that means for each individual, and using it to guide us to a higher purpose.

In our Chapel services we are reminded that our minds can be open to partake in the wonders of the universe, both seen and unseen. We explore the reality that we are capable of so much more than we thought, and that our thoughts and actions have meaning as they encounter the cosmos. We can contribute, and we can partake in an exchange that adds meaning to life as we know it.

We take this knowledge and experience to the classroom with us. By doing so, math becomes more than just numbers. Reading becomes more than just reading, and listening becomes more than just listening. We experience the reality that is behind these activities and they take on additional meaning for each of us.



PTF Volunteers: Forging Friendships and Community While Raising Funds and Support for St. Margaret's

By Karen Carnahan, PTF President

Welcome back! As president of the Parent Teacher Fellowship of St. Margaret's I am looking forward to the new school year with excitement. Our parent volunteers are the most creative, dedicated and conscientious parent volunteers to have ever graced a school campus. Our parents contribute both their time and considerable talents to help create an optimal learning environment for our students and a myriad of enrichment opportunities for the entire community. The PTF works in fellowship with a dedicated administration, an exceptional, caring faculty, a seemingly tireless custodial staff, and, of course, the heartbeat of our community, our church staff and inspiring clergy.

Because of the depth of our volunteer organization's resources, I am sure that the PTF will have a productive year. However, I am excited for the upcoming year because as PTF volunteers, we have a lot of...FUN! Whether we participate in a fundraiser or a "friendraiser," we strive to create the best community function possible and we forge many friendships along the way.

While PTF volunteers are making friends and having fun, we are also raising revenue for the PTF Grant Program, which provides for enrichment opportunities across all school divisions and disciplines. Last year, the PTF raised \$152,662 for enrichment PTF grants to faculty members in the arts, sciences, technology, music, foreign language, computer science and athletic departments, as well as contributed to the Lower School playground renovation. Also, PTF volunteers worked in all aspects of the All-school Spring Fundraiser in which \$215,000 was dedicated to the *Building on the Promise* capital campaign and \$174,000 was raised for Fund a Need, which will provide funding for the new ICE lab—an acronym for innovation, creativity and engineering.

To those of you who have already volunteered, the next time your child mentions the new technology in his science class or the new play structure she climbed on during recess—take a bow—you made that happen! To those of you who are new to our community or who haven't had an opportunity to participate yet—welcome!

Please join us at the PTF General Membership Meetings for a cup of coffee and fellowship. The meetings are held on the third Thursday of the month, September through May, excluding December. All meetings are held in the Tartan Center and begin at 8:15 a.m.

Please visit the PTF website (www.smes.org/ptf) to learn more about the many ways to get involved.



Books: Print or Digital?

By Darla Magaña, Director of the Library and Media Center



How do you read your books—print or digital? This is the big question nowadays. One of my challenges as a librarian is providing access to information and stories to all readers, whether they be paper-lovers or e-readers. The St. Margaret's Episcopal School Library strives to provide access for our students by offering a variety of collections.

The printed book is not dead yet! We have a total book collection of more than 36,000 titles. Students can browse the shelves, or browse from home through the library catalog. Through this catalog, they can also read student and professional reviews about the books and make their own personal reading lists.

Not into flipping paper pages? We have recently launched a digital library (powered by Overdrive®), which will allow Middle and Upper School students to checkout a book on their digital device. Digital books, just like print books, can be checked out for a couple of weeks and will then be automatically returned to be checked out by someone else.

We also maintain a robust e-resource collection aimed at offering St. Margaret's students access to a wide variety of digital information. Periodicals, e-reference sources and educational media can all be accessed through this collection.

At the Library, we don't judge students by their preferred format; we just want to make sure that they have access. Go to the Library home page (www.smesnews.org/library) to browse all of these collections and keep up on other Library news and services.

Book Dedications

The Birthday Book Program honors students' birthdays while building our Library's collections. Parents dedicate funds to the Library for a book. Using these donations, our librarians select reading material at the appropriate grade level and include a bookplate with the student's name.

April 2011

- Preschool**
Brennan Sullivan
- Lower School**
Holden Egdorf
Taylor Gamble
Nicole Greuel
Gabriel Kuhn
Hayden Mann
Alison Meany
Tara Meany
Alexandra Morin
Rylan Rodrigues-Zahn
- Middle School**
Madison Beach
Jordan Chun
Catherine Clarey
Alain Kassarjian
Ashley Lee
Jerry Rong
Sabine Scott
Owen Smith
Lisa Takada
- Upper School**
Hilary Boesch
Charles Cox
Austin Hall
Brian Lee

May 2011

- Preschool**
Amaya Christensen
Carson Hagmier
- Lower School**
Indigo Agan
Jalyn Chun
Katherine Collier
Charla Hagmier Tyre
Raquel McMackin
Roxanne McMackin
Liberty Mewbourne
Tatum Westendorf
- Middle School**
Sydney Lake
Harrison Lake
- Upper School**
Natalie Barbaresci
Amy Berchtold
Crystal Chin
Dorian Drislane
Jillian Harper
Branden Henry

June 2011

- Preschool**
Jack Wagner
- Lower School**
Mark Copple
Madeleine Edwards
Michael Etchandy
Shaudeh Farjami
Delaney Frost
Ryan Parker
Caroline Sele
Karina Tarsadia
Lucas Tingler
- Middle School**
Avery Bren
Stefan Bren
Hanalani Thomas
Jack Westhead
- Upper School**
Emily Chin
Alexandra Frost
Coleman Hampton
David Kim
Andrew Kim
Michelle Lancaster
Carly Page



ADVANCEMENT UPDATE

By Steve Harrington, Executive Director of Advancement



Welcome back to what promises to be another wonderful year of learning and community at St. Margaret's Episcopal School.

In the Advancement Office, we have spent the summer planning and getting ready for an exciting calendar of events for the 2011-2012 year to support our school.

In August, our athletics department and St. Margaret's parents Lauren and Trace Chalmers and Robin and Andy Torok hosted the inaugural Tartan Tailgate party with Upper School athletics families to celebrate the coming sports year and provide updates on our campus development projects and the *Building on the Promise* capital campaign.

Allow me to share some of what was presented: As you know, we are entering the final year of the capital campaign. To date, we have raised \$20 million toward our \$28 million goal to complete the Performing Arts Center, the new Middle School and renovate Sillers Hall into an all-school dining center, and St. Margaret's Episcopal Church sanctuary and Fountain Courtyard.

Construction continues and is on schedule and on budget for the Performing Arts Center to be completed by June 2012. Many campaign events and activities are planned for the year and we hope you and your family will participate in a way that is

comfortable and appropriate to you. We are confident that we will reach our goal by this time next year.

In October, we will launch our Annual Fund campaign for the year. The Annual Fund is different than the capital campaign in that it raises funds to support and offset costs of the general operating budget of the school, including classroom technology and resources, faculty professional development and our robust arts and athletic programs. In 2010-2011, our families and employees generously donated nearly \$1 million to the Annual Fund. Please join us in this important effort, if you are able.

We are blessed at St. Margaret's to have a dedicated and engaged parent community who contribute in so many invaluable ways to our students and the life of the school. We are extremely grateful for the partnership we share with our parents and specifically the Parent Teacher Fellowship that organizes and hosts community events and programs, including the Tartan Family Roundup BBQ in September, the Tartan Faire in October, the Hot Lunch and eScrip programs, as well as the Library Luncheon and the All-school Spring Fundraiser. These activities raise additional funds for the school and foster our nurturing and close-knit community.

We are eager to begin the year and once again partner with our parents for the good of our students and school. Please let us know if you would like more information or to be involved in any of our exciting school advancement activities this year by contacting the Advancement Office. Best wishes on a terrific year.



Church Chimes

Church Chimes

Welcome to St. Margaret's Episcopal Church where we are all children of God; where everyone is welcome—children, babies, youth—and where we believe that the greatest gift we can offer an individual is the knowledge that they are loved by God, through Jesus Christ.

Sunday Family Service 9:30 a.m.

St. Margaret's Episcopal Church is:

A child-friendly Church
Children are considered full members
Everyone is encouraged to participate in the worship service and all Church programs and seasonal events
Everyone is welcome to take Communion

What do we offer?

Childcare for infants and toddlers
Sunday School for children three years of age through grade 5
Middle and Upper School youth groups
Special seasonal family events
Children and youth choirs
Acolyte programs
Baptisms, First Communion, Confirmation programs
Active community outreach program

What Happens on Sunday?

The primary family service and Sunday School begins at 9:30 a.m., but remember, even if you arrive after 9:30 a.m., there's no such thing as late at St. Margaret's. Come as you are, and you're welcome whenever you can arrive.

We offer nursery care for infants and toddlers in the Early Childhood Center's Multipurpose Room. If you have a younger child, you may want to park at the upper end of the campus and drop off your infant or toddler then come down toward the Church.

We offer the Catechesis of the Good Shepherd Sunday School program, which is the parallel program to St. Margaret's Episcopal School Christian life skills classes for Preschool-age children (who are potty-trained) through grade 5. These classes meet in the atriums, which can be accessed as you come into the Church Office. All children are welcome at any time.

The Middle and Upper School youth programs meet in the Church Office Conference Room.

All children, nursery, Sunday School and youth groups come into Church at Communion time to join their families.

Infants and children are welcome in the Church at all times.

You are welcome to call the Church Office for more information, or with any questions or prayer requests.

If you would like to meet with a member of the clergy, your visit is welcome! Please contact the Church Office at 949.661.0110 or church@stmarg.org.

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EDITORIAL NOTE

Last year, we focused each issue of the Tartan newsletter on St. Margaret's five core academic departments: English, math, science, history and foreign language. In addition, each Tartan Talk throughout the school year concentrated on the academic discipline represented in the current Tartan newsletter. We are extending this theme for the 2011-2012 school year to focus on our arts, athletics, Christian life and religion, information technology, and service programs. The next Tartan Talk on September 20, 8 a.m. in Sillers Hall, will focus on the arts department.



SCHOOL NURSE

An Update from the Nurse's Office

By Patty Canright, R.N., and Carol Keith, R.N., School Nurses



Welcome to the 2011-2012 school year! Listed below are a few reminders concerning your child's health:

The Nurse's Office is open from 7:30 a.m. to 5:00 p.m. and is located adjacent to the Fountain Courtyard.

Students released from school due to an illness must be picked up and signed out by a parent or designated emergency contact. Only Upper School students may be signed out through the Upper School Attendance Office.

If you are planning to be out of town, please notify your division secretary and the Nurse's Office with the name and phone number of the responsible party caring for your child.

Please notify the Nurse's Office if your child is diagnosed with a communicable disease (i.e., chickenpox, pinkeye, mono, etc.). Lice falls into this category too!

We are a peanut-free campus. Please do not send peanuts or peanut products.

The Nurse's Office is solely responsible for administering medication in all divisions during school hours. This includes over-the-counter and prescription medications. Please note: Prescription medications require a doctor's order and the medication needs to be delivered to the Nurse's Office in the properly labeled prescription bottle.

Select students may carry an asthma inhaler and/or an EpiPen® with a physician's order on file.

Students will be sent home with a fever of 100 degrees or higher and/or with nausea and vomiting. Please keep your child home for 24 hours after the fever and/or nausea and vomiting are resolved.

We look forward to serving your child and your family throughout the school year.