



# Tartan

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

## REFLECTIONS

### St. Margaret's 30th Anniversary Year

As we move forward with important initiatives, we take a look back at our founding

By Headmaster Marcus D. Hurlbut



With the beginning of the 2009–2010 school year drawing near, I hope that this first issue of the *Tartan* finds you and your families well and enjoying your time together. As usual, life at St. Margaret's has been busy throughout the summer, with a wide variety of programs bringing a diversity of people to the campus on a daily basis. Throughout the coming year and especially this fall, we will be celebrating the 30th anniversary of the founding of St. Margaret's Episcopal School.

Although for some of us, reaching our own 30th year is something of a distant memory, in the life of a school this important milestone signifies maturity, stability and responsibility. We look forward to joining with you this year in the celebration of 30 years of faithful service to the education of young people.

In addition to this important anniversary, the coming year will see a continued commitment to moving forward with a variety of elements of our strategic plan. Much was accomplished last year, and we look forward to ongoing work with 21st Century Learning, leadership and service initiatives, a continued focus on improving and refining our communications with you and other members of our school community, and thoughtful reflection and discussion of the diversity survey that many of you participated in at the end of last year.

As we plan for the year ahead, we extend a warm welcome to 170 new students from 101 families who will be joining our school community. The arrival of new people to St. Margaret's serves as an annual reminder of some of the essential components of our mission as an Episcopal school. We are part of a larger family of Episcopal schools across the country, joined together through a shared commitment to be faithful partners in advancing the basic tenets of Episcopal education. Through a variety of documents such as our *Statement of Faith*, *Institutional Conscience*, and *Diversity at St. Margaret's*, we have made a concentrated effort to articulate how and why we strive to live our life as an Episcopal school. These statements are further supported through our affiliation with the National Association of Episcopal

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## Making the Most of *Multimedia*



St. Margaret's offers academic courses as well as student clubs designed to meet a wide range of students' cocurricular interests. In addition to helping students hone their skills in certain areas, clubs and courses provide valuable learning opportunities as students investigate new interests, try out new skills, perhaps fail, learn from their experiences, and achieve at higher levels. Here is the perspective of a teacher and a recent alumnus on multimedia opportunities that could help students make the most of the new academic year.

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# Tartan



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

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## REFLECTIONS *continued from page 1*

Schools (NAES), a New York-based organization that includes some 1,200 Episcopal schools throughout the country, and here in California, Campbell Hall, Harvard-Westlake, Bishop's, St. John's, and others. NAES has made an effort to articulate the special mission of Episcopal schools through a piece titled "*What are the principle qualities that distinguish a school as Episcopal?*" An excerpt follows below:

"Episcopal schools have been established, however, not solely as communities for Christians, like a parish church, but as ecumenical and diverse ministries of educational and human formation for people of all faiths and backgrounds. Episcopal schools are populated by a rich variety of human beings, from increasingly diverse religious, cultural and economic backgrounds. In fact, the intentional pluralism of most Episcopal schools is a hallmark of their missions. It is also a distinguishing characteristic of these schools that they seek to integrate religious and spiritual formation into the overall curriculum and life of each school community. Episcopal schools are clear, yet graceful, about how they articulate and express their basic identities, especially in their religious curricula and traditions. They invite all who attend and work in them—Episcopalians and non-Episcopalians, Christians and non-Christians, people of no faith tradition—both to seek clarity about their own beliefs and religions and to honor those traditions more fully and faithfully in their own lives. Above all, Episcopal schools exist not merely to educate, but to demonstrate and proclaim the unique worth and beauty of all human beings as creations of a loving, empowering God."

I am honored to be a part of this tradition and to join with you in carrying out this special mission. Those who have gone before us these past 30 years have done extraordinary work, and as we come together once again as a school community, it will be our turn to sustain this legacy and make our school even stronger as we nurture our children for lives of learning leadership and service.

## TIMEPIECE

# Find Yourself in the Archives

Take advantage of this SMES historical resource

By Lisa Merryman, Faculty Emeritus and School Archivist



Whether you are a student, a parent, an alumnus, a teacher or staff member, your destination for the history of St. Margaret's is the Tartan Archives.

Thousands of photographs, important documents, copies of school publications and artifacts are stored in an orderly manner in the Archives. You may visit the Archives from 1–4 p.m. on Mondays and Tuesdays during the school year, or by appointment. To make an appointment, contact me by e-mail at [lisa.merryman@smes.org](mailto:lisa.merryman@smes.org), or by phone at (949) 661-0108, ext. 231.

If you would like to see a list of Archive contents, visit [www.smes.org](http://www.smes.org), click on "About SMES," select "History," and then scroll to the link to the PDF

"Archive List." You can find out what is in the Archives online from your own home.

You may also send me questions and requests by e-mail. The Tartan Archives exist to preserve things of enduring value to the school, and to serve all of the school's constituencies. Do you want to know when a building was created? The Archives can tell you. Do you want to know the name of every person who has ever worked at St. Margaret's? The Archives can tell you. If you are looking for information from St. Margaret's past, the Archives should be your first stop. Make the most of the 2009–2010 academic year by seeing how much you can learn with one short visit, message or phone call. The Archives are located in the Advancement Office, in the Ortega Business Center.



Thirty years of documents and photographs are filed and available for historical research or just to answer questions about the school's past.

# Digital Media . . .

## *Meeting Challenges*

*By Ian Thomas, Alumnus, Class of 2009*

On my first day in the Upper School, our principal told us that “your high school experience is what you make it.” While it is helpful to hear words of wisdom, in this century, words are not enough. Students need to learn by doing, and technology is an ideal subject for learning by doing. My colleagues and I have helped lead the push for student-driven technology on our campus for the past two years. During this time, I’ve learned that the goal is not to make what you do perfectly perfect. Rather, the goal is to do the absolute best you can with the time and resources you have.

Sometimes, if you know how crazy an idea is you just might not do it. In spring 2007, a teacher and I decided to tackle the idea of forming a club that would create a television show (video podcast) for the Upper School. Looking back at our first club meeting, we could count the individuals in attendance on just two hands. To this day, the club has only completed a third of our original goals. Perhaps those could be counted as “failures”—but if so, thank goodness, because learning from those “failures” helped us create better shows than we could have ever imagined. The opportunity to falter and fail is one of the most effective learning experiences.

At St. Margaret’s, you can find something to do that makes you proud, set high goals, and reach above and beyond the stars. Try anything, and do not be afraid of learning from your experience. Figure out how you can make your experience better the next time, and then do it.

With every PowerPoint presentation for the Tartan Production Club meetings, I kept trying to do a better job communicating and presenting my ideas. As a result, I was asked to do a presentation to the Upper School faculty, and later a presentation to the Board of Trustees. My media experience also got me a spot filming a scientific expedition in Egypt. Despite the positive reactions after each presentation or video, I always asked others how I could improve, and I asked myself that as well. I discovered that the keys to success are our willingness, openness and determination to keep getting better.

Your life experience is what you make it. So choose. Choose to make it great! Not only will you succeed in this upcoming year, but your actions will catapult you to much larger successes in the future.

Check out our media at the Tartan Productions Club Web site: [web.mac.com/tartanproduction](http://web.mac.com/tartanproduction).

*Read more about Ian’s experience in the Multimedia Lab in the Tartan Today online newsletter. Visit [smes.org](http://smes.org), click on the Tartan Today logo, and search for “multimedia.”*



*By Nicki Yokota, Upper School Computer Science Teacher*

I love stories. I especially love historical fiction. My brain remembers more information from a good story than from a straight presentation of facts. Over the years, I’ve been able to experience digital and technological convergence. This, coupled with the fact that my learning style is a blend of visual, auditory and kinesthetic (see, hear and do), is probably why I felt a strong need to have a digital media production program here at St. Margaret’s.

Media production fulfills many, if not all, of the key 21st Century Learning skills that St. Margaret’s incorporates into classrooms. With a project-based curriculum, there is a heavy emphasis on developing students who build consensus through compromise and cooperation using clear and effective communication. When the PTF approached Tartan Productions about creating a promotional video for their spring fund-raiser, Tartan Americana, our suburban students didn’t feel a strong connection to farms or country life, and they were reluctant to commit to this project. With strong leadership from Wade Holmes (grade 12) and Anna McGregor (grade 11), and with much discussion, compromise, research and imagination, students moved forward, creating something they believed in. They realized that only doing things one wants to do is not a particularly realistic goal in the post-SMES world of college and careers. They were applied themselves, and as they worked they became very invested in the project. You can see their very imaginative video at <http://smesnews.org/americana/>.

Last year, the students in Newspaper, also a highly collaborative and project-based class, voted to make the Upper School newspaper, *The SMES Press*, an online rather than print publication. Altering the name to *The SMES exPRESS*, students experienced a learning curve as they familiarized themselves with writing for an online versus print audience, but each writer rose to the challenge as the year progressed. In April, *The SMES exPRESS* won a coveted 2009 Online Pacemaker Award from the National Scholastic Press Association. Read the newspaper online at [smesnews.org/tartanpress](http://smesnews.org/tartanpress).

As we begin this year, Media Production courses offered in the Upper School and the Tartan Productions Club will continue to explore ways students can get their message across using traditional and new forms of communication. Surrounded by multimedia messages through movies, television, publications, the Internet, clothing, etc., it’s imperative that students learn the power of the message so they can become informed consumers. Media production is one way to achieve this. It is also a way for students to participate in the purposeful creation of their own “voice” so they can make a difference in this world.

Students interested in taking Tartan Productions or Newspaper can find these course listings under Computer Science. For more information, contact me at [nicki.yokota@smes.org](mailto:nicki.yokota@smes.org).

# Shared Educational Goals for the New Academic Year

Find out what five elements all four school divisions have in common.

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



Writing an article about “making the most of the new academic year,” I imagined my advice would be quite different from that of the other division principals. After all, there’s no need for Preschoolers to review math facts, organize their lockers or make an appointment with the college counselor. Then I thought—my advice to Preschool

families might be more the same than it is different. St. Margaret’s has four very different divisions, but we all embrace the same vision and core values as we educate the hearts and minds of young people for lives of learning, leadership and service. The following are elements that all divisions share.

### 1. We all want relationships of trust and cooperation.

If you have questions or concerns, bring them to us. In the Preschool, we value our partnership with parents. We get to know families, visiting each child at home before school begins, and we welcome family participation in the classroom. Help your child trust you by not sneaking away at drop-off time. Instead, plan something you might enjoy together in the classroom, establish a good-bye ritual, set a time limit, and then let your child know you are leaving. Let your child know what time you’ll be picking him or her up. If plans change, let us know, so we can let your child know.

### 2. We all want open lines of communication.

We have important school information to communicate. We hope you will read what we send home and we promise to respond quickly when you e-mail or call us. In the Preschool, watch for e-mail communications; *Wee Bits*, the monthly newsletter with information about parenting and child growth and development; newsletters from classroom teachers; and whiteboards in the lobby and outside each classroom door with information about daily events.

### 3. We all want children to be healthy and come to school ready to learn.

Children ages three through six need between 10 and 12 hours of sleep each day. Too little and/or poor-quality sleep can be associated with behavior problems such as aggression, defiance, noncompliance, oppositional behavior, acting out and hyperactivity.

A healthy breakfast starts the day out right. Children who eat a healthy breakfast are more likely to have better concentration, problem-solving skills, hand-eye coordination, to be more alert and creative, and to be more physically active and miss fewer

school days. You can learn more about helping your child come to school ready to learn on Web sites such as [www.webmd.com](http://www.webmd.com) and [www.mayoclinic.com](http://www.mayoclinic.com).

### 4. We all believe that balance is key.

A schedule, predictable routines and a balance of work and play is good for everybody. Downtime is important, too. Don’t over-schedule activities and lessons. It’s important for children to figure out what to do on their own and not always be rushing here and there. Send your children in comfortable play clothes so they can make the most of their school experience—and don’t forget to label everything!

### 5. And, certainly, we’re all looking forward to a wonderful year ahead!



## Back-to-School Routines

Help your child plan and prepare for new expectations

By Kristen Voeltz, Lower School Principal



For Pavlov's dog, it was the ringing of a bell. For me, it's the shiny new back-to-school supplies appearing on store shelves, a sure sign the curtain is opening on a new school year. Soon children and parents will be filling the aisles, stocking up for the big day. Although my daughters and I no longer spend our last few weeks of August in hot pursuit of

the "perfect" backpack, I still feel the same thrill of anticipation that accompanies the beginning of school. The back-to-school rituals of shopping for new uniforms, lunch boxes, and pencil boxes help everyone, children and parents alike, transition from summer's pace to school's routines. These last few weeks of summer are a great time to give your children valuable school tools that might not be on your back-to-school shopping list.

Returning to school after summer freedom is a big change for students. Adjusting to earlier bedtimes, invasive alarm clocks, and the morning demands of getting out the door on time can drain energy during those first weeks of school. Negotiating new experiences may cause stress as children become accustomed to a new teacher, classroom, classmates, and the expectations of a new grade level. And just when children most need reassurance, it seems as if everyone is hurrying and there is so much to remember, from last year's math facts to those elusive red sweaters.

Children seldom send clear messages when they feel overloaded. More often their stress appears in the form of irritability, stubbornness, or tears over unrelated issues. Although they eagerly anticipate their first day, children's expectations seldom extend beyond the excitement of greeting friends and seeing last year's teacher. Those first days' demands may require far more of them than they had expected.

"There is a far better chance of getting through the morning routine without conflict when a child sets his own alarm clock, lays out clothing the night before, and participates in planning the morning schedule."



Getting your child off to a good start may begin with connecting the dots between what that first day will require and the present. Simple activities such as counting down the remaining days and sharing the planning can provide children with a sense of control over changes to come. Involving your child in creating routines can also remove some resistance to new expectations. There is a far better chance of getting through the morning routine without conflict when a child sets his own alarm clock, lays out clothing the night before, and participates in planning the morning schedule. Being able to anticipate future events builds security by giving children time to mentally prepare. Helping maintain a family calendar can provide predictability and make the future more concrete. Noting P.E. days, music lessons, or a child's after-school pick up plan gives a child a sense of control.



As you and your children get ready for school, taking a few proactive steps now can help ensure a great first day. This can be a great time to develop lifelong strategies to prepare your child for negotiating changes with confidence and resilience. Welcome back to school!

# When Stepping Back Is Stepping Forward

The present is the right time to reassess school year strategies

By Jeannine Clarke, Middle School Principal



The school year cycle provides opportunities to recharge, rethink and begin each year with improved patterns of behavior. Parents, use this new school year to work with your children to create a school strategy. The act of engaging young adolescents in a discussion about making the most of the year will support their desire for independence and control, and allow you to share your thoughts and feelings about your goals and vision for their growth.

Give your child an opportunity to share thoughts on the previous school year and talk about the support and communication they need from you. Be open and honest about strategies that have succeeded or failed in the past, and work together to create a new plan. This positive and supportive conversation can empower adolescents to begin to take charge of their school experience.

Use specific daily examples to help keep the conversation going. For example, where will **homework** be completed? Will you be involved, and to what extent? Regarding **communication with teachers**, what types of issues should your child handle, and what types of issues do you need to handle? When something is left behind, will you deliver **forgotten items** to school? Are there situations in which you will not? How will you handle **lost items**? Reviewing the list of uniform and supply needs for the school year, discuss who should look through the lost-and-found, who should communicate with the school, and who should pay for lost items. Will your child monitor **online grades** and share them, or will you monitor them? What are your guidelines for texting, computer use, music and free time with friends, and other aspects of **social life**?



As parents, we want the very best for our children, but if our level of help and support becomes inappropriate for their level of development, it can hamper the very growth we are so eager to nurture. Edward M. Hallowell, in his book, *The Childhood Roots of Adult Happiness*, likens raising children to planting a tree: “But just as the farmer picks where to plant and adds the right fertilizer and supplies water as needed and prays for good weather and pulls out the weeds but stops short of fiddling with the roots, allowing them to grow on their own, so should we parents stop short of trying to control every last detail to fit some preconceived blueprint of a happy life. . . . Children need to make some decisions for themselves.”

Review the ways that you have been involved in your child’s school career. Take a calibrated step back and allow your child to step forward. Celebrate their successes, empathize with their struggles, but refrain from managing every minute of their day; avoid “fiddling with the roots.”



This year, as your child faces the hurdles of school life, before you pick up the phone or send off an e-mail, consider whether this is an issue best addressed by your child. Empower them with the technique and words to address concerns. Regardless of the outcome, you will have made tremendous strides helping your child face the next challenge with confidence and a sense that they can advocate on their own behalf.

Your child (or your tree, to use Ed Hallowell’s metaphor) is planted in a warm and safe environment. The partnership between school and home provides the nourishment and tools needed to be able to grow and thrive. At some times we will need to tend the weeds or provide some extra fertilizer, but if we allow their roots to find their own path, to establish a comfortable and study system of their own creation, we will be able to take joy and pride in the young men and women who will emerge.

“Give your child an opportunity to share thoughts on the previous school year and talk about the support and communication they need from you.”

# Seven Habits for the New Academic Year

Teens can reassess their habits with this book's help

By David G. Boyle, Associate Headmaster and Upper School Principal



*The 7 Habits of Highly Effective Teens*, by Sean Covey, empowers young people and informs them that they have a choice about their behavior, while imparting a philosophy in harmony with St. Margaret's values. The individual is the agent in his or her life. Teens should think about what they would like their lives to be like, and then take steps to get

there. Although some of these concepts can be hard to grasp, it's worth the effort. Below are the seven habits, and ideas for helping your teen apply them.

### 1. Be proactive.

This is more than taking initiative. It is accepting responsibility and making choices based on principles and values rather than on moods or circumstances. Proactive people are agents of change who choose not to be victims, to be reactive, or to blame others. This is a quality we deliberately try to foster in our Upper School students.

### 2. Begin with the end in mind.

This is particularly important for the new school year. All things are created twice: first, mentally; second, physically. Individuals, families, teams, and organizations shape their futures by creating a vision and purpose. They don't live day-to-day without goals; they mentally identify and commit themselves to the principles, values and relationships that matter most to them.

### 3. Put first things first.

Putting first things first is the physical creation of a mental vision. It is organizing and executing your mental creation, which consists of your purpose, vision, values, and priorities. Put first things first, or, as I remind students, "Do what needs to be done, when it needs to be done, whether you like it or not."



"Teens should think about what they would like their lives to be like, and then take steps to get there."

### 4. Think win-win.

Thinking win-win seeks mutual benefit based on mutual respect. It's not thinking selfishly (win-lose) or like a martyr (lose-win). Think interdependently, in terms of "we," not "me." Thinking win-win encourages conflict resolution and helps individuals seek mutually beneficial solutions.

### 5. Seek first to understand, then to be understood.

This message is adapted from the prayer of St. Francis, which we recite in Chapel. When we listen intending to understand others, rather than intending to reply, we begin true communication and relationship-building. Seeking to understand takes kindness; seeking to be understood takes courage. Effectiveness lies in balancing the two. This is a good habit for parents of teens as well.



### 6. "Synergize."

"Synergy" is producing a third alternative: not *my way*, not *your way*, but a way better than we would have imagined individually. Synergistic teams and families thrive on individual strengths combined with creative cooperation. This habit aligns with our curricular emphasis on 21st Century Learning and teaching.

### 7. Sharpen the saw.

To "sharpen the saw," renew yourself in the four basic areas of life: physical, social-emotional, mental, and spiritual. This habit increases our capacity to live all the preceding habits. St. Margaret's provides opportunities in all four areas on a weekly basis.

This book is available at the St. Margaret's Library. I hope these seven talking points will help inspire your teen to become proactive with their personal choices and interactions with others during the new school year.

## Summer Curriculum Work and Learning

Faculty displays the meaning of effective professional development

By Dr. Regina McDuffie, Academic Dean



Researchers have studied the effects of professional development on student learning and they have found that effective professional development results in increased student learning. But what is *effective professional development*? From research we have learned that teachers need differentiated or varied approaches to growing and learning

just as our students do. With that in mind, our summer professional development was structured to offer teachers the opportunity to be actively involved in professional study directly related to their classroom.

This summer, every faculty member at St. Margaret's participated in a differentiated professional development experience that focused on increasing student learning and achievement. In the spring of last school year, faculty members worked collaboratively to submit proposals for a project that would support the curriculum and instruction goals articulated in St. Margaret's strategic plan. Some proposals included: adopting a bully-prevention program for the Lower School; establishing literacy centers and flexible rotations for early childhood classrooms; integrating history and literacy education in the Lower School; developing grading rubrics for performing arts classes; integrating the Character Counts program into physical education; exploring curriculum connections in grade 8 math and science; a review and assessment of writing in the history curriculum; the process of interpreting texts in English; and developing and implementing effective assessment strategies in math classrooms.

*Curriculum Mapping and Assessment Data to Improve Learning, Learning and Leading With Habits of Mind and Assessment Strategies for Self-Directed Learning.*



Dr. Kallick led the faculty through dialogue, presentations, and interactive hands-on activities that answered the following essential questions: How can the process of curriculum mapping be used to help us design a curriculum for the future? What are the characteristics of effective, creative, 21st-century problem-solvers? How might educators create schools and classroom conditions to learn, practice, assess and report students' growth toward internalizing these habits?

On September 1, the faculty gathered in Sillers Hall to participate in St. Margaret's first faculty professional development fair. Similar to a science fair, faculty groups set up tables with laptops and posters to display what they learned from their summer work. This event was a quintessential representation of effective professional development. The faculty, each proud of their own contributions, also espoused their enthusiasm about the wealth of knowledge, resources and professional growth opportunities that are available here at St. Margaret's. This event truly demonstrated the meaning of the term *effective professional development*.

“This summer, every faculty member at St. Margaret's participated in a differentiated professional development experience that focused on increasing student learning and achievement.”

In addition to these projects, more than 30 faculty members attended a two-day institute with Dr. Bena Kallick, titled “Curriculum for the 21st Century.” Dr. Kallick is an educational consultant and coauthor of numerous books, including *Using*

# Check Out Our Collections!

The Library offers more than books, and has resources for parents, too

By Darla Magaña, Director of the Library and Media Center



Lifelong Learning starts and ends with a personal search for meaning, and St. Margaret's Library is poised to support that search. Students and parents can make the most of this academic year by taking advantage of all the Library has to offer.

Separate Lower School and Middle/Upper School collections help students to focus on age-appropriate books, DVDs, magazines, books on CD and play-aways (books that are already loaded on an mp3 player). This also supports their academic studies and encourages free reading.

The Library's parenting collection includes materials offering guidance and advice for parents. Our professional staff is always happy to assist with finding information, and you shouldn't hesitate to ask for assistance.

Our Web site ([calendar.smes.org/main/library](http://calendar.smes.org/main/library)) is a gateway to online guides, links, directories and online tutorials that students and parents can access, evaluate and use. Log on to the Library Web site using your St. Margaret's username to find passwords for valuable digital resources that are not otherwise freely available on the Web.

Our online events page ([calendar.smes.org/main/library/library/events.html](http://calendar.smes.org/main/library/library/events.html)) lists activities and events that foster reading and a love of lifelong learning.

Last year more than 85,000 visitors checked out more than 27,000 items, and there were more than 30,000 visits to the Library Web site. These numbers illustrate the importance of the Library in the St. Margaret's experience.

The Library is open from 7 a.m. until 6 p.m. Monday through Thursday, and from 7 a.m. until 4:30 p.m. on Friday, and our complete collections are searchable online. Stop by or log on today or any day. We are looking forward to being your gateway and your guide to all your searches this year.



## Book Dedications

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

### April 2009

#### Preschool

Ava Carter  
Nick Clute  
Dylan Meeks  
Melia Norwood

#### Lower School

Maddie Barkate  
Isabella Montanya Blount  
Samantha Rose Brewster  
Kenneth Brown  
Cole Dearmin  
Juliette Duran  
Holden Egendorf  
Taylor Gamble  
Jacqueline Goldstein  
Alexandra Morin  
Alette Segerstrom  
Cameron Sharifian

#### Middle School

Madison Beach  
Hunter Edington  
R. Austin Hall  
James Knape  
Brian Lee  
Sabine Scott  
Lisa Takada  
Krishan Tarsadia

#### Upper School

Alex Brolick  
Hayden deCarion  
Oliver deCarion  
Colin Johnson  
Michael Jones  
Sara Ledbetter  
Graham Phillips  
Michael Schneider

### May 2009

#### Lower School

Indigo Agan  
Nicholas Allen  
Oliver Finley Breese  
Katherine Collier  
Shaudeh T. Farjami  
Sydney Lake  
Harrison Lake  
Libby Mewbourne  
Jack Rottler  
Nicholas Rottler  
Katie Schwartz  
Garrett Silverman  
Tatum Ryan Westendorf

#### Middle School

Amy Berchtold  
Dori Drislane  
Tara Eddo

#### Upper School

Natalie Barbaresi  
Crystal Chin  
Justin Oh  
Lauren Reiterman

### June 2009

#### Preschool

T.J. Pavia  
Caroline Sele  
Karina Tarsadia

#### Lower School

Duke Ballard  
Stefan Bren  
Avery Bren  
Samia El-Erian  
Michael Etchandy  
Andrew Ewalt  
Rhea Herbert  
Paige Kenerson  
Brooke Kenerson  
David Larsen  
Miranda Mower  
Jaden Rosenhain  
Katie Stephens  
Hana Thomas  
Sarah Thurin  
Luke Tingler  
Jack Westhead

#### Middle School

Emily Chin  
Chaz Dotson  
Morgan Higgins  
Sydney F. Martin  
Jack McCaffrey  
Amanda Pasternack

#### Upper School

M. Gracie Gordon  
Lauren Gottlieb  
David Y. Kim  
Andrew Kim  
Michelle Lancaster  
Samantha Larsen  
Kevin Chieh-Chih Liu  
David Shelly

### July 2009

#### Lower School

Espen Garner  
Lara Hairapetian  
Lily Norwood  
Juliet Shelly

#### Middle School

Peyton Garrett  
Sarah Gencarella  
Matt Johnson  
Nick Johnson  
Taylor Knape  
Michael Shurtleff

#### Upper School

Mary C. Ahearn  
Hayden Caves  
Kyle Jones  
Ramtin Mehrvijeh  
Katherine Schneider



## No Matter How You Say It . . .

. . . Make the most of your academic year and volunteer

By Janet Mitchell, PTF Communications and Publicity Chair

*Bonjour! Ciao. Hello! Greetings! G'day! Hallo! Aloha! Buongiorno! Salut! Hóla! Konnichiwa!* Wherever your travels might have taken you during the summer, we would like to say hello and welcome back to St. Margaret's for the 2009–2010 academic year. We hope you are renewed and reenergized from the pace of summer and the experiences you had while enjoying and reconnecting with your family.



“This is an exciting year, as we celebrate the 30th anniversary of St. Margaret's Episcopal School. The anniversary celebration's focus on our commitment to service recognizes the rich tradition of involvement that clearly defines our wonderful school community,” says Holly Larsen, this year's PTF President.

The Parent Teacher Fellowship (PTF) was formed in 1979 in the spirit of service. The PTF, by its very name, implies that as parents, we are all members of this organization. Both parents and teachers have an opportunity to come together in fellowship and serve for the good of our entire school community. We welcome and encourage all of you to get involved. In doing so, you will become a partner in your child's education and St. Margaret's experience. As partners, we can help create the best possible environment in which our children can learn and grow. This partnership takes commitment on behalf of the parents and the faculty: Ultimately, this philosophy serves as the foundation for the PTF.

Make the most of the year by continuing the tradition of volunteering through the PTF. When we come together to serve, we are inspired by all that we can accomplish, and by doing so, we experience the simple joy of giving back.

There are many different ways to serve, such as working on such events as the Tartan Family Roundup, the Book Fair, the Annual Tree-Lighting Ceremony, the Spring Fundraiser or the Library Luncheon. Community Outreach, Parent Education, and the New Families Program are designed to reach out to serve the families that make up our school community. You can visit the PTF Web site ([www.smes.org/ptf](http://www.smes.org/ptf)) to learn more about how to get involved.

Through serving the school community, great friendships are made. Make the most of the year by getting involved and volunteering. By doing so you will demonstrate to your children the values we all hope they will learn at St. Margaret's.

Here's to a great year filled with friends, family and much to celebrate. *Grazie! Merci! Thank you! Dank U wel! Danke Sehr! Mahalo! Toda! Gracias! Arigato!*

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## Making the Most of the Advancement Office

Learn how Advancement supports St. Margaret's mission

By Cortney Carlisle, Director of Advancement



The Advancement Office at St. Margaret's Episcopal School supports the mission, vision, needs and strategic plans of St. Margaret's by strengthening relationships with parents, grandparents, alumni, parents of alumni, trustees, students, faculty, staff and other community leaders.

We accomplish this task through a diverse program of stewardship, special events and leadership opportunities. Led by Executive Director of Advancement Steve Harrington, the Advancement team cooperatively encourages support through the Annual Fund, capital giving, and Tartan Alumni Association activities. We also work closely with the Headmaster, Board of Trustees, Parent Teacher Fellowship, the Development Committee, Department Heads, the principals and auxiliary leadership, Capital Campaign Committees, Annual Fund volunteers and all other volunteers to support the development and learning initiatives of the school. Vital programs such as Special Camp for Special Kids, Tartan Scholars, and Breakthrough San Juan Capistrano continue to be supported through the grant-writing process and general fund-raising, along with St. Margaret's ongoing annual operating budgets.

Would you like to be more involved? Parents, alumni and friends have a number of opportunities to contribute to the progress of St. Margaret's. Beginning with our founding in 1979, we have relied on the assistance of many individuals and groups to meet the challenges brought by positive change and growth. Today, we continue to encourage support of the school's mission. If you are interested in getting more involved with the community that makes up St. Margaret's incredible support system, the volunteer opportunities are endless. Feel free to contact us for more information by calling (949) 661-0108, ext. 254. Thank you to our many current supporters and volunteers!



## Church Chimes

### *Church Chimes*

### Regular Weekly Schedule of Services

All are welcome!

#### Sundays

8 a.m. Holy Eucharist

9:30 a.m. Holy Eucharist

With Sunday School Catechesis of the Good Shepherd program for preschoolers through grade 5, Youth Group (grades 6-12), choir, nursery care for infants and toddlers.

11:15 a.m. Holy Eucharist

#### Wednesdays

7 a.m. Holy Eucharist

#### Sunday, September 13

##### Parish Rally Sunday

All are welcome to join in the Rally Sunday activities. This is our kick-off Sunday for all the new year's programs and events, including the start of our Sunday School and Youth programs, and our parish barbeque, which starts at 10:45 a.m. All are welcome! Please plan to join us for this very special day.

#### Sunday, October 11

##### Friends of Music Choral Evensong at 4 p.m.

St. Margaret's Episcopal Church Friends of Music invites you to join them for October Choral Evensong featuring the Music of Haydn, Humphrey, and Boëllmann. Childcare is available by request: Please call the church office at (949) 661-0110. There will be a reception in the courtyard following the concert. All are welcome!

For more information about the Church, visit [www.stmarg.org](http://www.stmarg.org).

# Health Truth or Myth?

Find out which traditional tips are true.

By Patty Canright, R.N., Assistant School Nurse



Some health tips are repeated so often that we might assume they are based on proven research. However, not all the sayings you have heard are accurate. This list, based on information from the April 2007 issue of *Real Simple*, helps clarify whether facts support these sayings.

### 1. An apple a day keeps the doctor away.

This is not really true, but apples are, in fact, very healthful. They contain antioxidants called *flavonoids*, which may reduce the risk of some types of cancer as well as several other chronic diseases. Additionally, apples are a great source of fiber, which can lower cholesterol and help you lose weight by keeping you feeling full with fewer calories.

### 2. Sitting too close to the television will damage your eyesight.

This is not true at all. Weakening eyesight is simply an indication of aging.

### 3. Feed a cold, starve a fever.

This might be a bit true. A Dutch study found that overnight fasting increased the number of cells that help fight off fever-related bacterial infections. People who had a meal showed an increase in the cell types that attack cold-related viruses.

### 4. Knuckle-cracking will give you arthritis.

This is not true. Arthritis is caused by factors including genetics, obesity and a history of sports injuries. Osteoarthritis affects 21 million Americans.

### 5. Eating spicy foods will give you an ulcer.

This is not true. Researchers fed study participants a meal of ground jalapeños, then looked for damage to the subject's stomach lining and found no changes. Spicy foods can irritate an already existing ulcer. Ulcers are usually caused by a bacterium, *Helicobacter pylori*, which sparks an infection that leaves the stomach susceptible to damage from its own acids.

### 6. Freezing plastic bottles can release carcinogens called dioxins into your drinks.

This is probably not true. According to Rolf Haden, Ph.D., assistant professor at John Hopkins School of Public Health, researchers don't believe there are any dioxins in food-grade plastic. If there were, freezing would not release them, but heating would. Reusing disposable bottles makes them more prone to harboring bacteria. Stick to containers that are labeled safe for reuse or freezing.

### 7. You should never use plastic in the microwave.

The effect on humans is not clear. When certain containers get hot, plasticizers (additives used to make them flexible) can dissolve in food. Plasticizers such as phthalates have been linked to reproductive problems in laboratory animals, and some phthalates have been banned from children's toys in Europe. It is best to use containers labeled as microwave safe and use a microwave-safe cover over food instead of plastic wrap.

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# Tartan

Making the most of the new academic year

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