

SCDS

Kinetics

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SEATTLE
COUNTRY DAY
SCHOOL
MAGAZINE

THE
SCHNEIDER
FAMILY:

20 years

AT SCDS



ideas in *motion*
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ON THE COVERPhotos of the Schneider Family
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KINETICS is produced by Seattle Country Day School for its current and former families and friends. Inquiries may be sent to:
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THE SCDS MISSION

Inspiring gifted children to reach their potential through inquiry, curiosity, and wonder.

NON-DISCRIMINATION STATEMENT

Seattle Country Day School strives to maintain a diverse school community. The school does not discriminate on the basis of race, religion, color, creed, national or ethnic origin, gender, sexual orientation, or disability in administration of its educational policies, admission, financial aid, or any other school-administered programs.

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DEAR SCDS FAMILIES AND FRIENDS,

"What will be your contribution to Seattle Country Day School?" asked a teacher recently of students near the start of the new school year. Some students might have had a perplexed reaction. One could almost imagine the looks on some faces: **"What? I'm here to get an education. What do you mean, give?"** Another teachable moment was at hand!

All teachers begin the year with goals for, and expectations of, their students. Furthermore, as members of any school community, there are expressed and implied duties and obligations for students and adults.

The teacher continued the inquiry. "What can you do to make this class successful for all?" Around the room came various responses:

"Come to class prepared."

"Be willing to take a risk with an answer or idea."

"I can be a thoughtful listener."

"Offer a suggestion or an alternative solution to a question."

"Work as a good team member in my small group."

"Give my opinion when asked or encouraged."

"Be respectful of others and their answers, no matter how unique or crazy."

Teachers at SCDS create a collaborative atmosphere where inquisitive academic peers often share and cooperate as part of the learning process. This collective thinking can further inspire new applications of ideas, out-of-the-box thinking, and creative problem solving. Students learn more when classmates contribute and share. A motivation to contribute develops and it becomes an expectation that is part of the classroom and school culture.

Adult family members of the SCDS community contribute too. Whether assisting on a field trip, participating in a street clean-up, helping with the school auction, donating to the annual fund, volunteering to coach a school team, or being a positive ambassador for SCDS, their support and stewardship are welcomed, valued, and appreciated.

I am reminded of former John F. Kennedy speechwriter and presidential advisor Ted Sorensen, who, in his recent book, *Counselor*, related that President Kennedy's most famous Inaugural Address line came from Kennedy's independent school days: "Ask not what Choate can do for you, but what you can do for Choate."

Sometimes we get by giving.

Michael G. Murphy

Michael G. Murphy, HEAD OF SCHOOL

THE
SCHNEIDER
FAMILY:

20 years AT SCDS

Gail and I believe that our boys are tangibly different than they would be otherwise, and they are better people than they would have been otherwise, because they had the privilege, and I do mean privilege, of attending SCDS and being a part of this wonderful community for such an important time, such an impressionable time in their lives.

HARRY SCHNEIDER

The Schneider family was honored last spring at SCDS's Leadership Gifts Dinner for their 20 consecutive years at the school. Their heartfelt remarks at the event, excerpted here, informed and inspired those attending, and, as the saying goes, there wasn't a dry eye in the house!

Gail Runnfeldt and Harry Schneider are both attorneys with Perkins Coie. All four of their sons attended SCDS K-8. Their youngest, Sebastian, is a freshman at Lakeside. Their other three sons are all Lakeside alumni. Henry is a graduate of Oberlin College, where Remi is a freshman this year. Mac attends Wesleyan University.



[We] believe that because our sons decided to stay at SCDS through grade 8, they experienced three additional years of childhood.

GAIL RUNNFELDT

GAIL RUNNFELDT:

Like other SCDS parents, the quality of our childrens' education is a priority for Harry and me. Beyond food, shelter, moral values and unconditional (note to Schneider boys — unconditional does not mean the same thing as uncritical) love, it is the most important thing we provide our children. Never once have we questioned the worth of the boys' SCDS education. Thirty-six years of tuition is one measure of its value, but we won't go there! The question I've been trying to answer, and what I've really been trying to figure out, is — what did we receive in exchange for deciding to commit our boys and our funds to this school?

First, we are firm supporters of the K through 8 model for elementary education, and believe that because our sons decided to stay at SCDS through grade 8, they experienced three additional years of childhood — and of being looked up to, rather than themselves looking ahead.

Next, as Mac mentioned, the boys made life-long friendships here. Our sons' closest friends are, and always will be, other SCDS kids. Also, we have benefited from the guidance of the very best administrators and, as Remi noted, teachers. Our family's commitment to SCDS is far out-stripped by the long-time devotion and service of many of them.

There was a wildly popular book published when Henry was a toddler called *All I Really Need to Know I Learned in Kindergarten*. People embraced its fundamental message, as expressed in its title. At SCDS, our children learn what they need to know in order to learn and participate in the world in kindergarten, and those lessons are reinforced in each of grades one, two, three, four, five, six, seven, and eight. The SCDS Behavior Code has been posted outside the school gym as long as I can remember. Here are a few excerpts:

- **I will participate and do my best in all my endeavors.**
- **I will reflect on and take responsibility for my behavior.**
- **I will recognize and appreciate kindness.**
- **I will continue to try until I succeed to the best of my ability.**
- **I will be willing to help.**

SCDS kids live by this code. SCDS teachers, many of whom have invested much longer than our 20 years, instill these principles in their students by the design of their classroom projects. SCDS develops our kids' oral presentation skills, fosters peer review and encouragement, promotes group cooperation and participation, and emphasizes perspective and empathy for other people. I may pay lip service to these principles, but I truly believe my children live by them, and that they learned to do that at Seattle Country Day School.

Apart from pre-school, elementary school is the first environment where a child must learn to get along in a group outside the family, and how to establish him or herself within that group. What a group SCDS provides! Our students are indeed gifted. My boys quickly learned they were not going to be unique among their SCDS colleagues — not the quickest at math, best track runner, most facile at putting pen to paper, certainly not the one person who was tops in all these things — that person doesn't exist. They learned from others' strengths; they were challenged by their classmates; they took from them; they gave to them. Here at SCDS, they were taught not to be threatened by another person's insight, but rather to appreciate what others have to contribute, just as their classmates appreciated them. They learned to analyze and criticize their own work and that of their fellow students in a productive, cooperative and constructive manner. They learned to lead, and to let others lead. I believe SCDS gave our boys self-confidence. The well-placed, not boastful, rather resourceful, reservoir of self confidence within them gives them courage and makes them willing to take risks, since they don't doubt their ability to deal with consequences, whatever they may be.

Some of you may have heard a *Fresh Air* interview that aired on NPR. The guest was Tony Judt, a historian and a professor at New York University. He remarked that his current students are part of the first generation he has ever taught that despairs and doubts their ability to fix the broken institutions and situations that they are inheriting. I don't think he was talking about SCDS kids. They are willing to take a chance and can adapt, they are interested, engaged, and active — undaunted. They have confidence that they can make a positive difference. They developed that confidence during their formative years at our school.

What is that worth? Priceless. That's my answer when I consider the value of an SCDS education. And if our gifted students leverage what they have been gifted with (agile minds, active bodies, the foundation of loving and supportive families, how they learned to learn and to help others learn at SCDS) for the benefit of people who are not as fortunate as they, they will change our world for the better.

They are not just willing, they are eager to be contributing members of their communities, to explore new things with an open mind, a curious mind, and to do so with a sense of collegiality and camaraderie that is infectious. We attribute all of this and more to SCDS and to all of you who teach, and administer, and coach the teams, and monitor the playgrounds, and sweep the floors.

HARRY SCHNEIDER



What SCDS and its people—you people—have done for us, our boys and our family is not easily measured. But its impact is certain even though the precise magnitude cannot be gauged.

HARRY SCHNEIDER



HENRY SCHNEIDER:

Recently, I spent an evening with some former classmates from SCDS. After a few attempts to talk with someone individually, I noticed that having side conversations with others was difficult. I was going against the grain, trying to catch up with people one-on-one. Because whatever I said to the person on my right or left, would soon be swallowed up by the entire group, giving everyone the freedom to comment. Instead of forming smaller dialogues, the group tended to have one large discussion, with everyone contributing more or less at the same time.

And the subject of the conversation was less about our current, adult lives, and focused more on the events of the 1997-9 school years ... a decade ago. In fact, if you were to stage the scene, and remove some of the props from the set (a wedding ring, 4 glasses of wine, tattoos, etc.) you might think that each of us was playing the part of our former selves. And I suppose that this is typical of other SCDS kids: we are very adept at cooperating, working in groups, and inclined to absorb everyone.

When reflecting on SCDS, the memories don't come chronologically. It reminds me of the way each sixth grade math class began. Dr. Goldberg, would draw a picture with dry-erase markers on the overhead projector that the class would all in turn imitate in our notebooks. It was an exercise in how the mind identifies certain objects we would draw together: a pop can, a VW bug, a lizard.

Only the drawing was constructed in a peculiar way, for example, instead of first drawing the edges of the pop can, he would start with aluminum stay-tab; instead of sketching the body of the lizard he would draw a small spiral expanding outwards. This was, as you can imagine, a brilliant way to capture kids attention. You could almost hear the students guessing what the spiral would become (a snail! a shell! a lollipop!)...when, in fact, it ended up being the coiled, prehensile tail of a chameleon.

Now and even then, I could probably see that he was demonstrating how perspective works, provoking us to see how things develop over time.

That exercise has stayed with me and I use the lesson frequently. Not only when I'm drawing chameleons, either. The lesson is of course, that life is less about where you start or finish, and more influenced by the process.

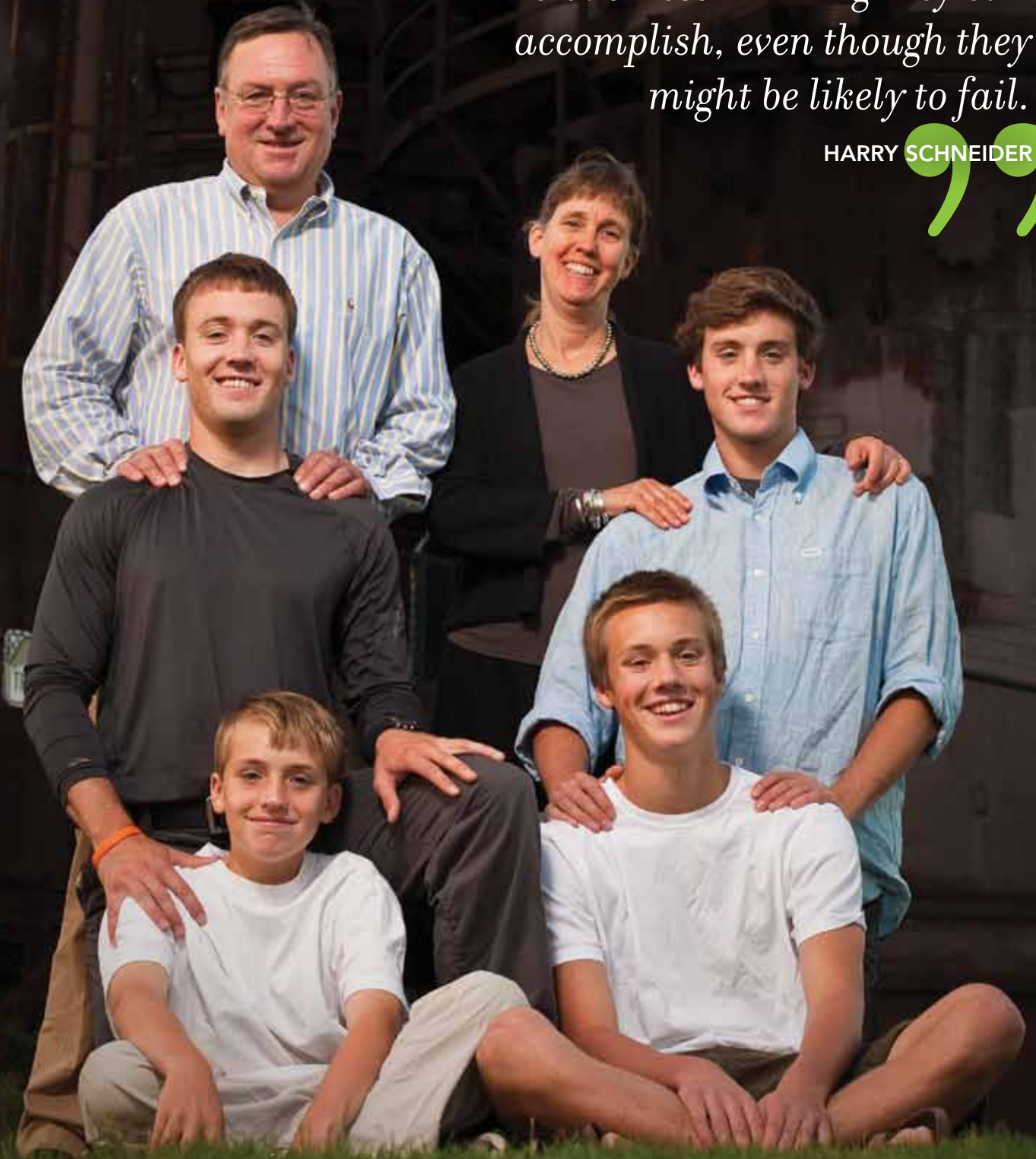
I have spent my entire life playing competitive sports. If someone were to tally my win-loss average to date, it would be below .500, well...way below. And the games I played at SCDS, when sports were not a focus, are the ones that bring it down. I think when you are in middle school it's difficult to justify a loss. In other words, it's difficult to realize that one team played smarter, or they had an athletic advantage. I wanted to win more than the other team, I remember thinking, so why did we lose?

But since 8th grade I've played in a lot of soccer games and ultimate tournaments and I've seen real losses. Not just on the scoreboard. The kind of games where people can walk away feeling defeated; with their confidence hurt. But thanks to SCDS I know that a lost game is only a loss if you allow it to be. So, in that respect, I'm batting 1000.

I'd like to say thanks to the teachers and staff members that give so much to this community, and who make a difference in the students lives...every day. For however long our family has made the effort to learn at SCDS, the faculty has made the effort to teach—and that's the statistic that's really remarkable!

They leave here willing, indeed enthusiastic, about trying to do things they probably have no business thinking they can accomplish, even though they might be likely to fail.

HARRY SCHNEIDER



The Rules of Civility



Brenda Ajbour's sixth grade humanities students are studying the colonial era, launched by reading the novel *Chains*, told through the perspective of a slave girl owned by Loyalists. Also included in their studies are mini-lectures about George Washington that aim to dispel some of the legends that veil his complexities. Students learn about Washington "the man" as opposed to Washington "the myth." They relish contrasting these stories against traditional textbook accounts that—they've discovered—have a bias toward American exceptionalism. An exercise copying down some of Washington's "Rules of Civility"—just as he wrote them, inventive spelling and all—when he was 13, gave them a glimpse of his life and times. Using real quills and bottled ink, students gained an understanding of the skills needed for, and limitations of, written communication of the era.

#2
When in company, put
not your Hands to any
Part of the Body, not usually
Discovered.

Claire
Trop

12th - Shake not the head, Feet, or Legs
rowd not the eyes lift not ~~to~~
eyebrow higher than the
other wry not the mouth,
and bedew no man's face with
your Spittle.

Of you

10
at
but
M

Point/Counterpoint

Max: I actually think that if we had more practice with writing with the quill that it would be just as easy as writing with a pen or pencil.

Kate: I think it would be a real hassle to write everything this way and really annoying to read it. It would make my brain hurt to have to decipher the letters.

Ryan: I feel kind of bad for people back then because the scratch and the sound and the shiver [of the quills] almost hurts.

Arin: Writing with quills gives me a unique feeling — very peaceful and relaxing — maybe my bliss time.

Emma: Some of those Rules of Civility are very silly and I don't envy that people had to follow them and memorize them.

Katy: I believe that the *Rules of Civility*, with some practice, are easy to follow. Still, there are certain ones that people our age have a hard time following such as "Gaze not on the marks or blemishes of others and ask not how they came."

Krista: I had a dream about writing with quills a few nights later. It was kind of magical.

Michael: I laughed when I saw how terrible my penmanship was compared to the penmanship of the colonial writers.

Amelia: There are so many rules that to follow every single one would make your relationships stiff and contrived and you'd be kind of boring.

Hiro: I think most of the rules that I read are still used today, so I don't agree with those who said that they feel too confined by the rules. For example, the rule about not spitting in faces when talking is not hard to follow.

Claire: Their lives seem a little fake because their lives were more prescribed than ours.

Aaron: I appreciate how much harder people worked in colonial times. It seems like our lives today are much softer. Also, I imagine people have become less patient than they were back then.

07: If others talk
I shall be attentive
I shall talk not with
eat in your Mouth.
-Genevieve Wright

43. Do not express joy
before one sick or in pain
for that contrary Passion
will aggravate his
Misery.
Samantha



The Board of Trustees is the governing body of SCDS. Its primary duties include: ensuring that SCDS is fulfilling its mission, planning for the long term future of SCDS, establishing prudent financial policies, and employing and overseeing a Head of School to serve as the chief executive for the school.

PICTURED AT LEFT

L to R top row: Anne Schaefer, Lisa Carroll, Karim Lessard '85, Mike Nesteroff, Donna Sakson, Nancy Senseney, Sandi Wollom, Mitch Kent, Scott Zorn, Michael Murphy.

Bottom row: Len Jordan, Kristen Russell, Joan Morse, Joe Hunter, Kristen Onsager, Frank Woodruff, Sandy McCullough

Not pictured: Stan McCammon

Meet Our Board of Trustees

NANCY SENSENEY, PRESIDENT Nancy's previous experience as a systems consultant and programmer helped launch her second career as a professional consultant and facilitator for non-profit organizations. She is also a committed community volunteer, most notably for Seattle Children's.

ANNE SCHAEFER, VICE-PRESIDENT Anne is a financial analyst with local experience at both Starbucks Coffee and Group Health Cooperative. Her expertise is analytical support for strategic and contracting decision-making.

SANDY MCCULLOUGH, SECRETARY Sandy is a principal and co-owner of Pacific Public Affairs (PPA), a consulting firm that specializes in providing major issue management and strategic communications guidance. Sandy chairs the Board Trusteeship Committee.

KARIM LESSARD '85, TREASURER After spending 17 years in the banking industry, Karim is co-founder of Zeal Plus LLC, a small business development and consulting firm for mission-driven organizations. Karim chairs the Board Finance Committee.

LISA CARROLL Lisa worked in the political arena in Washington D.C., in the corporate arena for Weyerhaeuser, and in the non-profit arena with The Nature Conservancy. She is currently a community volunteer serving in a variety of roles. Lisa chairs the Board Development Committee.

JOE HUNTER Joe is principal and co-founder of Johnson & Hunter, LLC, a Seattle based design/build construction company. A Russia-specialist, Joe has been active in pioneering business enterprises between the Pacific Northwest and the Russian Far East. Joe chairs the Board Diversity Committee.

LEN JORDAN Len is a general partner with Frazier Technology Ventures and serves on the boards of early-stage technology companies like Control4, DSIQ, Medio, and Wetpaint. Len spent 16 years in the software industry most recently as a senior vice president at RealNetworks.

MITCH KENT Currently with Mahlum Architects, Mitch has over 20 years of architectural experience, including a wide variety of K-12 projects and numerous elementary school facilities. He chairs the Board Facilities Committee.

STAN MCCAMMON Stan has many years experience as an accountant and tax attorney in both Chicago and Seattle. Currently, he is the president and CEO of the Joshua Green Corporation.

JOAN MORSE Joan was a past marketing director at Microsoft for several versions of Excel. Her nonprofit volunteer interests have included Social Venture Partners and Fred Hutchinson Cancer Research Center.

MIKE NESTEROFF Mike is a shareholder with Lane Powell P.C. and chair of the firm's Sustainability and Climate Change group. In his 20 years at Lane Powell, Mike has focused on environmental litigation and claims. Mike chairs the Board Transportation Committee.

KRISTEN ONSAGER Kristen is an attorney and currently provides dedicated outside legal counsel support for Microsoft Corporation's retail store division. She currently serves as SCDS Parent Council President.

KRISTEN RUSSELL Kristen is managing editor, web editor, and head of the book division of ParentMap. She has prior background as a newscast producer at KOMO-TV. Kristen chairs the Board Communications Committee.

DONNA SAKSON Before selling her company to Aquent, Donna was president and CEO of Sakson & Taylor, Inc., a leading provider of content development, learning solutions, knowledge management, and web design and development. She is recent past president of the SCDS board.

SANDI WOLLUM Sandi has worked in both public and private school education in the region for more than 25 years, and is currently head of Seabury School, an independent school in Tacoma that serves gifted students.

FRANK WOODRUFF Frank has practiced law since 1975, the last 20 years with the Seattle firm of Riddell Williams. He has served on the board of KUOW since 2002, and was chair from 2007-09.

SCOTT ZORN Scott is the co-founder and managing partner of Direct Resources Group, one of our region's leading direct marketing agencies. He has extensive experience fundraising for non-profit clients in healthcare, the arts, and social services.

A VISIT WITH James Webb

James Webb, Ph.D., is the founder of SENG (Supporting Emotional Needs of the Gifted) and author of *A Parent's Guide to Gifted Children*, a book being widely read by SCDS parents, and the reference text for SENG parent groups facilitated on campus. Currently, Dr. Webb is the president and publisher of Great Potential Press, an award-winning company devoted to books and videos for parents and teachers of gifted children. We had the opportunity to talk with Dr. Webb when he was in town recently.



SCDS has established a climate "where it's great to be intense and curious. Kids have peers!"

JAMES WEBB, PH.D.

Two African American girls—sisters, ages 3 & 5—from the deep South of 1962 amazed Jim Webb and piqued his interest in the gifted. "I had gone to Green County, Alabama to do home visits with a public health nurse," says Webb. "These girls who had never been to school, were able to read the nurse's immunization checklist! I later learned that they had taught themselves to read by asking questions about the newspapers that covered the walls of their home." He arranged to have them tested, and the result left no doubt they were gifted. But those results left Webb pondering where the girls would get the education and support they truly needed, given the climate of the times.

His subsequent years in private practice galvanized his interest in gifted children and their parents. A turning point came for Webb in the 1980's, when he was contacted by a family whose son, Dallas, had attended Michigan State University through an early-entrance program. Though brilliant, Dallas was a loner who didn't fit in. He dropped out of school, drifted into manual labor in the Louisiana oilfields, and soon after ended his own life. Both the parents and Webb were invited to appear on the *Phil Donahue Show*—the "Oprah" of its time—to discuss giftedness and depression. As Webb relates, "the atmosphere on the show was electric and received more response than any of their shows that year."

Not long after "Donahue", Webb founded a group where, with a trained facilitator, parents could gather to discuss issues around giftedness. They examined ten topics: character, motivation, discipline, communication, sibling relations, stress, depression, and parent relationships. From these first groups, SENG was born, and the organization is now international in scope. Today, though he works with SENG in an advisory capacity only, Webb continues to be a leader in gifted education.

"Most psychologists still don't think giftedness in an important area of study," says Webb. "The belief exists that gifted kids will make it on their own. But a

gifted mind doesn't always find its own way." The lack of pediatricians and psychologists trained in this area often results in gifted children being misdiagnosed with conditions like ADHD and Asperger's Syndrome. On the positive side, awareness is growing that in the school environment, these kids need to be allowed their individuality and to reach for their potential, rather than the lock-step of fitting-in that can lead to mediocrity. Webb agrees that SCDS has established a climate "where it's great to be intense and curious. Kids have peers!" He believes schools like SCDS also help gifted children to gain self-understanding about some common traits—impatience with themselves, perfectionism, and guilt for any "down time."

Key to Webb's work in gifted education is the parent's role. He asserts that they often have a hard time understanding why their gifted child's judgment lags behind intellect. Parents often fail to understand that their child is not equally gifted in all areas and that their development is asynchronous. In most children, intellectual, physical, and emotional development progresses at about the same rate. With gifted kids, the development of those areas can be out of "sync"—a 3 year-old can have the intellectual ability of a 6 year-old, but the emotional maturity of a 2 year-old. Power struggles can ensue, leaving parents confused about why their child won't do what they want her to do.

Webb also advises against identifying a particular child in the family as the "gifted one," leaving other children to assume they aren't. Siblings often carve out a different persona such as "I'm an athlete." They may be opting out of their potential, because a spectrum of giftedness does run in families. Webb references the work of Anders Ericsson who has shown the importance of motivation, dedication, and resilience to success in any endeavor, as opposed to sheer I.Q. Paraphrasing Ericsson, Webb says, "Experts are always made, not born."

For those parents taking their children through I.Q. testing, Webb stresses that the I.Q. test is a snapshot of one point in time. "Some kids aren't good test takers. If a child is anxious or depressed it can change the results of the score by 15 to 30 points." Moreover, after a child's emotional state, the single biggest effect on I.Q. scores is the warmth or coolness of the tester. Exclaims Webb, "That's 15 to 20 points right there!" He confirms that parents should get a second opinion if the testing experience and results are way out of line with expectations.

Webb also states that if a child "doesn't make the cutoff" when testing for school, "it isn't the end of the world." Citing pioneering researcher of the gifted Leta Stetter Hollingsworth, he says that all of our society's leaders are in the 120-145 I.Q. range. Within this range a person is

bright enough to do just about anything and usually without some of the interpersonal and physiological challenges that may affect those with higher scores. "Intelligence," he says, "is not something where more is necessarily better."

Webb references some interesting research regarding the highly gifted population. They are often born to mothers over the age of 40. They can be more prone to allergies than other children, and a significant percentage are introverts with heightened sensitivity. Highly gifted kids are also more prone to reactive hypoglycemia. The brain is the body's biggest consumer of energy, and when kids are learning they use up glucose. The brighter the child, the more glucose consumption will increase. The pattern at school is that kids will be fine until mid-morning, and then melt down without a snack. Then, once lunch is over, they are fine until 4:00 p.m., when they will again melt down. "The best thing a parent can do for their children after school, is to hand them what I call a peanut-butter lollipop the minute they walk through the door."

Naturally, the bottom line for Webb is that parents of gifted children need to keep educating themselves for how to best support their children emotionally as they continue to develop. He says, "this isn't elitist, it's really about survival."

The SENG Summit
2011 Conference

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CENTER FOR TALENTED YOUTH AWARDS

PHOTO: TERE THOMPSON



Just a few of the students attending the Johns Hopkins award ceremony: James Senseney, Mark Mockett, Lucy Johnson, Irene Sakson, Kayleigh Dobson, Anna Thompson

In October, Johns Hopkins Center for Talented Youth held its awards ceremony to honor the achievements of area students scoring with high honors during the 2009-10 school year on the SAT, ACT, or SCAT tests. SCDS students participate in the Johns Hopkins program on a completely voluntary and individual basis. The threshold for "High Honors" is a score of 550 on both critical reading and mathematics for 7th grade, and 600 in both areas for 8th grade. In grades 2 through 6, the score is on a continuum beginning with 435 verbal and 440 quantitative in 2nd grade ascending to 465 verbal and 485 quantitative in 6th grade.

For 2009-10, 8th grader Vikram Dhawan achieved a 1st place ranking nationally in mathematics, and the following SCDS students placed highly overall for the state of Washington:

- Vikram Dhawan (8)** – 1st place ranking, mathematics
- Lucy Johnson (7)** – 1st place ranking, critical reading
- Zeb Burke-Conte (6)** – 2nd place ranking, quantitative
- Max Davis (5)** – 1st place verbal, 2nd place quantitative
- Ryan Ressmeyer (5)** – 2nd place verbal

Other students qualifying for the awards ceremony were:

- | | |
|------------------------|------------------------|
| Joshua Lewis-Sandy (2) | Sam Kuper (6) |
| Grady Short (3) | Maria Mueller (6) |
| Cameron Cummings (5) | Greta Zorn (6) |
| Aaron Lewis-Sandy (5) | Kaj Bostrom (7) |
| Vanessa Lincoln (5) | Monica Firmani (7) |
| Cole McCullough (5) | Olivia Machetanz (7) |
| Katy Mockett (5) | Andrea Masterson (7) |
| Madison Onsager (5) | Mark Mockett (7) |
| Hiro Schmidt (5) | Irene Sakson (7) |
| Noah White (5) | Anna Thompson (7) |
| Will Howie (6) | Alyssa Van Arsdale (7) |
| Rowan Kent (6) | Nathan Cummings (8) |
| Annika Kouhia (6) | |

WAX MUSEUM

PHOTO: ARNAUD GAUTIER



Aviators, athletes, conquerors, scientists, musicians: 3rd grade students do an in-depth exploration of the lives of accomplished people, and then become those people in an SCDS tradition: a wax museum that informed and entertained visitors.

PHOTO: BILL MUISE



SCDS CROSS-COUNTRY ENDS STELLAR SEASON

SCDS Cross-Country runners came in 6th overall out of 39 teams at the CYO league Championship Meet. Many of our 4-8 athletes placed in the top 15 in their grade levels.

Standouts include Corbin Carroll, who placed 1st overall for 4th grade, and Andrea Masterson, (pictured) who placed 1st overall for 8th grade. In addition to competing through CYO, SCDS Middle School students participate in the Cascade Middle School League. Andrea also achieved the notable distinction of being the first athlete in the league to finish 1st for three consecutive years!

classnotes

SHARE YOUR STORIES! SCDS wants to hear from our alums! If you have news or updates to share about yourself or a former SCDS student, please contact us: 206-691-2620 or patsycadwell@seattlecountryday.org.

KATHY ALTMAN '01 attended Stanford University, graduating in June 2009 with a degree in biology. Throughout her four years, she was a varsity athlete and member of the Women's Crew team. In her senior year, she was selected to be team captain. She is proud that the 2009 team won the NCAA national championship, a first for Stanford Women's Crew. After graduation, she worked with the biotechnology company Genentech. She recently enrolled at Boston University in a Medical Sciences program and hopes to graduate in June 2011 with a masters degree.

ELLIOTT BRUEGGEMAN '97 is currently an open source software developer in New York, having graduated from NYU with a degree in computer science — a love of computers learned in Lisa Lewis' computer class. He and a few friends recently launched The New Fuelist — www.newfuelist.com, a news site that curates articles from the top energy and environment news sources.



WENDY (BOYNS) DROKE '93 is living in Kelso working as a calculus and physics teacher and loving life as a mom to 1-year-old Ashlynn, born in May of 2009. She is a happy baby who especially loves her Aunt Marian (Boyns '95).

SARAH GOLDBLATT '00 Sarah Goldblatt '00 married Chris Emerson on Father's Day, June 20, at the University of Washington. Paige Pauli '00 and Rachel Popkin '00 were bridesmaids.

OMAR HASSAM '00 is finishing his masters degree in change management and will be speaking at the American Leadership Academy in January. As he moves forward from graduate school, he is looking forward to contributing as much as he can with his new knowledge and experience.

MATTHEW KLOBUCHER '96 was married to Kathleen Dolack on February 6, 2010 on the campus of the University of Notre Dame, from which they both graduated in 2004. Shortly thereafter



he deployed to Iwakuni, Japan with his Marine F/A-18D Hornet squadron "The Green Knights." He returned in September and, reunited with his bride, is in the process of moving to Quantico, VA to instruct new Marine officers in leadership and infantry tactics.

CHRIS LOEFFLER '96 has returned to Seattle after 10 years away to attend the University of Washington Foster MBA program. He now lives in Ballard with his wife Heidi.

EVELINA MIROPOLSKY '04 is currently a junior at Whitman College and loving it. She spent the last summer working on a Perry Grant, studying one of the masters of French cinema, Julien Duvivier and his works, as well as constructing a bilingual glossary website available to all Whitman students. She will spend the spring semester studying in Paris through the IES program.

CONOR MYHRVOLD '03 is a senior at Princeton, concentrating in geosciences. Over the past two years he has conducted fieldwork in the Marshall Islands, Federated States of Micronesia, Tunisia, (mainland) Egypt and the Sinai. His senior thesis is modeling the seismic wave propagation of the Chicxulub asteroid impact 65 mya, the current leading theory for the K-T mass extinction, a.k.a the "dinosaur extinction." He is currently rooming with his twin brother Cameron for the first time since SCDS!

EMILY SINGER '01 graduated from Stanford in 2009 with majors in Slavic Languages & Literature and Economics. She began work in health policy research studying post-market drug safety. Emily monitored seasonal and H1N1 influenza in real time and worked on the largest study to date investigating the cardiovascular risks



of the diabetes drug, Avandia. Currently, Emily is working at a small "green" pharmaceutical company based in San Francisco, and hopes to start an MD or an MD/PhD program with a focus on health policy in the fall of 2011.

Emily Singer far left, on vacation in the galapagos

LAUREN SODERLAND '96 began work as the Discovery Circle Manager at Pacific Science Center in September after three years in fundraising at the University of Washington. She spent time between jobs relaxing on Lopez Island and hiking the Enchantments with Dylan Soderland '94 and James Phillips '94.

ROHRE TITCOM '01 and her siblings (Zahlen, Xtehn, Vehro, Qxhna) have been working on their two companies: Five Ultimate and Five Bamboo. Five Ultimate is an ultimate frisbee apparel company, and Five Bamboo is a bamboo clothing company with a goal of decreasing the environmental impact of the apparel industry as a whole. Check them out online: www.FiveUltimate.com and www.FiveBamboo.com

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SCDS

FALL
2010

SEATTLE
COUNTRY DAY
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MAGAZINE

ideas in *motion*
Kinetics

Kinesis comes from the Greek word for motion, and "kinetics" is used in the vernacular to describe mechanics associated with the forces that cause motions of bodies. At SCDS, we're all about energy and active learning. Every day, SCDS teachers engage students' minds and bodies through inquiry-based teaching.



PHOTO: LAURA KISELIUS

SCDS soccer on a sunny fall day

The participation rate in fall sports at SCDS is 68% K through 8, with 145 students playing soccer. Our 2nd grade Wildcats recently took time for a team photo. From L to R, back row: Elise Koh, Tomas Kiselius, Max Rogers, Parent Coach Guy Post, Jack Potter, Emily Chaffe, and Henrietta Larson. Front row: Brianna Post, Riley Lintz, Finn Glew.