



Winter 2011

chimes

WESTMINSTER CHRISTIAN ACADEMY



Innovative Learning

Students excel academically as they experience world-class Christian education



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Westminster Christian Academy honors Jesus Christ by providing an excellent education, rooted in biblical truth as interpreted by the Westminster Confession of Faith, for the children of Christian parents. Faculty and staff enable students to discover and embrace a biblical view of the world and integrate that view into every area of life.

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Chimes is a publication of Westminster Christian Academy sent to alumni, families of current students, and friends of the school. To request a free subscription, email info@wcastl.org.

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World-Class for His Glory

I believe that God is calling Christian schools to become the very best that they can be. Our Christian faith and commitment to a biblically based education for our children demand an educational experience that is truly world-class, among the best. Only a world-class Christian education will enable us to effectively fulfill our vision to *prepare more young people to engage the world and change it for Jesus Christ.*

Christian schools must never allow their Christianity to be an excuse for mediocrity. We must never settle for an education that forces a choice between faith development and high quality academics. It must be education that is excellent *because* we are Christian. Only this kind of education honors our Lord and prepares His children to be difference-makers in the world for Him.



The new campus that God has provided for us in Town & Country creates incredible opportunities for innovative curriculum and program growth opportunities and possibilities for our students. This year we have already implemented cutting-edge professional growth experiences for our teachers through the Center for Teaching and Learning; master teachers are mentoring and helping young and veteran teachers to stretch their pedagogical knowledge and practice. State-of-the-art technology is enabling our teachers to better serve our students and prepare them for the rapidly changing world they will face. Experiential education and global partnerships are preparing students for productive, transformative lives. And, exciting new programs and curriculum focused on science, technology, engineering, and math are being planned for the future. We are striving daily to be good stewards of the wonderful new facilities and resources that are now available to our students and teachers.

This edition of the *Chimes* gives testimony to a Christian school that is striving to be world-class, not for our glory, but for His.

In His service,

A handwritten signature in black ink that reads "Jim Marsh". The signature is written in a cursive style with a large, sweeping initial "J".

Jim Marsh
Head of School

Fourth in a Series About Our Core Values

Honor God in All That We Do

“So whether you eat or drink or whatever you do, do it all for the glory of God.”

I Corinthians 10:31

Knowing God, loving His Word and living for Him are at the heart of the Westminster experience. Students learn that “all truth is God’s truth” in every aspect of life in and outside of school, whether in the classroom, on the stage, on the athletic field or in the guidance counselor’s office. Students are challenged to live out their faith in

their relationships, character and service for others.

In everything we do at Westminster, as we seek to bring glory to God, we remain focused on our vision to prepare and equip more young men and women to engage the world and change it for Jesus Christ. Our vision is a picture of who we hope our graduates will become: young men and women who learn to love the Lord with all their hearts and to walk with Him; sons and daughters learning who they really are, and that God created them with

purpose and equipped them for a life of service; individuals who know who God is and understand what He has to say about the world. Our vision is a picture of the graduate who is truly equipped to be a successful leader in the family, in the marketplace, in society and in the church. As we honor God in all that we do, we hold tight to this vision – now and for generations to come.

A complete list of Westminster Christian Academy’s core values is available at www.wcastl.org/about/mission.



The Vision of a Westminster Graduate

Our graduates, significantly impacted by their academic experience at Westminster, go on to make an impact in the world for Christ.

Curtis Francois '82

Curtis attended the University of Missouri-St. Louis and is currently active in his real estate development company, which recently acquired control of the Gateway International Speedway. Very excited about this project, Curtis says that it not only provides an opportunity to continue his passion for motorsports, but it also provides a high profile venue to spread God's Word. Curtis says that he and his company envision the continuation of Christian Day at the races, concerts and a variety of ways for people to enjoy motorsports in a family-friendly atmosphere.

Curtis and his wife Amy attend Central Presbyterian Church, and their children Isabella (9) and C.J. (6) attend Kirk Day School. He says they have enjoyed seeing so many familiar faces from Westminster at the Kirk!

Curtis says Westminster impacted almost every aspect of his life in that it prepared his mind and heart to approach all things from a biblical perspective. "From the daily Bible classes taught by great role models to time spent having fun with teachers and friends, it was just a priceless experience that I try to share with anyone who will listen," says Curtis. As a member of the first graduating class to attend Westminster all the way from 7th through 12th grade, he and his classmates shared a unique experience that was truly a gift from God, and he says he is grateful to those who sacrificed to make it happen. As such, Curtis and his wife are active in their support for Westminster and are looking forward to their children attending and sharing their father's experience.





Matt Darr '99

Matt Darr is a well-known name around Westminster; he can be seen daily in the Academic Hub tutoring students in a variety of subjects, from chemistry to Spanish. Matt founded Darr Tutoring in 2005 and has tailored his business to meet the needs of students of all ages, from those with learning disabilities to those seeking an "A" in a certain subject or hoping to improve their standardized test scores. Matt has a passion for education and says he feels blessed to be a help to others.

Matt and his wife Amy attend Riverside Church and have two children, Caroline (4) and Ben (2); they plan to adopt a third child from Latin America. Through

their adoption, they hope to open others' eyes to the major orphan crisis around the world.

After graduating from St. Louis University, Matt served for almost a year as a residential home director for the Micah Project, an outreach ministry that provides food, housing and education for street children in Tegucigalpa, Honduras. There, he taught and mentored older children as they prepared to transition to college and independent living. *Learn more about Darr Tutoring at darrtutoring.com.*

Colin Chapell '01

When Colin was a student at Westminster, his interest in history was sparked by teachers such as Mark ("Papa") Hearne, Ken Boesch and Tim Baldwin. Ten years after graduating from Westminster, Colin is a professor of history at The University of Memphis.

Colin received a B.A. in History from Covenant College, where he met his wife, Heather. Since they married in 2003, Colin and Heather have moved 11 times, including a move across the Atlantic for Colin to study at the University of Cambridge, where he received his Master of Philosophy degree in Historical Studies. He then went on to pursue his Ph.D. at The University of Alabama, where he completed his dissertation exploring how church officials in the Deep South used Protestant theology to argue for new constructions of gender.

He examined the Southern Baptist Convention, the Methodist Episcopal Church, South, and the emerging Holiness movement, and he argued that these groups had specific theological emphases that changed how church leaders conceived of manhood, womanhood and family life.

Colin and Heather have recently settled in Memphis, Tennessee, where Colin joined the history department at the University of Memphis; they look forward to becoming involved in the community there.

As president of the class of 2001, Colin assumed the role of planner for his 10-year class reunion, which was held this October during Wildcat Weekend.



Lauren Cawein '05

Lauren Cawein's passion for studying the Bible and theology led her to Seoul, South Korea in 2010. There, she teaches Bible and English speaking and writing to middle school students at Saemmul Christian Academy.

Westminster began a partnership with Saemmul in 2009 to better enable both schools to honor Jesus Christ in and through the education they provide their young people. Since the partnership began, Westminster and Saemmul faculty members have traveled overseas to visit their partner school, and for the past two summers, Westminster students have traveled to South Korea to help lead English camps for Saemmul students.

Lauren received a B.A. in Religious Studies with an emphasis in Biblical Studies from Southwest Baptist University in Bolivar, Missouri. She then enrolled at Covenant Theological Seminary and began working toward a Master of Arts degree in Religion & Cultures and Theology. During her first semester at Covenant, Lauren learned of a job opening at Saemmul Christian Academy, applied, and was chosen for a teaching position. She decided to put her Master's degree on hold to pursue a teaching career in South Korea.

Armed with what she had learned from her undergraduate degree, one cultural class at Covenant, and a year of experience as an assistant teacher at Hope Montessori Academy, Lauren prepared to move to South Korea to teach the Bible to Korean students. When she got the job, she was attending South City Church where she connected with former Westminster teacher Tim Baldwin, who talked with her about teaching the Bible.

Beginning her second year of teaching at Saemmul Christian Academy, Lauren remarked, "I feel so blessed



Lauren Cawein pictured center

to be doing what I do. When I felt like the Lord was calling me to study theology and the Bible I had no idea where that would lead me in my career. In fact, many people were concerned about how effective I would be in the corporate world with such a degree. But I knew it was the only thing I wanted to study, the only thing that captivated my heart, so I stuck with it. I remember graduating from college and jokingly saying to my friends, 'Maybe one day I'll go overseas and teach theology.' It was a dream in my head, but two years later it's a reality, and the Lord is providing me with what I need to teach these students His heart and His words."

As Lauren develops her own teaching style, she has drawn inspiration from some of her Westminster teachers. She hopes to demonstrate passion and charisma like Bible teacher Larry Hughes, who taught ethics during her time at Westminster. She has even played a few of the movies she watched in his class for her students

at Saemmul! Lauren often thinks of her French teacher Jill Darrach and hopes to emulate her by showing her students unconditional love and patience.

Lauren admits that teaching has been challenging at times. Many of her students do not know much English, so she must be creative in the ways she teaches them. "Sometimes I feel like it went well, and sometimes I feel like a failure. In all things I'm truly learning what Jesus meant when he told Paul, 'My grace is sufficient for you, for my power is made perfect in weakness' (II Cor. 12:9). It truly has nothing to do with my abilities. It has everything to do with who God has called me to be as His image-bearer and covenant child. And I will fail and I will succeed, but in all things it is He who receives the glory."

George Thampy '05

An investment banker at William Blair & Company in Boston, George works on executing mergers and acquisitions, as well as financing, for a broad range of industries. George says Westminster prepared him well for what would become his professional career. In high school, George was a busy student. In addition to taking challenging classes, he was an active member of the Scholar Bowl team (which won the Missouri state championship his senior year) and participated in National Honor Society, Peer Counselors, We the People, Chess Club and Refuge of Nations (formerly People of Refuge), a refugee ministry run by former Westminster teacher Timothy Baldwin – among other activities. “I learned from the very best,” says George, noting teachers such as Florence Lewis, Andrew Shaw, Tim Hall and Sra. Joan Dudley. “Women and men like those teachers, as well as John Lewis, Jim Drexler and Jim Marsh, were tremendous examples of Christians who held themselves to the highest standards and set an example for the next generation to truly lift high the Cross,” says George. After graduating from Westminster,

George attended Harvard University. In college, he interned at Google, where he worked in the company’s Online Sales and Operations. While at Harvard, George also taught organic chemistry, led the nation’s only student-run homeless shelter, led the campus political debate organization, hosted a weekly radio show and was active in a number of Christian groups on campus.

George recently completed a three-day, 335-mile bike ride across Illinois to support Supplies for Dreams, a nonprofit benefiting Chicago Public Schools, and he is involved with a number of nonprofit initiatives in St. Louis, as well. He attends church at Aletheia Boston, a recent church plant, and will be working at a private investment firm, Concentric Equity Partners, in Chicago starting in 2012. There, he will work with entrepreneurs in St. Louis and the Southeast and looks forward to working with business visionaries, as well as some men of strong faith. George has also been admitted to an MBA program at the Stanford Graduate School of Business and will matriculate in 2014.



Laura Kaup '11



Laura Kaup pictured center

Laura is a freshman at Missouri Baptist University, where she studies education in hopes of either working in special education, as a teacher or paraprofessional working one-on-one with kids who have disabilities, or working in an assisted living home as an event planner. During her time at Westminster, Laura was a successful student and a leader who continually overcame challenges to speak out about important issues, namely through Students Working Against Tobacco (SWAT) and Teens Against Tobacco Use (TATU), organizations that encourage creating smoke-free environments and go to elementary schools to educate 4th-6th graders about the dangers of tobacco use. She also served as a student ambassador and member of STUCO during her junior and senior years.

Laura was born with Carpenter Syndrome, a rare genetic disorder that can cause learning disabilities. Laura has a learning disability, and though she graduated two years after the rest of her peers, she boldly overcame that challenge – so well, in fact, that she

earned a 3.7 GPA at Westminster. She credits The Learning Center for its phenomenal help, especially because, she says, programs of its type are rare at Christian schools. “Westminster really pushed me to do more than I thought I was capable of doing; if it were not for my teachers there, I wouldn’t have challenged myself to work hard and put in the effort that I now have to in college,” she says, noting that teachers also helped her to improve her writing, which is currently benefiting her in her English class at Missouri Baptist.

During her junior year at Westminster, Laura was named a Gateway West Leader of Tomorrow. Recipients of the award are chosen for being strong leaders, positive role models and successful students. Through the award, Laura received a \$10,000 scholarship to Missouri Baptist. Laura has done two service projects with the college’s campus ministry program, including one with Sunshine Ministries, and she currently attends church at The Word at Shaw, a new church plant in the Shaw neighborhood of south St. Louis.

Celebrating Student & Faculty Excellence

Academics

Congratulations to this year's National Merit Semifinalists: **Steven Bosch**, **Joseph Collins** and **Gordon Younkin** (all seniors). Commended students, recognized for the exceptional academic promise demonstrated by their outstanding performance on the qualifying test used for program entry, are **Hannah Hoekzema**, **Jessica Holt**, **Peter Johnson**, **Jonathan Roth** and **Brandon Terlouw** (all seniors).

Visual & Performing Arts

Senior **Tiffany Hennings** placed first out of 18 seniors to win the Grade 12 Piano Competition at the Missouri Music Teachers Association (MMTA) State Level Competition held at Missouri Western State University in St. Joseph, MO from November 3-6, 2011.



Tiffany Hennings

Junior **Sarah Elizabeth Agan** starred in the Alexandra Ballet performance of excerpts from Act II of the gypsy ballet *Esmeralda* during Dancing in the Streets, an annual outdoor event, on September 24.

The following Westminster musicians earned a place in District Band: junior **Nathan Theus** (trumpet), sophomore



From left: Jim Marsh, head of school, Gordon Younkin, Steven Bosch, Joseph Collins and Jim Sefrit, head of upper school

Danny Dwyer (trumpet), and freshman **Bianca Esparza-Burr** (piccolo). Senior **James Richardson** was chosen as alternate in the percussion section. Danny Dwyer also made it into District Jazz Band on trumpet, junior **Michael Becker** was chosen as alternate on jazz alto saxophone, and junior **Joe Isaacs** won the alternate guitar position in the District Jazz Band.

Five **Middle School Band** members (all 8th graders) placed within the top two positions in their section for Middle School District Band and Jazz Band: **Claire Nichols** placed first chair alto saxophone (out of 27 alto saxes) in the District Band, and second chair alto sax in the Jazz Band. **Haley Weinberg** tied for the highest score on the flute out of 48 flute players. **Avery Drury** placed second chair trumpet out of 42 trumpet players. **Tim Sell** won the ninth chair in the trumpet section. **Tommy Regan** made second chair baritone horn out of six baritones, and **Neil Sutherland** placed second tenor saxophone out of 10 tenor saxes. Additionally, **Tessa Copeland** competed for and earned a spot in the French horn section of the Middle School District Band. Tessa competed against 14 other French horn players and was awarded the second chair, missing first chair by only one point!

Leadership

In August 2011, seniors **James Richardson** and **Evan Miller** received their Eagle Scout awards in a joint Court of Honor held at The Kirk of the Hills Presbyterian Church. Minister of Christian Education Dr. Stephen Estock provided an insightful devotional and challenge to both Eagle Scouts. A rehabilitated eagle from the World Bird Sanctuary was featured at



Evan Miller and James Richardson

the ceremony, as James' project included the construction of 18 birdhouses for that organization. Evan's project was the construction of three picnic tables for the youth house at The Kirk of the Hills. Both Evan and James joined Cub Scouts at Pack 859 and continued their scouting career in Troop 387 with a two-week backpacking trip at Philmont in Arizona.

Other Westminster students and alumni who assisted in the construction projects were **Alek Miller ('09)**, **Aaron Miller ('12)**, **Ian Sutherland ('13)**, **Travis Brandt ('13)**, **Michael Richardson ('15)** and **Neil Sutherland ('16)**.

Athletics

The **girls' golf team** celebrated a state championship victory in 2011! The team shattered the State record for margin of victory – formerly 62 strokes, set in 2006. This year, the girls defeated the second place team by 91 strokes! Junior **Brooke Cusumano** was crowned the new Individual State Champion as well. Her scores of 80 and 84 bested the field for her first State title. Alongside her nearly stroke for stroke was Captain **Margaret Moore** (senior), whose scores of 82 and 85 placed her in the third spot overall. Sophomore **Jordan Wolf** captured the fourth spot with her scores of 84 and 84. Junior **Ciara Younger** was a bright spot in the two-day tournament as she turned in scores of 87 and 87 to place seventh out of the field of 88 players. Senior **Maggie Mauze** rounded out the team of five Westminster girls who competed and brought home the first girls' state championship at the new campus!

The following letter, sent to Coach **Steve Bradley** from the parent of a Borgia student following the girls' state championship win,

illustrates the Westminster vision coming to fruition:

Dear Steve,

Congrats on a truly wonderful season culminating in a well-deserved state championship!

Your girls were an absolute credit to your program and your school; everyone there should be so proud of them and how they went about achieving their goals. It was a pleasure to interact with them during both the summer and fall golf programs.

It was also obvious that they had sincere and great leadership from their athletic director and their coach - congrats to the both of you, as well.

Take care. I look forward to seeing a repeat next year from your squad!

Regards,
[Anonymous]

The Westminster **softball team** won 4th place in the Class 3 state competition! The following members made the All-District Softball Team: seniors **Bryn McKie**, **Ellie Huffman**, **Jocelyn Sheffield**, **Brynn Benes** and sophomore **Sydney Seabaugh**. Bryn McKie was unanimously named the Conference Player of the Year, leading the Conference in batting

average and runs scored. Two Westminster players – McKie and Sheffield – made First Team All-State, and Ellie Huffman made Second Team All-State.

The Westminster **cross country teams** qualified three individuals for the state meet. Senior **Laura Tarantino** and junior **Adrienne Kaup** finished 5th and 13th respectively. Junior **Reagen Dykhouse** also qualified with a 12th place finish.

In November, a National Collegiate Athletic Association signing day ceremony was held for three seniors to sign national letters of intent for Division I athletic scholarships: **Tate Matheny** (baseball, Missouri State University), **Ryan Haxel** (golf, Southern Illinois University Carbondale) and **Ellie Huffman** (softball, St. Louis University).

Seventh grader **Samantha Lombardo** had great success at the American Quarter Horse Association national competition in Columbus, Ohio. After a year of training, she scored 4th place in the nation (in her age division). She was also awarded 3rd in the nation for the NSBA, another sanctioning body. She competed against 45 of the top riders in the country, many of whom were champions in their own region. Samantha has been a competitive rider since age 3. Her father Michael Lombardo says making it to the finals at the National Congress has always been one of his daughter's goals, and to place in the top five was "the icing on the cake!" He says, "We are so blessed and grateful that Westminster has been supportive of her passion. We greatly appreciate the support that the faculty has provided."



Girls' golf state champions



Seventh grader Samantha Lombardo

Faculty

The following faculty members began teaching at Westminster in August 2011; due to their date of hire after the Summer 2011 Chimes publishing date, they were not included in that issue. We are blessed to have them as members of the Westminster faculty!

Kaitlin Lehde – Part-time Middle School Special Services. Kaitlin graduated in May 2011 from North Park University in Chicago, IL, with a B.A. in Elementary Education and a minor in English. She earned her Illinois State Certification in Elementary Education (K-9) Endorsement in Language Arts and completed coursework for Special Education Approval. While at North Park University, Kaitlin was co-captain of the Women's Rowing Team and named All-Conference Athlete of the Mid-Atlantic Rowing Conference. She is fluent in spoken and written Spanish.

Robert Murphy – Part-time Upper School Math. Robert earned a B.A. in Music and Composition at Western Washington University in Bellingham, WA, and is currently pursuing a Master of Divinity degree at Covenant Theological Seminary. Robert's education in mathematics includes a score of 5 on the AP Calculus BC exam and a perfect score of 800 on the math section of the SAT. He has 15 years of experience in informal mathematics tutoring. Robert attended Seoul Foreign School in Seoul, South Korea, for 9 years, where he skipped two grades of math and tutored other math students during his senior year in high school.

Westminster Partners With Czech STO Jazz Orchestra

The relationship between Westminster and the Czech STO Jazz Orchestra began in the spring of 2011 when the Westminster Chamber Choir and Orchestra traveled to the Czech Republic to perform in a variety of venues.

During their visit, the Westminster choir and orchestra played for and with the

STO Orchestra, a product of a large music conservatory in Prague that is run by the brother of Michael Sust, pastor at Harvest Bible Chapel St. Louis and friend of Westminster Christian Academy. Sust grew up in the Czech Republic and coordinates music tours for U.S. students overseas, as well as Czech students in the U.S.

Westminster Band Director Hugh Jones says the Westminster students enjoyed the camaraderie of the Czech students while on the trip. "Our students loved performing with the Czech fine arts students despite the language barrier," says Jones. "They all share a common love of music, a universally understood language!"

Head of School Jim Marsh says the group's visit to Westminster in October was a prime example of Westminster's vision for global partnerships. "We are grateful for the opportunity to partner with the Czech STO Jazz Orchestra in an effort to expand our global awareness at Westminster Christian Academy and expose our students to people from other cultures and nations," says Marsh. Jones adds that the STO Jazz Orchestra's visit presented an opportunity to cultivate an outstanding international relationship. "We

want to maintain that connection for years to come," says Jones.

Westminster Hosts International Dinner

In the fall, Westminster hosted a potluck dinner to celebrate its international students, host families and the team of students and teachers that traveled to Seoul, South Korea, over the summer to help teach a summer English camp at Westminster's sister school Saemmul Christian Academy. The evening included a welcome from Head of School Jim Marsh and Head of Upper School Jim Sefrit, a short program, discussion about host families and a slide show with pictures from the summer camp. Attendees participated by bringing different international dishes to share.



Our Czech guests tour Westminster's campus

PAW Korea

In July 2011, Westminster's sister school Saemmul Christian Academy in Seoul, South Korea, launched a parent organization named and modeled after Westminster's parent organization, Parents Advancing Westminster



(PAW). The group is comprised of 25 families whose children are international students at Westminster.

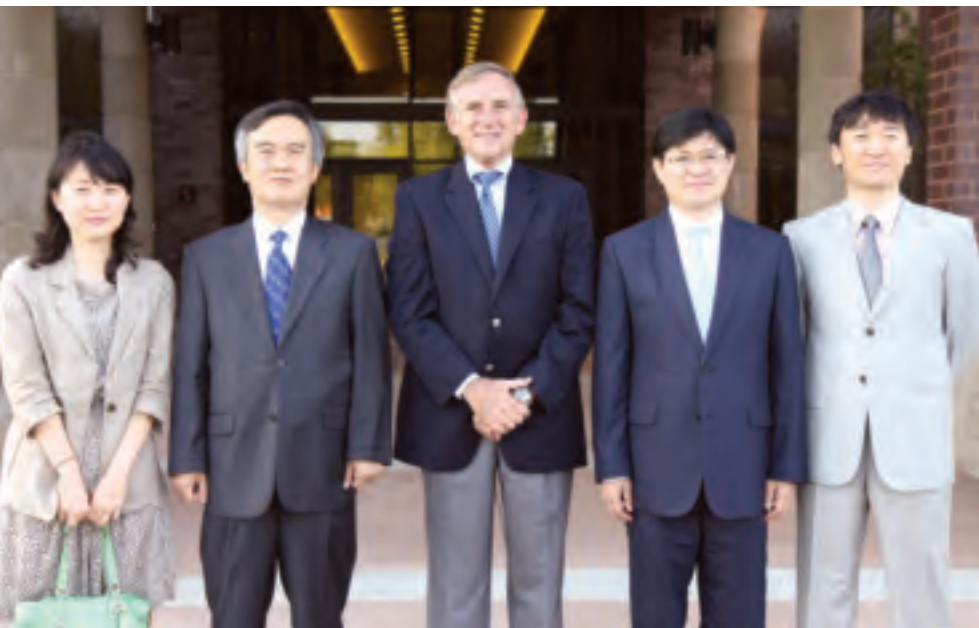
Westminster's Director of International Programs Dani Butler created the program, called "PAW Korea," after learning that some parents of these Korean students desired a means of participating in the Westminster community. During a trip to Seoul, Butler hosted a luncheon to appoint officers for the group.

PAW Korea will coordinate an annual fundraising lunch to benefit Westminster's capital campaign and plans to replicate Westminster's annual Andy Benes Golf Tournament at Saemmul Christian Academy.

Butler provides the group, which meets once a month, with weekly updates of Westminster news and events.

"The parents enjoy getting together and sharing stories about their children," says Butler. "They now feel that they are truly part of the Westminster community."

This year, PAW Korea donated \$1,000 to purchase the artistic sign – which reads "Welcome" in various languages – in the school's Grand Entry. The sign represents Westminster's global perspective on Christian education.



From top: "Welcome" sign donated by PAW Korea; administrators from Saemmul Christian Academy visit Westminster annually

Westminster campus construction awarded Project of the Year by Metro St. Louis Project Management Institute

Westminster Christian Academy was awarded the Project of the Year award by the Metro St. Louis Project Management Institute at the third annual St. Louis celebration of International Project Management Day on November 3, 2011. The award was given to Westminster Christian Academy for completing the project one year ahead of schedule and \$1.3 million under budget. Brinkmann Constructors was the general contractor. Other award winners included Washington University School of Medicine, Ameren and Scott Air Force Base.



Charles Waldron and Andrew McDonell accept the Project of the Year award

The award is given in an annual presentation by the Metro St. Louis PMI Chapter for a project that was finished on or before its scheduled completion date and within or under its budget. The project is then submitted to the PMI global organization for consideration for their Project of the Year award.

Charles Waldron, buyer's representative from Westminster, and Andrew McDonell, project manager from Brinkmann Constructors, accepted the award.

save the date

18th Annual Andy Benes Golf Tournament

Be a player.
Be a sponsor.
Just be there.

JUNE 11, 2012
THE COUNTRY CLUB OF ST. ALBANS

The *truth* Behind an Excellent Education

When a Christian family desires to send their child to a Christian school, they might consider a number of factors: whether the school integrates biblical teaching, has a strong academic program, and perhaps, depending upon their student's interests, whether the school has dynamic athletics and fine arts departments. A commonly held belief, however, is that sending a student to a Christian school means sacrificing a high-quality academic education. The reason that Westminster Christian Academy is a world-class Christian school – with an outstanding academic program – is *because* it is a Christian school, not in spite of that fact.

Head of School Jim Marsh has often said, "Education is at its best when the

power and truth of God's word are at the heart of its teachers, families and students." Faculty collaborate continually and seek ongoing professional growth opportunities in order to become better educators of their students. Striving to set a godly example, teachers not only take an interest in students' understanding of course material, but also in students' development and application of Christian character. Consequently, often when alumni are asked what they remember most about Westminster, their response will likely reflect a deep respect for their teachers.

We at Westminster want to be an example of excellence, with committed lives of love and service to our Lord, as well as an example of a school that

reflects the diversity of the kingdom of God, with individuals "from every tribe and language and people and nation" (Revelation 5:9). Striving to meet the needs of every family, Westminster has a program of such quality that it can help the most gifted, most talented, most exceptional students achieve with the greatest of success; equally, the school can serve students with a particular disability, learning difference or behavioral struggle and see them achieve at their own highest level. The curriculum provides an academically diverse student body with knowledge in the traditional liberal arts and the skills and wisdom to apply that knowledge, and teachers are committed to designing and employing creative teaching strategies to meet this goal.



In the Middle School, for example, the 7th and 8th grade teams – each made up of the grade's core course teachers – meet daily to collaborate on teaching strategies, as well as items such as the week's assignment agenda, special events and students' academic needs in order to best help them individually. During this time, teachers are able to brainstorm and develop non-traditional structures for learning, such as "Day at the Movies," a class-wide event in which students choose from a selection of movies, shown in various classrooms one afternoon, and then later

Our Educational Objectives

Westminster's educational objectives illustrate the rationale behind all that we do to fulfill our vision to prepare and equip more young men and women to engage the world and change it for Jesus Christ. A Westminster Christian Academy education will encourage students to:

- Respond personally to the gift of salvation
- Develop a biblical value system that guides decision making
- Develop individuality and self-acceptance based on God's grace and truth alone
- Accept and appreciate all people as God's image-bearers
- Recognize, embrace and participate in the interpersonal relationships within the community
- Develop basic competencies and applicable skills in theology, sciences, physical education, humanities, foreign languages and practical and fine arts
- Become lifelong learners
- Participate in cocurricular activities with tenacity, poise and perspective
- Participate in interdisciplinary activities, recognize the interrelatedness of the disciplines, and synthesize the disciplines for themselves
- Seek God's plan for their lives and follow God's leading in education, career choices and lifestyle
- Demonstrate responsible stewardship of time, talents and resources
- Respect and enjoy God's creation
- Influence our culture, as redemptive agents in a fallen world, by applying God's standard of truth and grace.

discuss themes and takeaways in their Bible classes and via an online forum. This type of collaboration also allows for the planning of creative projects across different subjects or classes in the same subject, such as when two algebra teachers collaborate on a project involving the construction of cardboard boats, based upon a mathematical prototype, to be tested for buoyancy in the school swimming pool.



Seventh grade Bible teacher and team leader Deana Vandegriff says that in addition to allowing for planning time, these daily collaborative meetings also ensure that all of a student's teachers remain on the same page. "It's a time for us to establish systems to support and improve middle school academics across the board, and as a result concentrate our energies on the curriculum itself," says Vandegriff. "It also presents a daily opportunity to pray for the students and for one another."

Because our faculty are integral to maintaining an excellent academic program, we continue to invest in our teachers through leadership development, professional learning communities – which encourage collaborative learning – and new structures and programs. The Center for Teaching and Learning is a new structure under the leadership of Academic Dean Dr. Scott Holley that is a resource available to teachers for the ongoing development of high-quality teaching and professional

growth. Here, Holley shares about the rationale behind The Center for Teaching and Learning:

When my wife and I decided to send our three children to Westminster Christian Academy, we were moved to do so both by our prayer that our kids embrace a Christian worldview and our desire that they receive the best education possible. And our hopes were largely realized; all three of our children were challenged academically and were mentored by engaging, humble Christian adults who daily lived out and articulated their faith in ways that connected to the lives of our kids. Our children received a terrific education because they were instructed by terrific teachers who loved Jesus Christ and who sought to make Him known to their students. Each of our kids can point

to multiple teachers who not only taught them well but loved them well too. Those teachers were a gift to our family and are the lifeblood of this school.

Our experience with the quality of the teaching staff here is not unique. It is self-evident that the influence of a single teacher in the life of a student can be profound. All of us recognize that teachers serve as powerful role models and mentors for adolescents, but the bottom line for educators is not simply that they offer good advice to their students or set a positive example; instead, teachers must also actually be able to teach so that students really learn, for it is in the daily routine of the classroom that teachers can awaken or discourage the inherent gifts that each student must build upon if he or she is to become an adult passionate about

using those gifts effectively at work and in service to both his/her family and the broader community. Westminster will be the school we all want it to be only if our teachers are actually able to teach.

Robert Marzano, one of the preeminent authorities on the learning process, has pointed out the critical difference good teaching can make in the life of a student:

A student scoring at the 50th percentile who spends two years in an average school, with an average teacher, is likely to continue scoring at the 50th achievement percentile. That same student, having spent two years in a “most effective” school with a “most effective” teacher, rockets to the 96th achievement percentile. The converse also holds: if this same student spends two years in a “least effective” school with a “least effective”



teacher, that student's achievement level plunges to the third percentile. Because schools can have such a significant impact on student achievement, it is critical that they put into place policies and practices that support students' learning.

One of the "policies and practices" new to Westminster this year is the Center for Teaching and Learning. Recognizing the impact that excellent teachers can have, the school has established this Center to challenge every Westminster teacher at whatever level of expertise to grow as an educator. Staffed by Scott Holley, Academic Dean, Cindy Zavaglia, Director of Staff Development, Chris Knerr, Director of Experiential Learning and Scott Vonder Bruegge, Director of Technology Learning and Integration, the Center is designed to help our teachers better understand the school's Philosophy of Pedagogy and Philosophy of Curriculum and put both into practice. To make that happen, the members of the Center have observed each of the new teachers multiple times this year and have met with them to debrief their observations. The Center has also asked each teacher in the school to read *Focus* by Michael Schmoker, a book that suggests a simple, practical methodology relevant to all disciplines. The goal at all times is to help each teacher get better as they thoughtfully consider the science and craft of good teaching that helps students learn.

By giving teachers a place where they can mentor and be mentored, encourage and be encouraged, and challenge and be challenged, the Center provides a venue where veteran teachers and those new to the field can learn together. And by doing so, they can become the kinds of teachers who are role models and mentors, to be sure, but are also experts in their craft for the sake of their students' futures. That's our hope, that's our dream, and that's the kind of school all Westminster parents want for their children.



Christian and World-Class: Our Academics

Innovations in education help us to prepare and equip our students to become difference-makers for Christ.

At Westminster Christian Academy, world-class academics coupled with a strong worldview has always been our goal and is fulfilled, in part, through programs that enhance the educational experience – programs such as the English Department's practice of teacher-student conferencing and We the People, which promotes civic competence and responsibility. New programs that appeal to students with particular academic interests – such as Students and Teachers as Research Scientists (STARS), Junior Engineering Technical Society (JETS), Math Club and Scholar Bowl – are continually taking shape. And the new campus that God has provided for us in Town & Country offers incredible opportunities for such innovations. This year, we have already implemented cutting-edge professional growth experiences for our teachers through the Center for Teaching and Learning, in which master teachers are mentoring and helping young and veteran teachers to stretch their pedagogical knowledge and practice. State-of-the-art technology is enabling our teachers to better serve our students and prepare them for the rapidly changing world they will face. Experiential education and global partnerships are preparing students for productive, transformative lives. And, exciting new programs and curriculum focused on science, technology, engineering, and math are being planned for the future.



The JETS Robotics Club design teams recently completed the assembly of two robots that they will race in preparation for the FIRST robotics competition this January.



SEMINAR

The weekly Seminar Period, new this 2011-12 school year, educates students on important topics, not taught in core subjects, which will help prepare them for life as adults. Seminar is designed to provide students a change of pace, a learning opportunity and a chance for growth. It gives students and teachers an opportunity to learn for the sake of learning in a less-formal setting than a traditional classroom. Some Seminar offerings this school year include:

- Study Skills (freshmen)
Purpose: To broaden and develop students' study skills to increase their opportunity for success
- Oral Presentations (freshmen)
Purpose: To develop students' communication in both group discussion and public speaking venues
- Navigating Relationships (freshmen)
Purpose: To help students explore the mistakes many adolescents make in dealing with friends, parents and members of the opposite sex
- Exploring Economics (sophomores)
Purpose: To equip students emerging into adulthood with tools to be a responsible consumer; understand incentive structures and make important financial and political decisions
- Media Literacy (sophomores)
Purpose: To teach students to critically analyze and evaluate the media through a Christian worldview
- Planning Your College Road Map (juniors)
Purpose: To prepare our juniors for the college application process
- Issues of Faith and Science (juniors)
Purpose: To further develop a biblically-based understanding of the relationship between the Christian faith and modern science



Students on the New England Summer Seminar Program sailed the waters near Marblehead, Mass. where the early settlers entered as they approached the New World.

EXPERIENTIAL LEARNING

Westminster offers Summer Seminar courses to students to provide meaningful experiential learning opportunities outside the traditional classroom. Designed to integrate activity, curriculum and community, summer seminars offer students the opportunity to learn in a variety of locales, from the historic battlefield towns of the Civil War to a selection of cities around England. Westminster biblical ethics teacher Larry Hughes shares his reflection of the 2011 Summer Seminar in New England:

This past June, a community of students and teachers traveled to New England to get a “sense of place” – that is, a sense of where our nation began and of the many ideas that such a small area of the country has spawned. Reading John Winthrop’s sermon, famous for describing the new country as “a shining city on a hill,” helped us to see some of the oldest settlements of our country in a newer light, as many of the founders consciously sought religious freedom. In a somber mood, we sat outside the graveyard where those falsely accused and condemned of witchcraft were buried, as we read of the Salem trials. Further, it was interesting to hear of Judge Samuel Sewall’s apology over the trials, the only person ever to apologize and confess his own sin and fault in the affair. Swimming, literally, in the solitude of Walden Pond and its beautiful silence, we wrote poems while we could hear our own voices and minds. We smiled and rejoiced in the love of the Hawthornes, as we read poems inscribed into glass with her diamond. In such a small area of our country, we reveled in the richness of hopes, thoughts and creations, the beauty and sadness, a sense of place.





THE MIDDLE SCHOOL PROGRAM

Written by Head of Middle School Steve Hall

The middle grades are quite exciting. Part of the wonder of this time in young adolescents' lives is found in the emergence of powerful interests, skills and talents. In clear and distinct ways, every student begins to recognize his or her uniqueness and individual qualities. Simply stated, students spend each day waking up to the reality of how special God has created them to be.

As you might imagine, the Middle School seeks to take the most highly motivated learner and spur him/her on to new heights. Within our program, this may be expressed in the form of advanced mathematics and advanced language arts classes, committing to learning a foreign language, or participating in the Junior Engineering Technical Society with upper school students. Students may choose to complete a challenging project within our Independent Inquiry (I²) program, which offers independent learning opportunities in every core class designed to promote thoughtful inquiry and research, critical thinking, synthesis and analysis, logical and biblical expressions of understanding, and effective communication.

Others discover their passions through the many fine arts opportunities available to middle school students. Drama class and middle school plays allow for those longing to perform to do so on stage. For others, the stage is the place to sing, play an instrument or practice the skills taught in musical theater class. Still others seek to produce works of art to be displayed throughout the campus.

Yet the truth of the matter is that no middle school student – in fact, no human being – is one-dimensional. A student's gifts and talents will be utilized and discovered throughout his/her entire school (and life) experience. Students' success and the joy they find in learning are our chief concerns. Daily teaching team meetings help teachers to assess and evaluate

the strengths and needs of every student. Through Advisories and Academic Lab, our students are monitored, encouraged and guided toward academic success.

In the meantime, our students are trying to navigate life experiences that the adults in their life never encountered at their age. The 21st century digital age is a reality, and it should be actively pursued. It is imperative that our students grasp the usefulness and powerful impact of the digital tools of this time in which we live. Within the Middle School, every student is taught the foundational technological skills associated with computer usage. However, this is done in the context of core classes and along with authentic classroom assessment. Students are asked to respond and to demonstrate knowledge to teachers and classmates via online forums. Google applications are used throughout the curriculum to create documents and multimedia presentations, which may be shared within the context of appropriate social media sites. Westminster is assessing the foundational principles of communication and problem solving within the context of 21st century skills.

A strong educational program full of opportunities for every learner will fall short without one key ingredient: impactful relationships. When strong bonds exist between family and school and students and teachers, as well as among teachers, educational practice finds itself in fertile soil and enables us to equip students with the skills and knowledge to impact the world around them. Westminster teachers know, pray for and talk with their students. Lessons are planned creatively in order for students to see the wonder of God's world. Schoolwork is challenging because God has called all of us to the difficult yet awe-inspiring task of making an eternal impact. In all of this, our students recognize that they are surrounded by a body of people that love and care about them deeply, as this is how our Lord intends for brothers and sisters in Christ to live life with one another.

The middle school academic program is committed to providing every student the knowledge and wisdom necessary for them to pursue the things of life that glorify God. We passionately seek to inspire students to take on incredible – and sometimes difficult – tasks as a reflection of their commitment to Christ and, by extension, to others. And we are relentless in combining our students' skills, abilities and talents with knowledge and commitment to change this world for Jesus Christ.



TECHNOLOGY INTEGRATION

An ever-present reality of the 21st century, technology permeates our lives in more ways than we realize on a daily basis. And at Westminster, technology is truly infiltrating education. Teachers work to remain faithful to the curriculum but deliver it in an effective, efficient manner that connects with today's digital culture, piques students' interests and stimulates learning.

This school year, more Westminster teachers have begun to utilize Google Docs, which allows one to create different types of documents, work on them with others in real time, and store them – along with any other files – all online. Thus, a student has the ability to work on a project under a teacher's guidance at school, save it on this "cloud," and access it again on his home computer that evening. This system, while still being fine-tuned, has thus far provided a number of organizational and collaborative benefits for Westminster teachers and students.

Furthermore, imbedded technology skill development has been implemented into the curriculum to teach students how to better utilize the technological resources available to them. In the middle school grades, students' Bible classes serve as the "hub" for technology skill development; in ninth grade, these new proficiencies are taught and applied in history. Seventh grade students, for example, may record a podcast on godly leadership for an imaginary Christian radio show, rather than writing what used to be a leadership essay. Similarly, a freshman in his history/communications and technology class may have once written a paper

to display his or her understanding of foreign policy; now, such historical concepts present the opportunity for students to learn valuable technology skills they can apply to present the material in a creative way that helps facilitate understanding of the concepts. They may then take those skills and apply them in their other classes, as well. In the older grades, project-based classes such as Video Storytelling and Digital Print Design help to further develop skills our students will need in this interactive, digital world.

WESTMINSTER'S "TECH PILLARS"

Just as students in the Athletic Department strive to exemplify the 10 Athletic Pillars, the Business, Communications and Technology Department has established the following guidelines for Westminster students learning in a digital world:

1. Honor Jesus Christ in our digital footprint (a permanent record of where we have been and what we have done on the Web).
2. Approach the digital platform with authenticity; do not pretend to be someone else. One's identity does not change in the online world.
3. Protect your digital property and privacy. Do not create temptation for others.
4. Do not use or possess digital property without the owner's permission.
5. Use wisdom and discernment when participating in online social networks.
6. Be an encouragement to others; we do not use the Internet to tear down our peers.

INNOVATIONS IN THE SCIENCES

Westminster has experienced a significant amount of change throughout the first semester at our new campus, and we continue to become “better before bigger,” improving in all that we do for the sake of fulfilling our vision. The educational experience – defined by a strong academic program permeated by a Christian worldview – is strengthened by programs that enhance the teaching and learning environment and build community. One such program, Junior Engineering Technical Society (JETS), is quickly piquing the interest of more and more upper school students. Established during the 2010-2011 school year to provide Westminster students with the structure and support that they needed to share and enjoy their individual scientific pursuits, JETS operates as a large club that includes many smaller specific interest clubs such as robotics, ballistics and structures.

Senior Jonathan Bopp was a founding club member. “During my freshman year, I would often spend a portion of my lunch period

in [physics teacher] Mrs. [Lisa] Harding’s classroom discussing topics that interested me, from mechanics and cool robot videos to physics-related questions,” says Bopp. A couple of years later, Harding had worked to gather a group of students who shared a common interest in science to start a club with one simple goal: “We just knew we wanted to design and build things!” says Bopp.

JETS experiments have ranged from testing the power of a cannon built by a club member to designing a backpack to help physically disabled individuals maneuver stairs. This year, JETS formed a “daughter” club called the Robotics Club, members of which recently finished designing two robots that they have programmed to race in a challenging obstacle course in preparation for the FIRST robotics competition this January. This process, in part, is meant to teach the students to effectively work together to accomplish a goal.

Bopp says he has had a lifelong desire in physics. “I just want to apply my knowledge in the real world and confirm the order of the

universe that God has designed,” he says. “I hope the club continues to generate interest in the Westminster community and, more importantly, that it simply continues to unite students who share a common interest and want to discuss their ideas and learn new things,” says Bopp. Prayerfully, Westminster’s future will include many more programs and clubs like JETS, supporting students who have an enthusiasm for learning and a desire to make a difference.

PROJECT LEAD THE WAY (STEM)

STEM, an acronym for “Science/Technology/Engineering/Math,” is an initiative being considered for future implementation in which project-based learning will allow students to develop critical thinking skills through hands-on learning, preparing them for real-world challenges. The curriculum will expose students to an even broader range of subjects, such as robotics engineering and research courses in the Science Department.



Student scientists of Junior Engineering Technical Society (JETS), a club that provides students with opportunities to learn, apply and enjoy science outside of the classroom, use liquid nitrogen to make ice cream. During this JETS meeting, students also used the liquid nitrogen to dramatically cool ordinary objects to very low temperatures. “It was fun and interesting to learn how and why the properties of the objects changed,” says club leader Lisa Harding. “The super-cooled objects (onions, bananas, racquetballs, flowers and marshmallows) all shattered when dropped!”

Defining Moments for Westminster

During a critical time for our school, we trust God to empower His people to do His great work.



Written by Director of Advancement Zach Clark

“Believe for great things of a great God. Remember, whether you do so or not, great are your responsibilities. There never was a more restless time than now. What is being done today will affect the next centuries, unless the Lord should very speedily come.”

Charles Spurgeon

I don't think I'm alone in the tendency to feel that God is working most when things are at their best.

It's easy for me to see God's marvelous handiwork in the achievement of goals and the completed construction of our beautiful new campus. It's more difficult to see God's beautiful work in the tough challenges that go along with a big vision for the lives of students in a school that bears His name. If the work of teachers, coaches and staff at Westminster is divinely empowered in the lives of students and families, then it is eternally significant. But, our Lord has promised, through His Word, that we can expect both amazing successes and stern challenges.

We are defined by how we respond during the challenges of our times. We most identify with Christ during those moments when we struggle and see His power displayed through weakness.

This year we've seen all the remarkable blessings and opportunities presented by



our new campus, but it has also been a year of great challenges. I ask you, dear reader, not to grow weary in praying for Westminster, supporting our vision and walking with us into the future.

As 2010 came to a close, we saw God work miraculously through the Westminster Christian Academy school community to reach a milestone of \$20 million in pledges for the capital campaign. We needed to reach that goal to continue construction



on our new campus, save millions in construction costs and complete the new campus for the start of school in August.

In January 2011, we began work in earnest to prepare for the transition to the new campus. We also began communicating with our community the need to see pledges fulfilled through cash giving by year end.

We established a goal for this calendar year of \$6 million in cash giving, which would enable

unexpected. We projected a cash gap between the \$35 million borrowed and the cash needs this year and didn't believe that we should borrow more than \$35 million. Pledges at some point must turn into cash, and it's always difficult to predict how quickly they will do so. We knew this would be another step in the faith journey for Westminster.

At the time of this writing, \$2.6 million is required to fulfill this year's cash goal, needed as soon as possible, or by December 31, 2011.



No tuition dollars have ever been used to provide for facilities and major expenditures at Westminster. It is parents giving above and beyond tuition, former parents continuing to give long after their children have graduated, and the gifts of alumni, grandparents and so many others who God has used to provide each campus that housed Westminster - even up until today. People who most of us will never know were used by God to provide a place for today's students to have the opportunities found within our new campus.

us to pay for construction and be in a strong financial position moving forward.

We began the year with \$15 million in outstanding pledges and a construction project that required \$6 million in cash beyond the amount we had borrowed. This was not

It is impossible to overstate how important giving is to the long-term health and sustainability of Westminster Christian Academy. The financial model of our school is such that tuition drives the day-to-day operations, and giving provides the facilities and opportunities for us to be strong and dynamic in the future, improving year after year. This year, we are faced with a



special critical need because our last construction bills are now due, and our ability to pay them is addressed by people giving now.

These are questions that propel us forward through both successes and challenges: “Why has God brought us to this point? Why has He thus positioned Westminster in the St. Louis area, for such a time as this? What might He be doing in the lives of students today, to

provide transformational leadership in the world tomorrow?”

We believe that should be moving forward together with dynamic motivation to explore what God has for us. With increasing faith and hope, let’s go forward together, trusting God to empower His people for His work for every challenge and opportunity.

thewestminstervision.com

TheWestminsterVision.com is designed to be a platform to explore and share the impact of investments made in Westminster through the generous giving of many people over many years. We want to be able to provide a picture of where we are headed long-term as a school and the specific steps we are taking to get there.

Westminster’s school vision is not a vision for buildings and programs, but it is a vision for our graduates – “to prepare and equip more young men and women to engage the world and change it for Jesus Christ.” If this is our vision, then a key question is: “What does it take to achieve such a vision for students?” We want to use videos, photos and posts from contributing writers on TheWestminsterVision.com to help people focus on specific steps we are taking to innovate and become better every year as a school, while at the same time catch an authentic glimpse of what our graduates are up to, years after leaving Westminster.

We hope the site will provide people with an up-close look at some of the things we are working on as a school through authentic dialogue via video or writing. School communications can too often become like a sort of digital marketing brochure. We

want to provide a place where people can really hear the heart of a teacher as he or she describes what he or she is working on, or a special experience he or she shared with students. We want to put a spotlight on alumni, not just those who have achieved some sort of extraordinary success, but also those alumni you’ve never heard of who are living ordinary lives in an extraordinary way as they live out their faith. We want to showcase students and some of the projects they are doing and their dreams for their future.

We are just getting started with TheWestminsterVision.com, but we are hoping that with this focus, more great content will continue to emerge.

We encourage you to visit the site every week. New content is continually being added with a broad range of appeal to different people at different stages of the Westminster experience (current parents, former parents, alumni, grandparents). We also encourage you to share the site with others. We’ve made it easy for you to share the content you are most interested in via Facebook, Twitter, email and other great social tools. We will continue to keep you informed about the specific financial goals of the school for your consideration as you pray and give.

Class of 1985

Debbie Chatfield Welcher (member of the Class of 1985) and her husband Randy currently live in Des Peres. Debbie owns Chatfield's Bridal Boutique, and Randy works at Wells Fargo.

They have two children, Cole (8) and Sydney (10), and attend St. Louis Family Church.

Class of 1986

Kristen Pelster Crutchley testified about the importance of including the language "social, emotional and character development" of students in the Reauthorization of the Elementary and Secondary Education Act at a Senate Briefing in Washington, D.C. in May. She was a keynote speaker at the U.S. Department of Safe and Drug-Free Schools' National Conference in Washington, D.C. this past August. Kristen is the principal of Ridgewood Middle School in the Fox C-6 School District.

Class of 1995

Sandra McCracken returned to Westminster during Wildcat Weekend to perform a concert with husband Derek Webb on October 14. More than 350 students, parents, alumni and community members were in attendance. **Brett Allen** ('08) opened for Sandra.

Class of 1999



▲ **Becky Gilbertson** Webb and her husband Jonathan currently reside in Boone, North Carolina, with their two children Caden (3) and Baylor (1). In early June of 2012, the couple are expecting the arrival of their third child. Jonathan works for the Operation Christmas Child Project of Samaritan's Purse, and Becky is a work-at-home mom taking steps toward becoming a DONA-certified birth doula and childbirth educator, as well as obtaining certifications as a family herbalist; she hopes to educate women on their birth choices in order for them to have positive and

satisfying experiences. Becky is also a freelance writer and blogger about faith, health, birth and natural living on ourpeacefulhome.com and penniesandblessings.com.

Class of 2000



▲ **Blake Castle** and Kathryn Covert were married on June 11, 2011 at Blake's parents' home. The couple met at Patients First in Washington, Missouri, where Blake works as an EHR programmer/analyst and Katie is a medical assistant. The couple resides in Pacific, Missouri.



▲ **Lindsey Mahon** Nelson and her husband Lars welcomed their second child Peysli Fynn on August 20. Peysli weighed 7lbs., 7oz., and was 20 1/4 inches long. She was welcomed by her big sister Prestyn (3). The family lives in Gunnison, Colorado, where they own a construction company. Lindsey currently stays home with their two children.

Class of 2001



▲ **Colleen DeMaster** De Jong and her husband Michael welcomed their second child

in 2010. Abigail Dorothy (16 months) joined Jack Earl (3), and their newest addition is on the way! They currently live in Washington, Pennsylvania, just south of Pittsburgh.

Class of 2004



▲ **David Stair** and **Stephanie South** Stair ('05) were married on September 3, 2011 at The Kirk of the Hills Presbyterian Church. The bridal party included Westminster alumni **Brian Stair** ('07), **Kelley Schwartz** ('06), **Lauren Waeckerle** Hunter; **Amy Oberle** Schirmer, **Allison Reed** (all '05), **Stephen Kruse**, **Steve Vitale**, **Jon Wilkinson**, **Daniel Beldner**, **Courtney South** (all '04), **Donny Weir** ('02), **Kristin South** ('00) and **Joel Chapeau** ('94). They currently reside in Clayton, Missouri, while David pursues licensure as a professional counselor and Stephanie works as a registered nurse at St. Luke's Hospital.



▲ **Heather Schaper** Bateman and husband **Andrew Bateman** are living in Denver, Colorado, with their daughter Riley (2). Heather works at Sunrise Senior Living as a medication technician while she completes her degree in sociology. She will graduate in summer 2012. Andrew works at Whole Foods Market and plays hockey for the University of Denver while he pursues a degree in Sports Management.



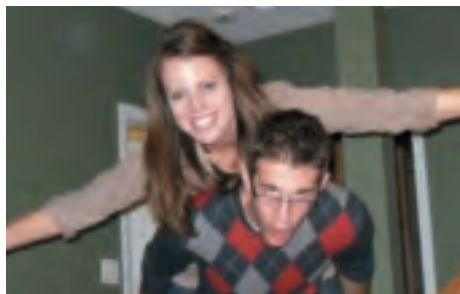
▲ **Abby Schnitzler** Evrard married Jimmy Evrard on March 26, 2011. Their spring wedding at Covenant Presbyterian Church was blanketed with six inches of snow! Abby currently teaches 4th grade at Twin Oaks Christian School, and Jimmy teaches 5th grade in the Wentzville School District. They live in Chesterfield.

Class of 2005

On October 22, **Mike Rohlfing** received a Mid-America Emmy Award for his work on a commercial for Gateway 180, a homeless shelter in downtown St. Louis. Mike shot and edited the Emmy-winning spot, which can be seen at mikerohlfing.com/gateway180.



▲ **Laura Mark** Bush and **Adam** Bush were married on November 6, 2010 at Central Presbyterian Church. The couple are graduates of Grove City College in Grove City, Pennsylvania. Adam is currently an MBA candidate at Washington University in St. Louis. Laura has her CPA license and works in assurance (audit) at Clifton Gunderson, LLP in Clayton, Missouri. Adam and Laura reside in University City.



▲ **Megan Petry** Raby has been married to her husband **Kenneth Lee Raby III** for two years. They live in Minneapolis, Minnesota, where Megan is a working toward her Master's in Speech Language Pathology at the University of Minnesota, where she does clinical work at the Minnesota Autism Center as a speech language pathology student. She recently received certification as a Mental Health Practitioner and is a behavior therapist at the Minnesota Autism Center. Lee is pursuing his Ph.D. in Child Psychology at the University of Minnesota. The couple attend Bethlehem Baptist in downtown Minneapolis where John Piper is the senior pastor.

Stephanie South Stair (See update under David Stair, Class of 2004.)

Class of 2006



▲ **Sarah McReynolds** Frick and **Kevin Frick** were married on June 19, 2010 at the Larimore House Plantation in St. Louis. The wedding party included Sarah's sisters **Amy Teepe** and **Julie McReynolds Joggerst** ('97), her brother **Brian** ('03) and his wife **Rosemarie**, as well as friends **Amanda Renaud** ('06) and **Kat Bear** ('06) and Kevin's brothers **Matthew** ('02) and **Paul** ('99). The couple currently reside in San Diego, California.

Class of 2007

Allison Thompson graduated magna cum laude as a University Honors Scholar from Auburn University in May 2011 with degrees in journalism and French. She is currently in her first year at Washington University School of Law.



▲ **Christopher Rojewski** and **Katie Woodhams** were married in the Cadet Chapel at West Point, New York, on May 22, 2011. The wedding party included **Ryan Blackwell** ('07) and **Joseph Nothum** ('06). The couple are graduates of the United States Military Academy at West Point. Christopher branched Combat Engineers and is stationed at Fort Leonard Wood, Missouri, for five months of Officer Basic Training (OBT). Katie branched Military Intelligence and is stationed at Fort Huachuca, Arizona, for five months of OBT. They will be stationed together late December at Fort Hood, Texas.

Class of 2008



▲ **Katie Mech** and **Michael Christianson** were recently engaged. Michael is currently a senior at Missouri S&T where he studies mechanical and aerospace engineering. Katie is a senior at Lindenwood University and is studying athletic training. They plan to be married on August 4, 2012.

Class of 2010



▲ University of Tulsa sophomores **Grace Johnson** and **Thomas Porter** were among ten students recognized during the school's homecoming as "Top Ten Freshmen" for the 2010-11 academic year. Both Johnson's and Porter's families were in attendance for the presentations.

Regional Director of Admission at T.U. Teresa Erker Bont says, "We're so fortunate to have each of these Westminster students as part of our Tulsa community!"

The Top Ten Freshmen were honored for their accomplishments in their first year at T.U. based on performance in the classroom and involvement in campus activities. These students automatically become eligible to apply for membership in Omicron Delta Kappa, the national leadership honor society for college students.



Blue (and White) Christmas

▲ If you are the first Westminster alumnus/a to correctly identify all alumni pictured above, you will win a \$15 iTunes gift card. Email your answer or guess to Emily Schnitzler, *Chimes* editor, at eschnitzler@wcastl.org.



Summer Flashback Answer

From left: Andrew Shaw, Jim Marsh, Mark Hearne, Marty Peters, Rich Van Gilst, Florence Lewis and Jim Drexler

CLASS REUNIONS



Class of 1991 reunion

The **Class of 1986** celebrated its 25-year reunion on July 16, 2011. **Mary Weber** Oglesby hosted class members and their families at her home during the day, and later that evening, the adult attendees gathered at Bar Louie in Kirkwood.

Members of the **Class of 1991** celebrated their 20-year reunion during Wildcat Weekend, October 14-15. They kicked off their reunion weekend on Friday evening at the home of Barth and Catherine Holohan before heading to McGurk's in Soulard. The class toured Westminster's new campus on Saturday morning and wrapped up celebrations Saturday evening with a dinner event at the Chase Park Plaza. **Meredith George** Hall prepared a photo DVD, which was shown Saturday evening and distributed to class members. Reunion organizers were **Kimberly Shallenberger** Cameron and **Holly Bergeson** Cunningham. More than 50 attendees were present for the weekend events.



Class of 2001 reunion

Members of the **Class of 2001** celebrated their 10-year reunion during Wildcat Weekend, October 14-15. Class members gathered at Westminster Saturday morning for a new campus tour and to enjoy Westminster's Carnival. The formal reunion celebration was held Saturday evening at Schlafly Tap Room. Reunion organizers were **Colin Chapell**, **Liz Burke** and **David Klinger**.

MOMENTS WITH MR. MARSH



SPIRITUAL PULSE



WILDCAT WEDNESDAYS



SEEING CLEARLY



TheWestminsterVision.com

illustrates Westminster Christian Academy's vision for the future through **stories**, **alumni snapshots** and **daily posts from contributing writers**. The site is designed as a platform to **explore** and **share** the impact of investments made in the Westminster experience now and in the future.



WESTMINSTER

CHRISTIAN ACADEMY

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We invite you to join us as we continue to celebrate our first year at our new campus!

If you have questions about any events, contact Kim Doyle at kdoyle@wcastl.org. We hope to see you this semester!

Upper School Winter Play: *A Company of Wayward Saints*: January 20-21

Spirit Week: January 30 - February 3

Spirit Week Community Night: February 2

Improv Nights: February 10 and 24, March 9, April 13 and 20

Festival Concert (Middle and Upper School): March 6

Spring Musical: *Joseph and the Amazing Technicolor Dreamcoat*: May 3-5

Spring Concert (Middle and Upper School): May 8

18th Annual Andy Benes Golf Tournament: June 11

Campus Tours: Visit www.wcastl.org to schedule a tour.



clockwise from bottom left: Sandra McCracken concert, International Dinner, Wildcat Weekend, Leadership Retreat