

# We & Thee

Carolina Friends School

Summer 2008

## What Does a Focus on Global Citizenship Really Mean for CFS?

by Kathleen Davidson, Admissions Coordinator

Over the past year, the entire CFS staff has been asking exactly that question.

We have been engaged in a self-study, of our own initiative and design, focusing on how we can best prepare our students to be responsible global citizens. With the School's 46-year legacy of a strong commitment to social justice, we've been questioning how this commitment has kept pace with changes around us, particularly in the context of social and environmental globalization.

Our self-study work has focused on our primary task: the daily practices of teaching and learning. We began by imagining what responsible global citizenship looks like, relative to "the citizen within," "the citizen as steward," and "the citizen making connections." We envisioned our goal as nurturing individuals who would model hope, take



Upper School students on the Trinidad end-of-year trip

photo by Elise London

bold action, and be ready to inherit the human and environmental challenges of a globalizing world.

So what does preparing students to model hope and take bold action mean for daily life at CFS?

Early on, we identified four salient areas of investigation for our self-study: multicultural awareness, modern language learning, environmental stewardship, and technology. We selected action research as our methodology because of its thoughtful, practice-based nature.

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*From the Principal*

## Ah, Summer Time ... My Time to Reflect

by Mike Hanas

Summer's here, and I'm wondering.

I'm wondering: What's on your reading list? (My children are now groaning, "Are you talking about reading again?") Will you have the opportunity to travel? Where will your head and heart take you this summer?

I do love to read, and I've already conceded that I won't get through the pile I've built (and continue to build), but I hope that's what "extensions" are for (as long we get started!). It's the most eclectic pile I've built, but, happily, the more I read, think and learn, the more I'd like to know. It feels good to be curious.

I'm also feeling reflective. I always do as the

school year comes to a close and I begin to write for the summer edition of *We & Thee*, and I recognize this year my reflections leave me feeling particularly emotional.

Emotional because this year's graduates include some of the students with whom I've worked most closely and from whom I've learned most deeply. Students with whom I have read and written, confronted challenges and solved problems, shared experiences of silence, and, yes, danced. Along the way the CFS Class of 2008 has reminded me that it is possible to be profoundly generous and to expect of oneself and others a great deal; to

face life-threatening challenges and what others might deem hopelessness with the courage of an open heart and will to engage; to look more closely and see even the details more often left unnoticed; to build community and create collaboratively in ways that genuinely move others. I will miss them.

Emotional, too, because my daughter has completed her Middle School years, prepared herself to rise to the Upper School, and reminded me that education at its heart is about one human being exploring with other human beings what it means to be human. Good and, yes, difficult work.

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# Congratulations to the CFS Class of 2008



On June 9, 2008, Carolilna Friends School held a Meeting for Worship with Attention to Graduation, in which diplomas were awarded to 44 graduates, the largest class in the School's history. Eleven grads have been at CFS since Early School. The class represents diversity of many kinds and includes individuals from Afghanistan, Korea, Nicaragua, and Rwanda. The members of the Class of 2008 (in alphabetical order) are:

Najia Babak  
Kyle Andrew Bell  
Kaitlin Berger-Jones  
Chelsea Marie Birchfield-Finn  
Rebecca Danielle Bronson  
Sarah Simmons Butters  
English Grey Clemmons  
Marlon Antonio Cohn  
Sefton Charles Dennis  
Jessica Veronica Downing  
Erika Hyde Enslinger  
Eliza McClellan Pentecost Farren  
Sara May Eleanor Gabrielson  
Winslow Tyler Hall  
Sören Adrianus Harmsen

Callum Jack Harper  
William Reynolds Harris  
Aku-nna Josephine Hinton  
Anna Aliza Jaffe  
Teresa Chiosso Kenlan  
Alison Hall Kibbe  
Michael John Kiehart  
JiEun Lee  
Kevin Barrett Lee  
Louise Vedder McDonald  
Carson Reid McMurray  
Levi Walden Dyer Mines  
Samuel Reid Miron  
Nate James Moten-Tolson  
Allison Nalley

Krista Anne Nordgren  
Alia Kathryn Olson  
Mary Holland Song Rausher  
Timothy Diffin Renkow  
Andy Rose  
Nathan Gorham Schweke  
Didier Munezero Senga  
Samuel Jacques Shearer  
Cameron Drake Douglas Siceloff  
Joshua Snow  
Rebecca Elaine Tate  
Virginia Thomas  
Darius Jerome Watson  
Anna Jaffe Wilson

# One of Many Moving Tributes

Dear Carolina Friends School,

There is a Grateful Dead song called "I Will Take You Home" that one of the members wrote to his baby daughter. My dad always used to sing it to me when I was little. There was a line in it that went: "You can't get lost when you're always found."

You found me when I was three years old, and ever since then I have never been lost. Every time I change, you rediscover me; every time I begin to lose sight of myself, you help me to see more clearly. Not only have you never allowed me to feel lost or alone, but you recognize that the truth is continually revealed, that my identity is dynamic and not stagnant, and therefore you strive to find me over and over and over again. So how do I say goodbye to a community that has never allowed me to feel lost, that has never allowed me to feel alone? How do I say goodbye to a community that has seen me so vividly, loved me so relentlessly, and shaped me so profoundly?

I think that the answer is that I can't, and that I won't. Indeed you are done finding me, but it is now my turn to find you. You will not be directly before me any more, I will not be able to find you every morning at 8:30, but I will constantly be finding you within myself. I venture forward comforted by your love, humbled by your commitment, and strengthened by the values you have taught me.

I suppose that graduation is a time when a student leaves a school. But I know that I will never leave Carolina Friends School, and I know that Carolina Friends School will never leave me. I know that I will continue to rediscover the ways in which your teachings resonate within me for many years to come. I will find you every time I think deeply, feel intensely, or care profoundly. I will never be lost, and you will never be lost. I thank you for that. And I love you.

*Becky Tate '08*



photos at top and lower right by Amelia Shull

*Happy grads Virginia Thomas, Holland Rauscher, Sara Gabrielson, and Alison Kibbe (above); Becky Tate receives a diploma and hug from Upper School Head Carrie Huff while Mike Hanas looks on; CFS "lifer" Jess Downing waves goodbye after fifteen years.*

## From Here, What Next?

### *Colleges and Universities Selected by the CFS Class of 2008:*

Alamance Community College (2)  
Bryn Mawr College  
Colorado College (2)  
Duke University (2)  
Earlham College (3)  
Eckerd College (2)

Furman University  
Guilford College (2)  
Haverford College  
Kenyon College  
Knox College  
McDaniel College

Memphis College of Art  
Meredith College (2)  
New York University  
Pitzer College  
Shaw University  
Swarthmore College

UNC – Asheville (3)  
UNC – Chapel Hill (3)  
UNC – Greensboro (4)  
Vassar College  
Warren Wilson College (3)  
Wheaton College (MA)

### *Other Institutions That Offered CFS Graduates Admission for 2008-09:*

Allegheny College  
American University  
Appalachian State University  
Bard College  
Barnard College  
Berry College  
Bowdoin College  
Case Western Reserve Univ.  
Clark University  
College of Wooster  
Connecticut College

Davidson College  
Dickinson College  
East Carolina University  
Elon University  
Emerson College  
George Washington Univ.  
Goucher College  
Hendrix College  
Hollins University  
Kalamazoo College  
Lehigh University

Macalester College  
Mercer University  
Mt. Holyoke College  
North Carolina State Univ.  
Oberlin College  
Reed College  
School of the Art Institute of Chicago  
Smith College  
St. Andrew's Presbyterian  
Temple University  
Tufts University

Union College  
University of Illinois – CU  
University of Massachusetts  
UNC – Charlotte  
UNC – Wilmington  
University of Vermont  
Ursinus College  
Western Carolina University

# Law & Order - A Middle School Exploratorium

by Mig Little Hayes

The Middle School's end-of-year program, called Exploratorium, grew out of a basic construction need in 1998: we had to move out of the middle school building before the end of the school year so that renovations would be complete by the fall. This one-year practical necessity has evolved into a phenomenally successful, experiential educational program. During the last three weeks of the school year, students are able to participate in three distinct, hands-on learning adventures. From exploring careers to studying marine biology on the NC coast to hiking in the Smokies to sitting in cell block 13 at the Durham County Jail, our students are excited and stimulated by these unique opportunities, and we hope, for some, this might be a life-changing experience.

I myself had just such an experience in 1971 that turned life upside down and offered me a perspective that I never would have had in the classroom. . . .

"OK, little lady, you want a project, well, I've got just the right one for you." This is the voice of my ninth grade Civics teacher, Mr. Ward, a rather unimpressive classroom instructor whose primary responsibility was coaching the boys' football team. Mr. Ward had just given my class yet another boring research paper assignment on the Bill of Rights. I was a cranky, rebellious student who wanted nothing more than to take this teacher down. Little did I know, he was up for a battle of wills.

This so-called "project" of his was a trip to the Aiken County "work farm"—a former dog kennel that housed a hardened group of inmates in a minimum-security prison. The year was 1971, several years after the state of South Carolina abolished the ball-and-chain work detail practice, but little else had changed for those incarcerated in small southern towns like Aiken. My job was to interview some of the prisoners and to witness first-hand the conditions of this derelict home for criminals. I went with a reporter's notebook, a list of innocent questions, and a cocky, "you-can't-scare-me" attitude that dramatically altered at the front door of that institution. One small, seemingly insignificant experience can change one's life, and soon I was going to Central



A motorcycle officer from the Durham, NC Police Department talks with students in Mig's Law & Order Exploratorium.

Prison in Columbia, SC, to interview felons, and serving as the only high school student on the board of the Alston-Wilkes Society, a group involved in the rehabilitation and reformation of prisoners.

This was the fodder for the *Law and Order* Exploratorium which grew out of an elective class that I taught years ago. Moving it from a twice-weekly, three-hour class to a full, five-day experience made all the difference in terms of where we could take students and what they could see. (Rachel Anderson and I have team-taught this course for the past four years.)

The goal of the Exploratorium is multifaceted: we want students to understand the judicial system and to see it in action; we want them to learn about the law enforcement system and to hear from officers "on the beat"; and most importantly, we want them to understand both their rights as minors and the possible consequences of one's actions as a juvenile. So we pose this real-life question to them: what would happen to you if, as a 13/14 year old, you were participating in illegal activities or were simply at the wrong place, at the wrong time? What would happen, from the moment you saw the blue lights flashing . . . what would happen if you were arrested?

We challenge the *Law and Order* students to consider tough questions. How does a kid end up in the Durham County Youth Home, a local prison for juveniles? Why are so many young black males in prison or cycling through the court system in Durham? What is

it like in a cell block at the Durham County Jail? What does it feel like to be locked in a cell for hours every day and night? Is it effective or appropriate to "scare juveniles straight"—to give them the harsh reality of a life behind bars early on to serve as a deterrent to committing more serious crimes? Should juveniles be tried as adults for felony offences? What drives a person to commit murder? Why do so many kids join gangs? Through the eye-opening experiences with those "in the trenches," our students are always left with

much to think about.

Every time we teach this course, a kind of newsreel of words and images always plays in my mind after this Exploratorium. This year was even more powerful because, for the first time, we met with two inmates (in handcuffs and leg shackles) at the Durham County Jail. Their message to the kids was simple and repetitive: "Stay in school!! . . . Listen to your parents!!" Other lingering memories: watching the Youth Home intake officer admonishing CFS students for leaning on a wall (wanting them to get a sense of the profound loss of simple liberties for incarcerated kids), witnessing a dog from the K9 unit immediately react to commands by his trainer, seeing images of confiscated "gang bibles" and learning about gang culture, listening to testimony in an attempted murder case in Superior Court, watching middle school-aged kids move through juvenile court proceedings, and hearing a district court judge describe a "typical" day in the courtroom.

Our students were visibly moved by these real-life experiences. By the end of the week, they better understood the complexities of the judicial system and the stark reality of a wasted life behind bars. As one student wrote in her evaluation, "the most memorable moment was being in the prison and it hit me that this wasn't television and these people weren't acting and all of a sudden I realized how real it was . . . this class really opened my eyes and I don't think I have ever learned more in one week."

# Immersed in Nature: Words from the Woods

by Tim Wells

No Last Child Here.

A few years ago Richard Louv wrote a book, *Last Child in the Woods: Saving Our Children from Nature-deficit Disorder*, that has received a lot of attention from educators—particularly at places like Carolina Friends School, where there is a belief in the value of getting kids outside as often as possible. Louv's thesis—backed by considerable research—is that fewer children than ever before are allowed opportunities to explore the outdoor environment in an unstructured way, and that this is having dire consequences in all domains of children's development.

One of the primary reasons I continue to work at CFS Summer Programs each year is because on a daily basis I can offer just the experience Louv pines for children to have. Each afternoon the children in camp visit either New Hope Creek or the Eno River, where a predictable pattern of play and exploration invariably unfolds. Upon arriving at a site, children tend to congregate at the “hot spots” of the area – where the current is the fastest, or where crayfish are easiest to find. Offering squeals and yelps, children beckon to one another with splashes or enticing discoveries, “I can put my head under,” or “look at this spider,” or “I found a slide!”

After this initial flurry of excitement, there is a lull in the activity as children who are tentative realize we'll be here a while, and the most adventurous ones report they're bored because they've explored all there is to see at the site. Just wait.



photo by Tim Wells

*A child explores the creek during a CFS summer camp.*

Before long the third phase emerges as children “settle in” to their surroundings: a hum of children learning and growing can almost be heard as I sit on the banks and listen and watch what is happening. Amazingly, all the children have been given is a rich outdoor environment and ample time—they do all the heavy lifting of discovery and learning. Here's a sampling of the challenges I see children assuming in this environment:

Splash water on a rock to clean mud off with your hands.

What happens when you throw one rock against another?

Sand or rocks: which is the best material for a dam?

Quickly push the end of a stick through the water. What happens?

Peel bark off of a tulip poplar branch.

Cover your whole hand with wet mud and try to get it to stay on your fingers.

What makes a great skipping rock?

Hold your hand in the water to interrupt the current and change its shape/route. What do you find?

It rekindles my excitement as a teacher and parent to see this happening every day of summer camp, and it affirms the extraordinary role the outdoors can play in helping to raise our children. Finally it makes me proud to live and work in a community where the importance of the natural world is acknowledged and honored as a part of the Carolina Friends School philosophy.

## Spring Environmental Education Network Conference a Success



*April brought not only showers but also a sunny break for the Friends Environmental Education Network (F.E.E.N.) Conference hosted at CFS this year. Students and teachers from several Friends Middle Schools spent two nights here and had opportunities to demonstrate solar cars, explore an electric truck, investigate other environmentally friendly technology, and visit the Duke Primate Center and other sites.*

*The F.E.E.N. conference coincided with the CFS community read of Barbara Kingsolver's Animal, Vegetable, Miracle, and guests were welcomed at a bountiful community potluck featuring local and organic foods.*



## Preparing Global Citizens

from page 1

Essentially, we formed groups within each unit to investigate each of the four topics, based on staff members' interest and experience. Then we identified questions, gathered information, made action plans, collected data, observed and reflected on the data, reached conclusions, and shared with our colleagues. There were 20 action research projects, with each unit studying multiple questions.

Depending on the question, groups did literature reviews, visited other schools or relevant sites, worked with consultants, participated in staff-designed workshops, engaged in research on-site, conducted surveys, and more. The results were rich and diverse, and several programmatic changes have already been implemented, with more on the way as we strive for best practice in each of these areas.

A report has been drafted and will be available in the fall. For now, we offer summaries of cross-unit patterns in each area of focus, as well as a few close-up glimpses of some work undertaken this year.

### One project up close: Campus Early School's Environmental Stewardship

group identified as its question *How can we as a school reduce our waste and educate our children and our families about this?* Staff identified resources that included the Orange County Landfill, the Orange County Recycling Program, Piedmont Biofarm, various texts, individuals with experience in vermiculture, and the NC Department of the Environment and Natural Resources. Staff and students established a baseline for average daily trash weight produced at CES by collecting all lunch trash for a week, sorting it, and displaying it. They hosted a trash-free Grandparents Day, replaced paper products with washable items, created a home survey about trash and waste, researched trash on campus, wrote open letters to Upper School and Middle School presenting the results of their research, wrote a letter to the Principal, and created a worm bin to be used for vermicomposting of food waste.

Inspired by the Campus Early School students, Middle School took on the challenge of a lunch that would result in as little trash as possible. (See <http://cfsmatthew.blogspot.com/>) For Campus Early School, next steps include

**Environmental Stewardship.** Each of the units' action research projects contained a curricular component: trash and recycling in Early School, gardening in Lower School, a defined Ecology and Environmental Studies curriculum in Middle School, a set of Upper School courses allowing students to pursue a concentration in Environmental Science/Environmental Studies, and attention to what the Center models for students as a way to educate them about environmental sustainability. From building worm bins and raised-bed garden spaces, to campaigns for turning off lights, to buying the most environmentally friendly copier paper, the CFS community is enthusiastically involved in "walking the talk" with respect to environmental stewardship.

In the course of the self-study, staff explored ways to strengthen Environmental Education throughout the School, which led to thorough review of science curricula. Staff are implementing some changes immediately and envisioning mid- and longer-term goals for which further resources will be necessary

a trash-free lunch policy, a parent-to-parent education process, continuing the worm bin project and cross-campus trash research, and proposing that the trash-free Grandparents Day be used as a model for other CES events.

Dear Campus Early School,

I'm writing to thank you for your wonderful efforts toward better stewardship at CFS.

You have done some excellent research about trash on campus, and your presentations to the Upper and Middle Schools have made a difference, especially in Middle School, where they have planned a trash-free lunch, inspired by you.

Because of what you shared, I also am trying my best to bring trash-free lunches. Any scraps will go to the compost pile, or perhaps to the pot-bellied pigs.

I have a calendar in my office, and the quote for this month comes from Chief Seattle, a Native American who lived more than a hundred years ago. It is: "Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect." That quote makes me think of your message to all of us.

We often hear that children are our best teachers, and I certainly believe that is true. So I thank you for teaching all of us here at CFS.

*Campus Early School students received this letter from a staff member after their presentations to Upper and Middle School.*



*Middle School Science teacher Tommy Johnson calibrates a kestrel on his recent trip to Ecuador with other Science teachers from across the country. The trip was sponsored by the NC Museum of Science and Heijer International.*

In brief, immediate results for Lower School include new raised-bed gardens for each class as well as plans to increase environmental education connections with parents.

Next steps in Middle School include further "greening" of the curriculum, thoughtful use of current resources, and developing facilities to support evolving curricula. Staff plan to use the environmental theme as the basis of extended study of earth science, space science, biological science, physics, chemistry, technology, and engineering. Further work to increase the integration of environmental science will be grounded in the National Science Standards. Curriculum will drive the design and purchase of laboratory facilities, materials, and equipment.

Upper School staff are in the process of implementing a coherent Environmental Studies curriculum that will include courses and out-of-class experiences, as well as a senior "capstone" service seminar. They are also considering redesigning graduation and course distribution requirements to allow for concentrations, including concentrations in Environmental Science and Environmental Studies, with intensive areas of focus during students' third and fourth years.

**Multiplicity of Cultures.** In exploring how we can best develop the knowledge necessary for responsible citizenship in a multicultural world, self-study projects across the



photo by Rob Jentsch

*Students in the Upper School end-of-year program work with friends in La Isla, El Salvador. This trip was designed by former CFS student Rob Jentsch as his Senior Project.*

units stressed the value of *essential experiences*, focusing on the importance of direct face-to-face encounters with people and their expressions of multiple cultures. Direct encounters are to be supplemented with opportunities for reflection and for exploration of artifacts, from food to ideas.

The study affirmed that CFS staff recognize the importance of identifying and honoring uniqueness or difference among cultures, and at the same time hope to push beyond the framework of difference towards an underlying humanity that cuts across different cultural groups. This parallels the trend within many independent schools away from discussion of “diversity” towards “inclusivity,” which we find in harmony with the Quaker philosophy underlying the School, which posits that there is “that of God in everyone.”

Where pedagogy is concerned, the trend across CFS is toward “transformative experiences”: instead of wanting students to memorize facts about cultures, we recognize that culture is a dynamic set of practices best understood through experiential learning. The hope is that such experiences will guide not only understanding but also ethical action.

One project up close: The Upper School group that focused on multiplicity of culture identified a set of questions: *How can we create an integrated curriculum to focus on Global Citizenship—giving more cohesion to the sophomore year experience and building on our experience with the program offered by former graduate Christen Clougherty, integrating social awareness and activism?* Staff examined models of global citizenship curriculum design and service learning experiences from other schools, conducted site and website visits and phone interviews, reviewed literature, and met with Christen Clougherty.

They set as their goal a sophomore curriculum that emphasizes changes leading up to the world in which we live, develops awareness and understanding of the contemporary world, and outlines how we got to be who we are—with the goal of helping students learn how to participate as global citizens in an ever-changing, dynamic world.

Encouraged to move forward with the new sophomore curriculum, staff members are designing new courses in preparation for the Fall 2008 term. Queries informing the curriculum include: What are the most pressing problems or issues in the world today? What are the keys to understanding the political forces that shape our world? What are the causes for the persistence of war and violence? How do we explain the economic discrepancies in the world today and what is the social and cultural impact of this imbalance? What are the key forces impacting our natural environment? How can an individual most effectively work for change? In addition to the Global Citizenship classes (with students taking three courses from the offerings that include Asia & Globalization, Civil Rights, African History, Ethics and the Environment, Modern Europe, Immigration, Caribbean History, Literature of War, and Ethics and the Environment), students will take a “capstone” course that is service-based and offers a unique experience based on the makeup of each class.

**Modern Languages.** All units began with the question *How can we incorporate best practices for developmentally appropriate modern language learning in our work at CFS?* So far, CFS has offered a FLEX Program (Foreign Language as Exploration) in Lower and most of Middle School, with opportunities for more intensive work toward the end of Middle School and in Upper School. The subgroups focusing on modern language learning turned out to be the most cohesive self-study group, with the shared goal of moving closer to offering more intensive Spanish instruction earlier and more consistently, so that all students acquire at least Spanish, with the possibility of learning

other languages later.

Up Close: Recognizing that Lower School “drives the train” of modern language acquisition at CFS, Lower School staff studied the alternative model, FLES (Foreign Language in Elementary Schools), which focuses not just on exploration but more intensively on language acquisition and immersion. Lower School staff researched multiple resources, including recent ACTFL Standards, program descriptions from twelve other schools, and a literature review. They arranged a seminar with Dr. Audrey Heining-Boynnton from UNC-CH and sent teachers to visit the River Oaks Baptist School in Houston, TX. They found that a best-practice foreign language program focuses on oral communication before written, connects with other disciplines (especially science and math), enriches current curriculum, goes beyond “what is this?” to higher-order thinking, and is designed so that students leave with skills they didn’t have before. Such a curriculum takes at least 75 minutes per week. To implement this, the amount of Spanish instruction would need to gradually increase to several times per week. Beginning this Fall, Lower School students will double their exposure to Spanish, and Spanish will be integrated with science instruction. Meanwhile, staff will reexamine the Lower School schedule to consider how Spanish acquisition might increase further, and they will work with the Principal to consider staffing needs with regard to Spanish instruction.

**Technology.** Lower, Middle, and Upper School began with the query *How might we best integrate technology into our classrooms in ways that support and enrich the curriculum?* while two Center subgroups examined how technology might be used to communicate more effectively with parents and other constituencies. All subgroups expressed a desire for more time to investigate further the projects and issues encountered during the self-study. Teachers want to know more about technology skills and knowledge our students will need beyond CFS. Another common theme is how technology can facilitate communication, with consideration of videatives, wikis, blogs, surveys, e-versions of parent communications, and the CFS website. For each unit, next steps with respect to technology raise ethical issues. What is appropriate to share? Who should have access? What should be password-protected? Increased use of technology to educate and communicate will require time and energy to consider ethical issues as well as to acquire needed skills.

# The Saga of a Celebratory Candle

by Marsha Green, CFS Board Member and Convener of the School Life Committee

How do you mail a small candle without having it crumble? Ask John Ladd, CFS Development Coordinator.

In February, over 100 supporters of CFS gathered to celebrate the success of the \$4 million Next Step Campaign. At the end of the evening, each person received a candle. Then, in metaphor for the way in which love (and education) pass from person to person, the light from one candle was shared from person to person. Beginning with candles

lit by CFS founders Peter and Martha Klopfer, the light grew until the flickering flames brightly illuminated the entire room.

“It was a moving experience, and we wanted to somehow share it with the many friends of CFS who lived too far away to join us that night,” said John. So the development team picked up the challenge of sending candles to these supporters.

In the CFS spirit of learning by doing, John first sent a candle to himself at home, to see if the scheme would work. It didn't.

“The first try was a green candle, and when I opened the envelope in my kitchen, it looked as if I had been sent a squashed piece



Edith Smith celebrates her 100th birthday.

of asparagus!” he said.

The development team quickly came up with a better solution. Soon, nearly 100 candles were on their way around the country, each wrapped with a note of appreciation and nestled in a small mailing tube.

One of those tubes was sent to Martha Klopfer's mother, Edith Smith, in California.

“My mother had been planning her 100<sup>th</sup> birthday celebration for some time,” said Martha. “When we visited her with Mike Hanas and [clerk of the board] Mark Kuhn during our trip to California in March, she kept telling us how she was going to have a cake with 10 candles on it – one for every decade. She wanted to eat half the cake with the family and then take the rest back to her friends at the nursing home. She had it all planned out.”

But the arrival of the candle in the mail changed that. On May 14<sup>th</sup>, instead of 10 candles, Edith—a stalwart supporter of the School since its inception—decorated her cake with just one candle: from CFS.

“I was so touched when Martha told me this story,” said Mike. “It was such a simple, yet powerful demonstration of Edith's abiding love for the school.”

And a fitting end to the saga of a candle from a school that touches the lives of people of all ages.

## Minute of Appreciation for Edith Smith

*In honor of her 100<sup>th</sup> birthday on May 14, 2008, the Carolina Friends School Board minutes its great appreciation for Edith Smith, mother of Martha Klopfer. Edith has been involved in the School since its inception over 40 years ago. In addition to offering moral support to Martha and Peter Klopfer, two of the founders of the School, she served on a foundation that awarded a \$6,000 grant that helped fund the first year of the School's existence. Since then, she has supported the School in many ways. She recently displayed her continued support and love for the School in her decision to decorate her birthday cake not with 10 candles for her 10 decades of life, but with ONE candle for one century. The candle she chose was the one sent to her by the CFS Development Office in recognition of her involvement in the successful capital campaign. The Board and the CFS community appreciate Edith's ongoing love and care for the School, and her unstinting support of Martha and Peter's vision.*

## 321 Join Alumni Website

Over 320 alumni have become members of the CFS Alumni website. The URL is <http://alumni.cfsnc.org>

Graduating from CFS is not a prerequisite to joining the site. If you attended CFS, even for a year or two, we encourage you to join.

Once you register, you will have your own pages within the site where you can post info about what's going on with you, add photos, link your CFS alumni pages to your pages on other networking sites. You can message other members, link with other friends, and access the site through your phone, Blackberry, etc.

Every class has a lot of members including 9 from the class of 1974, 15 from 1986, 14

from 1999, and 11 from our new grads of 2008. We even have 15 present and former teachers registered including: Bryce, Willy, Connie, Joan, Jim, and Mary.

While everyone is welcome to visit the alumni site at <http://alumni.cfsnc.org> and view the many pictures, stories, and updates that are available, only registered members can access all of the information and use all of the resources on the site.

Stories of interest to alumni and all friends of CFS may be found at the School's website: [www.cfsnc.org](http://www.cfsnc.org) Try the “What's New” button on the top left of the home page, and the units' areas shown on the bottom of the page.

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# CFS Connections Remain Strong Over Time

## Alumni from 1985-90 Reunite

Alumni from the classes of 1985-1990, their spouses and children, and CFS teachers enjoyed a beautiful Saturday, April 26, 2008 afternoon and evening at the home of Josh ('89) and Melissa Lozoff.

This was the 20<sup>th</sup> Anniversary of the Class of 1988. Over 20 alumni, numerous spouses/partners/guests, children, and 8 teachers re-connected, hugged, talked, and played volleyball. Alumni came from New York, Arizona, Washington DC, and around NC. Teachers present at some point were: Norm Budnitz, Wells Eddleman, Mark Goodwillie, Jim Henderson, John McGovern, Thomas Patterson, Henry Walker, and Don Wells.

At 4:00, many of the alums drove over to campus and toured the Upper School. Many hadn't seen additions of the 1990's—the library and art building or the classrooms and labs building—much less the 2005 addition of the Upper School meeting hall.

Some of the CFS "lifers" undertook an all campus tour visiting the Middle School and the Lower School. They were delighted that the mural they remembered in the LS Multi is still brightening this room today.

At about 6:00, a potluck featuring local BBQ and vegetarian dishes provided by the School was complemented by everyone's contributions of food and drink. Afterwards, most of the group gathered for a photo. An impromptu silent meeting then took place on the lawn in front of the Lozoffs' house.

The ever-changing flow of conversations continued into the evening. James Ellis ('88) organized the event. Josh was a great host. Lisa Crabtree Hess ('89) and others assisted on-site. Thanks to all for a great event.



*James Ellis ('88), Assistant Principal John McGovern, Josh Lozoff ('89), and former Principal Don Wells enjoy conversing at the gathering at the reunion at the Lozoffs' home.*

## California Alumni Gather

San Francisco area alumni from the '70s, '80s, and '90s gathered on Friday evening, March 14. The event was hosted at the home of Loren Passmore ('90) and his family in Berkeley, CA.

Attending were Loren, Kyra Caspary ('89), April Clark ('75), Patrick Emerson ('98), Leah Gillman-Burr ('89), Maria Ikenberry ('91), Robert Richardson ('90), some partners and children, and Beth Guy, alumni parent and former CFS Trustee.

Also present were visitors from NC: Martha Klopfer, a CFS founder, Mark Kuhn, Clerk of the Board of Trustees, and Mike Hanas, Principal. They enjoyed sharing fond memories of times at CFS, and a sense of shared community that's withstood time and geography. There were lots of questions about favorite teachers and many were happy to hear about those still at CFS (including Bob Druhan, Henry Walker, and Joan Walker) and ones who stay in touch (including Norm Budnitz). Some talked about the pleasure of running into fellow alumni in other cities. The evening was filled with easy conversations among old friends and new friends linked by shared feelings about and memories of CFS.

Others seen in California by the CFS visitors were Eric Garner ('80), Elizabeth Sall ('99), Eric Kuhn ('01), and long-time CFS friend and supporter, Edith Smith.



*Alums, family, and friends gather at the Lozoffs' home.*

### In Memoriam

Joan Muecke Gerolmo ('81) of Los Angeles (formerly of Chapel Hill) died Dec. 27 at her home after a battle with breast cancer. She was 43. She grew up in Chapel Hill and graduated from Carolina Friends School in 1981. Survivors include her husband, Chris Gerolmo; her parents, Edward C. Muecke and Joyce Sharver Hitchings; her step mother, Virginia Robertson Muecke; four children, Edward Liptzin, Frank, Julia and Samantha Gerolmo; a sister, Anne Somlyo; and a brother, William Muecke ('86) of New York.

Beth Altshuller Kurtz died on November 11, 2007 at the age of 47. She is survived by her children, parents, sister, Sandra Altshuller Hughes ('74) and brother, George ('87).

### Interested in Participating in an Alumni Gathering in Your Area?

Contact John or Matt in the Alumni Office:  
phone (919) 383-6602 ext 270 or 228  
or email [CFS\\_alumni@cfsnc.org](mailto:CFS_alumni@cfsnc.org)

# CFS Endowments - Q&A

by Matt Drake, Planned Giving Coordinator

In a recent communications survey sent to CFS families, parents responded that one of the issues about which they would like more information is finances at CFS. As a step towards meeting that interest, this article provides answers to questions readers may have about the role and functioning of endowments at Carolina Friends School.

1. *Why does CFS have an endowment?*

Because the CFS endowed funds:

- constitute a permanent source of income (their principal cannot be spent),
- support specific programs and functions,
- offer opportunities for program quality enhancement and expansion beyond the resources available through tuition revenue,
- present venture capital opportunities for innovative program development and experimentation, and
- provide a financial safety net in times of fiscal stress.

2. *How much money is in the CFS endowment?*

On April 30, 2008, CFS endowments totalled \$8,626,343.

3. *What do the endowment funds do?*

In brief, the 24 endowed funds support student tuition aid, teacher salaries and benefits, areas of the curriculum, programs in the units, and the whole school.

Student tuition aid is the purpose of five funds with a total of \$1,739,625.

Seven funds, totaling \$4,645,910, provide staff salary and benefit support.

World languages, mathematics, science, and dance are supported by \$271,115 from four curriculum endowments.

Another four endowments, totaling \$201,601, support salaries and programs in the Early School, Middle School, and Upper School.

Four other endowments provide funds for individuals, for the school as a whole, and for maintenance and improvements to the buildings and grounds. These funds total \$1,582,537.

4. *What is the oldest endowed fund?*

The Tuition Aid Fund. In 1972 the Tuition Aid Fund was established by gifts from members of the Board of Trustees. The fund was renamed in 2002 to honor John Baird for his 14 years of service as principal.

5. *What is the newest endowed fund?*

The Technology Fund was established in June 2008 with a gift of \$74,160.32 to "continue the thoughtful integration of technology to support the School's educational mission."

6. *What should I know about giving an endowment gift?*

You may give at any time a gift of any size to any endowment fund you choose.

Or, your gift may be unrestricted, in which case the School will decide its use.

You may create a new endowment fund, with a gift of at least \$20,000 and Board approval, and name it in honor of someone, if you wish.

Your gift may be given as cash, check, stock, or bond.

Your gift may also be given through your will, IRA, life insurance policy, retirement plan, trust, or charitable gift annuity.

7. *Who can I talk to about giving a gift to endowment?*

Matt Drake and John Ladd, in the Development office, are available to assist you and welcome your questions. Call Matt at 919-383-6602 ext. 228 or John at ext. 270. Or email: [m Drake@cfsnc.org](mailto:m Drake@cfsnc.org) or [jladd@cfsnc.org](mailto:jladd@cfsnc.org)

You are invited to give to Carolina Friends School endowments.

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## Breaking Records Past, Present, and Future

by John Ladd, Development Coordinator

### Record-Breaking Accomplishments

More than 900 friends gave more than \$4.5 million to support the goals of the Next Step Campaign 2005-2008. It is the most successful campaign in CFS history.

A little over \$1 million supported three years of purchases of books, supplies, computers, and other daily essentials as well as building the Upper School Meeting Hall.

The Campaign's primary focus was the long-term goal of adding more than \$3 million to endowments for tuition aid and teachers' salaries. These endowments will generate more than \$150,000 a year—every year for decades to come—to increase teachers' pay and tuition aid. These generous donations have helped build our endowments to nearly \$9 million.

### Record-Breaking Goals

While we were building endowments during the campaign, enthusiasm has been growing for a number of more immediate ways to equip CFS to do even more for our students.

The success of the campaign and the emerging clarity on exciting ways to make CFS even better, have encouraged us to set a record breaking goal for the coming year. Our goal for 2008-2009 school year is \$250,000: almost 50% higher than our last annual fund goal of \$170,000.

We are excited about the clarity of our vision, the enthusiasm for doing more, and the energy already building to make it happen. We look forward to sharing more with you in the fall.

## From The Principal (from page 1)

As I look back upon the year, I recognize this habit I have of pondering opportunities lost, mistakes made, and what to do next. Upper School Head Teacher Carrie Huff reminds me annually that this is the time of year to remember the positives.

Like where we at CFS have been, including: Afghanistan, China, Costa Rica, Durham, Chapel Hill, El Salvador, Haiti, Newton Grove, Nicaragua, and Trinidad.

And what we've done/accomplished, including: Staff Self-Study, *The Mammaries of Tiresias*, Winter Dance, *The Tempest*, Community Read, Friends Environmental Educators Network Conference, Local Produce and Sustainable Agriculture Panel, *Our Town*, Afghan Bazaar, reinvented Parent-Staff Association, Long-Range Plan, and Next Step Campaign.

Carrie's right, even while she might claim that I am, too. What better time to do both: Reflect on that which has worked, often exceedingly well, in the interest of building on the strengths of our School. And note well that which hasn't, recognizing the opportunities to adjust, to learn from our mistakes, and to consider where and how each one of us might make the biggest difference, have the biggest impact, wherever we can.

Education for action. This is Friends School!

Best wishes for a happy and healthy summer, wherever your reading, wandering, and wondering take you.

### Mike's Summer Reading List:

*Einstein: His Life and Universe*, by Walter Isaacson,

*Lives of Moral Leadership: Men and Women Who Have Made a Difference*,  
by Robert Coles,

*Religious Literacy: What Every American Needs to Know-and Doesn't*  
by Stephen Prothero

*This Is Your Brain On Music: The Science of a Human Obsession*  
by Daniel J. Levitin.

## Preparing Global Citizens (from page 7)

One project up close: Middle School staff took as their challenge the question of how blogs and wikis could be used to enhance teaching and learning. They participated in two wiki and blog workshops, and each member of the technology subgroup created at least one wiki or blog for an individual class, study, travel, committee work, or unit information. Many are available on the CFS website: <http://cfsmiddleschool.wikispaces.com/>

Two weeks prior to the start of School, the CFS Tech Collective (staff members in the vanguard of technology) will offer a Tech Institute for staff, including workshops on *iMovie* and *iLife*, Wikis & Blogs, Communication Tools for the Digital Age, *FirstClass* for Newbies and Power Users, *Microsoft Office* in Depth for PC and Mac, and Podcasting.

Look for the detailed self-study report in the fall, and expect to see evidence of some valuable changes in CFS curricula, scheduling, and communications.

## Heart, Mind, Action

### Alison Kibbe, CFS Graduate, Awarded Robertson Scholarship to Duke University

Congratulations to Alison Kibbe, one of 53 exemplary students selected for the Robertson Scholars Class of 2012 at Duke University and UNC-Chapel Hill.

Alison will be enrolled at Duke, and she will take courses and spend one semester in residence at UNC-CH. The program covers tuition, room, board, and all mandatory fees for four years.

Robertson scholars are selected because they demonstrate the values of heart, mind, and action. Throughout and beyond their four years in college, the scholars are offered the resources and opportunities to make meaningful contributions to local and international communities.

Scholars are selected from among 20,000 applicants to Duke and from among 20,000 applicants to UNC.

"The Robertson scholars are selected from among the very best students who apply to Duke and UNC," said President Richard H. Brodhead of Duke University. "They are chosen not just for their intelligence and creativity, but for their leadership strengths and willingness to use their gifts in service to the broader society."

When she heard the news, Alison was in Haiti, where she was engaged in service work for half of her senior year.

## How Are We Doing?

### Results of the Center Survey on Communications with Parents

As part of the self-study, a Center technology subgroup sought to research how effectively we are communicating with CFS parents. An electronic survey was sent to all parents and over 160 responses were received. Among the findings:

There is a high degree of correlation between the issues parents deem most important and how well informed they feel—necessary things to do, a child's class or unit, school events, and how to get involved at CFS. The majority of parents responding felt very informed about these very important issues. Parents also feel highly informed about the reinvigorated PSA, and well enough informed about CFS mission and history and values, as well as Quakerism and Quaker values.

Among the issues parents would like to know more about: academics at CFS, difficult issues at CFS, Board activities, and financial matters.

More than 90% of respondents feel that their voices are heard and considered at CFS.

Most are satisfied with events designed to communicate information, although scheduling conflicts mean that attendance is lower than might otherwise be the case.

The vast majority of parents would appreciate an improved website, with access to a password-protected portion of the site. Parents can expect fall meetings and communications to focus on topics illuminated by this survey.

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4809 Friends School Road,  
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Mike Hanas, Principal;  
Kathleen Davidson, Editor;  
Laura Shmania, Photographer\*

[www.cfsnc.org](http://www.cfsnc.org)

\*except where otherwise noted

Carolina Friends School  
4809 Friends School Road  
Durham, NC 27705  
919.383.6602

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CFS Summer Programs have been going full tilt, with 900 campers enrolled in 120 workshops over 8 weeks.

Offerings include many ways to explore the worlds of fantasy, science, nature, music, drama, art, and much more.

Campers have been painting furniture, making facial masks, cooking Latin foods, shaping clay, walking the river, learning to play various instruments and forming bands, and presenting musical and theatrical productions. . . . It's been another richly varied summer experience for children ages 4 to 13.

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