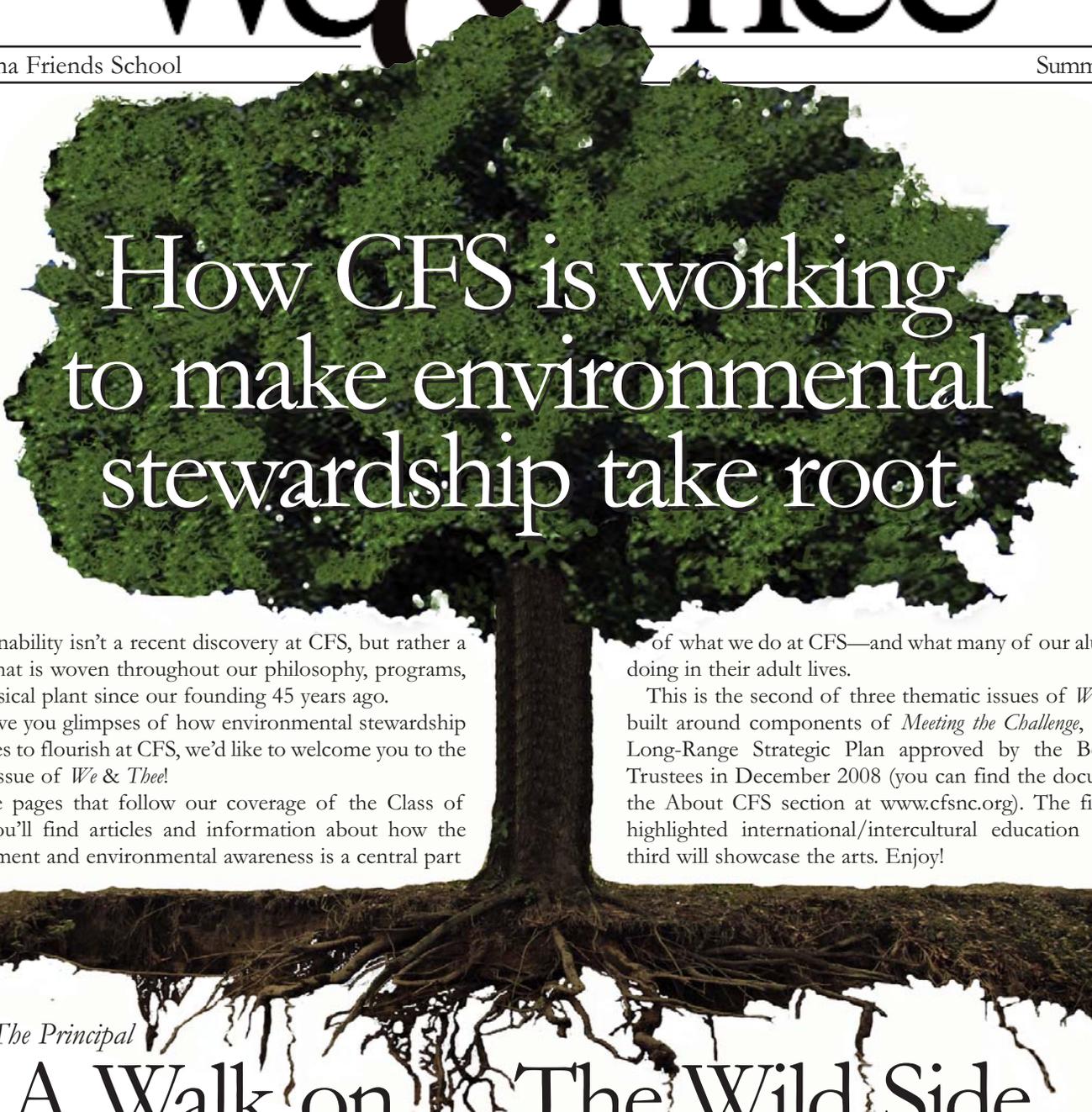


We & Thee

Carolina Friends School

Summer 2010



How CFS is working to make environmental stewardship take root

Sustainability isn't a recent discovery at CFS, but rather a strand that is woven throughout our philosophy, programs, and physical plant since our founding 45 years ago.

To give you glimpses of how environmental stewardship continues to flourish at CFS, we'd like to welcome you to the Green Issue of *We & Thee*!

In the pages that follow our coverage of the Class of 2010, you'll find articles and information about how the environment and environmental awareness is a central part

of what we do at CFS—and what many of our alumni are doing in their adult lives.

This is the second of three thematic issues of *We & Thee* built around components of *Meeting the Challenge*, the CFS Long-Range Strategic Plan approved by the Board of Trustees in December 2008 (you can find the document in the About CFS section at www.cfsnc.org). The first issue highlighted international/intercultural education and the third will showcase the arts. Enjoy!

From The Principal

A Walk on The Wild Side

by Mike Hanas

My favorite way to meet is, well, on a walk.

I enjoy weekly walking meetings (weather permitting) with Renee Prillaman, Middle School Head Teacher, and have considered admissions, enrollment, and many a communication issue or opportunity with Kathleen Davidson, Director of Admission. I've likely learned more about early childhood education than I have contributed on strolls with the Chapel Hill Early School's Head Teacher, Sue

Donaldson, and even interviewed candidates (Don't worry! I let them choose.) who've become staff members, including Rebecca Swartz, our new Annual Giving Coordinator; Elise London, Upper School College Counselor; and Anthony L. Clay, when he interviewed for that same role in 2002.

My most memorable walk with a student was also one of my longest. I was convinced that a young man wanted me to know more, i.e., the truth, than he was finding it easy to

share, and three hours proved just enough.

I love to walk, and, fortunately, the CFS campus and surrounding neighborhood and woods make for friendly spaces in and through which to stroll.

On a recent Friday I had the great privilege of walking the campus with 15 members of our Friday Meeting administrative team, accompanied by our longtime architect Ellen Weinstein. The focus of our stroll was visual identification and heightened understanding

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Congratulations, Class of 2010!



Members of the Class of 2010

On Sunday, June 13, Carolina Friends School gathered in the Gym for a Meeting for Worship with Attention to Graduation, centered on the 37 students in the Class of 2010. After many meaningful messages were shared with the group, each student received a diploma and a hug from Principal Mike Hanas and Upper School Head Teacher Carrie Huff. After a standing ovation, hugs were exchanged all 'round.

Hannah Louise Anderson-Baranger
Haley Rachel Barak
Naomi Elizabeth Baumann-Carbrey
Asher Bruce Blackmore
Emily Ames Booker
Shane Donovan Burbage
Sarah Nydick Cheshire
Larkin Snow Coffey
Esther Zoe Cohn
Tyson John Douglass
Antonio Christian Durham
Aydin Miguel Gultekin
Luke Justiniano Thomas Hartford
Kate Jennings Ingram
Adam Mountcastle Joines
Aidan Li-pan Ke-Lind
Spencer Ross Kennedy
Hannah Lee Kramer
James Cary Kramer

Brian David Lee
Morgan Donerly Linney
Evan Won Ho McGilvary
Andrew Wythe Prillaman Meriwether
Sarah Erica Merritt
Tessa Blair Nayowith
Madeleine Rosemary Orgren-Streb
Alexander James Ray
Rosie Irene Renkow
Jeron Ricole Robertson
Kelsey Marie Shaffer
Marley Lassen Toben
Ana Sophia Todd
Rebecca Fusi Whetten-Goldstein
Jazmun Detric Williams
Chloe Witkin
Xiaona Zhou
Eric Thaddeus Zoltners



The Colleges that the Class of 2010 Will Attend

Appalachian State University
 Bennett College
 Brevard College
 Campbell University
 Clark University
 Columbia College Chicago
 Drew University
 Duke University
 Franklin and Marshall College

The George Washington University
 Goucher College
 Maryland Institute College of Art
 Mount Holyoke College
 North Carolina State University
 Oberlin College
 Parsons the New School for Design
 Pratt Institute
 School of the Art Institute of Chicago

Smith College
 UNC - Asheville
 UNC - Chapel Hill
 UNC - Greensboro
 UNC - Wilmington
 University of Vermont
 Warren Wilson College
 Washington University in St. Louis
 Wheaton College (MA)

Other Schools Offering Admission to the Class of 2010

California College of the Arts
 Catholic University
 College of Wooster
 Denison University
 Drexel University
 Earlham College
 Eckerd College
 Elon University
 Eugene Lang College - The New School
 for Liberal Arts
 Guilford College

Juniata College
 Kalamazoo College
 Lees-McRae College
 Loyola University (Chicago)
 Macalester College
 Meredith College
 Northeastern University
 Paul Smith's College
 Pennsylvania State University
 Plymouth State University
 Purdue University

Sarah Lawrence College
 School of Visual Arts
 Skidmore College
 University of Massachusetts - Boston
 University of Pittsburgh
 University of Puget Sound
 University of Washington - Seattle
 Virginia Tech
 Wake Forest University
 Washington College

A Greener Future - Now

by Kathleen Davidson, Director of Admission

I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place.

Howard Gardner, 1999

Howard Gardner's decision in 1999 to add naturalistic intelligence to his theory of multiple intelligences resonated with the values and practice informing CFS since its founding. Set in woods, next to the farm of one of our founding families, and with "a creek running through it," CFS has long taken seriously the importance of nurturing a sense of environmental stewardship in students.

That same year, CFS began construction of a gym, and in response to a student who hoped that something could be done to acknowledge the trees cleared for this purpose, the Board of Trustees designated eight acres of creek bed and hillside as a nature preserve. A nature trail around campus was envisioned, and by the time that student graduated two years later, the class had made it possible for the path to traverse the creek by constructing a bridge as their gift to CFS. The nature trail is used by the CFS cross-country team, for silent walks in place of meeting for worship, and for staff who enjoy "walk and talk" meetings, like principal Mike Hanas.

As this issue of *We & Thee* explores, environmental stewardship significantly informs our daily habits, our curriculum, and our hopes and plans for the future.

Throughout our campuses, compost bins ripen, while the implementation of waterless urinals, low-flow toilets, and close monitoring – especially by John McGovern and Terry Pendergrast in the Shop – have resulted in a significant reduction of water

usage. John has also guided students through the process of building and maintaining a greenhouse, complete with student-constructed photovoltaic panels and modified trickle-down (MTD) collectors, to maintain a healthy greenhouse temperature through cold nights.

Each unit has been tending and enjoying the fruits (and veggies!) of garden beds and now orchards. The Lower School waters its beds with rain water collected in barrels outside Forest Class and nourishes its soil with the mulch its compost bin provides. Upper School has orchestrated student explorations of permaculture, the construction of a cold frame, and the creation of an orchard of wildflowers, plants, and trees.

Middle School students investigate the life cycle of a T-shirt or sneaker, and the student-led Eco-Chicos have heightened consciousness regarding *reduce, re-use, recycle* and taken this message to other schools struggling to sustain such efforts. Early School students are some of our best teachers, with their trash-free snack and lunch, thanks to plenty of help from parents and teachers.

Younger students design models using wind or solar power, while older students help to construct the real deal. We anticipate eagerly what might be possible now that a gift of land has increased the acreage on main campus to 121. And we delight in news of what our alums who have chosen careers related to environmental stewardship are doing to make the world a better place.



The Eco-Chicos celebrate their Recycling Fair, featuring gently used clothing and recycled bags.

Classrooms Without Walls

A look at what's been going on in the gardens of Carolina Friends School

Upper School

Frances Brindle

Imagine a spring day at the Upper School. Painted Lady butterflies are released, to the delight of Advanced Biology students. A ninth-grade science class observes blue-black mason bees, along with honeybees with overstuffed pollen baskets, working the yellow flowers of bolted brassica plants. These same plants provided fresh greens all winter from the cold-frame outside the Upper School Meeting Hall. Students also visit the small orchard to the side of third base on the baseball field and note the blueberries swelling on the bushes we planted this spring and the apple and pear tree whips now sporting fresh leaves.

The slope facing the Meeting Hall has yielded to splashes of color among its many shades of green as the season progresses. With maintenance work almost completed, the Gardening class can appreciate the succession of plants flowering there and along the side of the Resource Building. To provide further plants for later planting, the students have taken cuttings for rooting and sown seeds of a variety of perennials.

Meanwhile, the Landscape Design Class, with the help of CFS parent Brian Dobyns (who has an extensive background in conservation planning and landscape design), has examined the area known as Central Park (within the circular roadway connecting the Lower School, Center, Middle School, Quaker Dome, and Gym). Our proposals will add functionality to the site, providing several gathering spaces off a meandering pathway. We have also considered ways to enhance Central Park's visual appeal as the entrance to our school.

Middle School

Nancy Parsifal

The Middle School garden celebrates its first anniversary through a year of making compost and germinating seeds. This year the garden, tended by a dozen-plus



students, has really taken off. The apple and pear trees, for example, made it through their first winter and one is already producing half-inch apples.

Middle Schoolers, ever true to themselves in their quest for independence and choice, marked off individual plots with unique plantings of vegetables and flowers. All are coming to fruition in rows of lovely patchwork, individual and yet a whole. They still share work, weeding, mulching, and planting. With a bluebird family at one end, a killdeer family at the other, mason bees pollinating, and yellow finches lining up to eye our blooming sunflower, the garden is a thriving place.

Gardening roots us to our untapped essence while at the same time providing real-world skills students can build on as they grow. Our goal is to begin to produce enough to share with the greater community, within and beyond CFS.

Lower School

Michael Bonsignore

We are in our second year of gardening in our new Lower School garden space. We had very successful fall gardens with lots of flowers and salad greens. Our students cleaned up our raised beds and harvested gourds way back in January. Many of the

harvested "birdhouse gourds" have since been made into birdhouses and many now adorn the garden, waiting for potential residents. We also put up a few bluebird houses and have a nesting pair of bluebirds in the house on the corner of the garden. We have introduced mason bees as pollinators and we will be providing them habitat for the future.

Classes have planted at various times this spring and now all of the beds have some greens coming up. One class has a lettuce bed already being harvested for salad bars on Topchi pizza days (monthly lunches whose proceeds go to the Afghan Sister Schools Partnership). It's amazing how many students choose to have lettuce with their pizza when they've had a hand in growing it. We also have an herb bed with mints and other aromatics. During recesses it is not unusual to see children grazing on greens and collecting herbs for potions.

Spring planting will help us to grow loofah gourds on the gourd house this year and ensure lots more popcorn for a fall harvest. The popcorn we grew last year was the best popcorn any of us had ever eaten. The loofahs will be made into a variety of "scrubbies."

The garden is always open to visitors, so please come by and visit.

Frances Brindle earned her B.A. in Botany and Ph.D. in Plant Pathology from Dublin's Trinity College. In 2009 she was awarded a CFS PACE grant to spend five weeks studying Permaculture Design at the Camassia Institute's Lost Valley ecovillage in Dexter, Oregon.

Nancy Parsifal holds a B.A. from Duke and an M.A. from UNC-CH. She recently received a PACE grant to develop a permaculture habitat in the vegetable garden beyond the Gym. She'll visit sites in NC and surrounding states before initiating design and implementation of the edible landscape with CFS students.

Michael Bonsignore, a Forest Class teacher in Lower School, holds a Master's degree in Early Childhood Education from UNC-CH. He convenes the CFS Stewardship Committee.

Three Seasons of Environmental Study

by Tommy Johnson, Middle School Science Teacher

A year-long environmental issues theme weaves through the topics studied by fourth-year Middle School students in their Ecology and Physical Science course.

In the fall we focus on ecology, where the connection to the environment is pretty straightforward. We look at the interconnectedness between organisms and their environments and the human impacts on those natural resources and ecosystems.

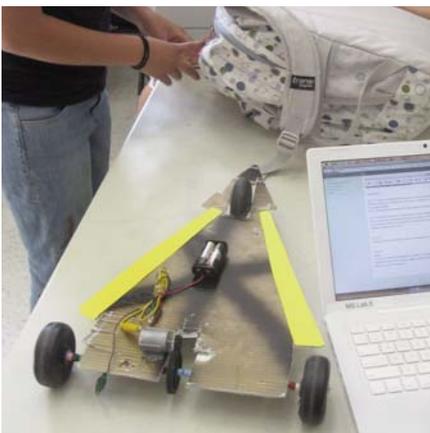
During a short two-week unit after that, we look into where our resources come from. We research the processes involved in the life of a T-shirt, from the pesticides, fertilizers, and water used in the growing of the cotton to the transportation involved in moving the cotton from one country to another as it is woven, dyed, and sown into a shirt that is eventually sold in a store here in the Triangle.

In the winter we find ways to relate what we are studying in chemistry to environmental and global issues like acid rain, global warming, and water pollution and innovative solutions to these issues.

The spring unit on Physics focuses on energy. We investigate electricity production from coal and natural gas to alternative forms of production like wind, solar, and biofuels. Students also prepare for the Electric Vehicle Challenge, a highlight of the year.

The EV Challenge

Each year the Middle School's fourth-year students look forward to NC State University's Electric Vehicle Challenge. For



two months, students design, build, and test electric vehicles that will run on energy supplied by solar charging stations of their own design. On Saturday, May 22nd a group ventured to NCSU to participate in the EV Rally, where they raced their vehicles along with those of students from eleven other NC mid-

dle schools.

Students receive rechargeable batteries and use the solar energy available that day to charge their batteries for the race. The charging stations that generate the highest voltage and the cars that use energy most efficiently tend to have the highest speeds. Judges from the NCSU School of Engineering interview contestants about their designs and review



photos by Tommy Johnson

Fourth-year Middle School students get their solar cars ready for the EV Challenge at NC State.

the notebooks that document students' research, design and building process, and testing results. Teams are awarded points based on finish times; innovation and creativity of designs; and documentation of their research, building, and testing activities.

This project is a pilot program from the NCSU Department of Education and Engineering and part of a much larger Sustainable Transportation Education Program (STEP), which involves middle and high school students working with model vehicles to learn about the future of electric transportation and the issues involved in

switching over from fossil fuels.

For CFS students, this project was extremely successful. We were able to integrate the project into our physics curriculum and find practical applications and examples of how the concepts applied to our vehicles and charging stations. We studied electricity and circuits, electrical motors, rechargeable batteries, electrical energy and production

from sources like coal, nuclear, water, wind, and solar power. We learned about Newton's laws of motion and the conservation of energy and applied these concepts to our vehicles. We valued hands-on experience in the design process and the opportunity to experiment with a variety of materials and tools in determining what would help us meet the challenges in a limited amount of time and within certain restrictions of cost and materials. Working in teams was an important part of the process as well, stressing communication and coordination of activities. Plus it was a lot of fun to make these cars, race them, and then meet students from different schools who had gone through similar experiences. We hope such experiences will open students up to the possibility of pursuing

careers in engineering to find solutions to our transportation needs, and to becoming well-informed consumers

who make wise choices about what kinds of cars they will drive in the future.

Tommy Johnson teaches a variety of science courses in the Middle School. He received his bachelor's degree from Earlham College and an M.A.T. from UNC-CH. He came to CFS in 2004 from the Education Department at the NC Museum of Life and Science, and in 2008 traveled to Ecuador for a summer program sponsored by the NC Museum of Natural Sciences and Habitat International. This summer he was accepted to an online Birdwatch Program sponsored by Cornell University's Department of Ornithology.

Middle School Eco-Chicos Carry CFS Environmentalism to the Wider World

Hope, Anthony, Jack, Lillian, Frances, and Davi—members of the Eco-Chicos (the Middle School environmental club)—attended the 10th annual Friends Environmental Education Network Conference, “Service and Sustainability: A World of Possibilities.” These Middle Schoolers were the only students at the conference to make a major presentation, as was true when they presented at the NC Association of Independent Schools conference on Global Citizenship last year. Staff members Michael Bonsignore, Mig Little Hayes, Tommy Johnson, and Nancy Parsifal accompanied them. Hope, Anthony, Jack, and Lillian authored the article below during the bus ride back from the conference. CFS hosted the 2008 FEEN gathering.

We arrived at Sandy Spring Friends School in time for lunch, which was called

“Feastaville.” Great homemade dishes! The Feastaville was a potluck of delicious ethnic food that the kids prepared. The food was accompanied by projects that they did to bring awareness to the community about what we eat. We met our hosts, and socialized until we were called into the library.

The first event we attended was student sharing. Students from several Friends schools described their recent environmental or socially-conscious projects. There was one about Haiti and the aftermath of the earthquake, one about nuclear disarmament, and another about how awful fast food is for your body.

Then our Sandy Spring tour guides showed us their thriving “energy garden.” We learned about bees and chickens (they

use the fresh eggs in their cafeteria). Next, we went outside and were divided into three groups, where we got a chance to get out all our energy as well as talk to kids from the other eight Friends schools. We finished the day with Meeting for Worship and then we met up with our various hosts to head home.

First on the program the next morning was our presentation on the Eco-Chicos (how to start and sustain a successful environmental club). Our talk was very well-received and both students and teachers were very interested in our on-going work (terracycle, the Recycling Fair, Haub bag sales, trash-free Tuesdays). We finished the day with excellent sessions on a variety of eco-related topics. We look forward to attending the FEEN conference next year!

The “Goldsworthy Sculptures” of DES

by Sara Orphanides, Durham Early School Teacher

Anyone who has taken a walk with a young child knows that they are instinctively drawn into a close and loving relationship with the natural world. Whether pausing to ponder the path of a tiny ant or simply taking time to smell the roses, young children present a beautiful appreciation for the gifts that our natural world shares with all of us. Nature is an essential part of children’s everyday life and a daily curricular focus at Friends School.

This fall and winter the children at Durham Early School engaged in an investigation of the work of the artist Andy Goldsworthy. Through their explorations of his work with natural materials, they deepened their awe and reverence for nature and built upon their reliance on their own creative resources, two key pieces of our philosophy and Early School environmental education curriculum.

It all began last year when the children engaged in a project about trying to eliminate trash from their lives as much as possible, from doing neighborhood cleanups, to committing to trash-free lunches, to reusing as much trash as possible in their art work. This year, instead of purchasing collage materials from catalogs, we were inspired by the children to ask their families to bring donations of beautiful recycled and natural materials.



Since the children showed a great joy in working with the natural materials, we teachers decided it was the right moment to introduce them to one of our favorite artists, Andy Goldsworthy, who uses materials from nature to build large sculptures outside.

After poring over the photos in Goldsworthy’s beautiful art books, the children decided they also wanted to work on “Goldsworthy Sculptures,” as they called them. We talked about the difference between natural materials and human-made materials, and the children went out to collect the most beautiful materials they could find. The older students took responsibility

for sorting and displaying materials for use. The children decided to make their sculptures inside and outside, alone and in groups, for several months. They even chose to make all our decorations for our winter celebration, the Festival of Lights, from natural materials! This work dovetailed with a science study of the nature of ice this cold winter, and many of the children’s sculptures involved ice as a key natural material.

The ideas explored during this focused investigation continue to live on in our classroom on a daily basis. The children now use materials from nature and recycled materials much more than bought materials, and take great pride in bringing in special treasures, such as a shiny piece of crinkly gold candy wrapper, to share with their friends. Through their joyful exploration of “Goldsworthy Sculptures,” the DES children have developed many new understandings about conserving, appreciating, and being good stewards of all their materials, both natural and human-made.

Sara Orphanides graduated from Oberlin College and received a Master’s degree in Early Childhood Education from the Banks Street College of Education. She has taught at Durham Early School since Fall 2007.

From Biology Field Trips to Water Law

Eric L. Garner, a CFS student from 1972 until his graduation in 1980, is the managing partner of one of California's largest law firms. He has litigated cases and negotiated key agreements involving major water bodies in the United States; helped craft water laws in Pakistan, South Africa, and Trinidad; and serves as the first American (and youngest person) to chair the International Bar Association's Water Law Committee. He's co-written the leading text on the history, law, and policy of California water and taught at the University of Southern California Law School. Here, he looks back at his CFS days.

What teacher(s) and what experiences stand out in your memory?

Henry Walker and Norm Budnitz. I have a lot of memorable experiences, but particularly doing lighting for plays, playing Bilbo in *The Hobbit*, and spring biology trips to South Carolina and Florida with Norm. Although I love birds and we saw a lot of birds on that trip, one of the things that makes it special now is that we also saw a lot of frogs, some very unusual species, and with the worldwide decline in amphibians that sadly may be an experience that future generations can't have.

As a child, what did you want to be?

I can't say that I was one of those kids who always wanted to be something. I loved nature so I was interested in being a biologist but wasn't sure. I never thought seriously about law until my junior year of college.

What path did you follow after CFS?

Earlham College (double major in Biology and Political Science, 1984), University of Michigan Law School (1987).

What about your work excites you?

Water is incredibly important in California (and everywhere, of course) and I have been fortunate enough to work on a number of cutting-edge cases where the law is very unclear. In those instances I essentially get to create my vision of what the law should be and then attempt to convince a judge I'm right. I love the opportunity to be creative in trying to solve resource allocation issues. It's fascinating to discuss water problems and solutions with lawyers from all over the world. One sees the same patterns and problems almost everywhere.



As a managing partner, working with and trying to lead people is always a challenge. The exciting aspect of it is that almost every day brings a completely new challenge, whether that is with personalities, trying to understand the latest information technology, dealing with economic issues, or talking with clients I don't directly work for. It is never boring.

Are there connections you draw between your CFS experiences and your work or life today?

I could go on for hours about this. The importance of listening to, and respecting, everyone's perspective, even if I disagree, is something that I have discovered a lot of people never learned. That is immensely helpful to me in being managing partner.

In my water law work, it's important to seek solutions by drawing from different disciplines. In life, subjects aren't compartmentalized, and CFS does a much better job of helping students think across subjects and not be confined to the artificial lines created by

most schools. Water law is a mixture of law, politics, economics, psychology (emotions run very high), and history so to be effective one has to be cross-disciplinary.

Looking back, what do you value most about your CFS education?

That I was treated as a unique individual and that my talents were nurtured and allowed to blossom. That the CFS environment supported respect for everyone's views, beliefs, and differences. That piece of mutual respect, that if a person wants respect they must respect others, was so important to learn. Lastly, but most importantly, the people. My fellow students were some of the most amazing and talented people I've ever known.

If you had 30 seconds to describe CFS to a friend, what would you say?

A virtually unique school where students are treated as individuals. The academics are excellent, so students are well prepared for higher education, but whether they choose that path or not they will emerge as fuller human beings. A place where students can be open to the wonders of learning because they don't have to don the armor that sadly is a necessity to survive in some schools.

What's on your environmental reading list?

Governing the Commons by Elinor Ostrom, who won the Nobel Prize in Economics for this work about the problems with managing common resources. One of her key areas of study was California groundwater. Members of my firm and I have been involved in several of the groundwater basins that she discusses. Managing common resources is a problem all over the world.

We know many other members of the CFS community are involved in environmental efforts. John Richardson ('97), for example, earned his B.S. in Biology from Davidson College and a Master's in Environmental Planning and Growth Management from Florida State University; he now serves as the Sustainability Officer for the Town of Chapel Hill.

CFS parent and green developer Tim Toben is the chair of the NC

Energy Policy Council, the UNC Chapel Hill Energy Task Force, and the Board of Visitors for the UNC Institute for the Environment; he co-founded Pickards Mountain Eco-Institute, a 350-acre farm and sustainability learning center.

If you'd like us to share on the CFS website how are you involved, either professionally or personally, in environmental stewardship, please email Anthony at aclay@cfsnc.org.

On and Off The Road

Elizabeth Sall started at CFS in 1986 as an “Earthling” in Lower School and graduated in 1999. Here, she explains how her daily commute to Friends School helped lead to her current work as a Bay Area transportation planner focused on urban system modeling, trying to help move people efficiently and environmentally responsibly, in a city where there are 9,932 registered vehicles per square mile.

What teacher(s) and experiences stand out in your memory even now?

Dee [Dudley-Mayfield] saw me every school day from my first day in Lower School until I graduated and holds a very special place in my heart. She has the most amazing patience. Even when it may not have seemed like I was listening, I always took her advice under consideration. My brother Will (the youngest of the four Sall kids) graduated in 2007...making it an even 20 years of our family tormenting (and loving) Dee.

Over the years, my family has had the opportunity to learn about and visit many amazing rainforests of the world and see both destruction and successes first hand. I often think back fondly upon my time in Forest class when Michael Bonsignore led a year focused on South America and tropical rain forests. I would have never thought that someday I would get to see and try to help these amazing ecosystems.

My interest in science began in Middle School when I took a class called ‘Under Pressure’ with Spencer [Lemmons]. How could I have not fallen in love with a subject where we stood on top of the Middle School pouring colored water into a long glass tube to measure the atmospheric pressure?

Basic science concepts were engraved in my mind via inventive ‘labs’ the teachers dreamt up. Bob [Druhan] had us compare the coefficients of friction for asphalt and gravel (against tires) by slamming on the brakes of trucks on the CFS driveway and on Friends School Road. This had the added benefit of demonstrating to us Upper Schoolers with fast driving habits that there was a real safety justification for the 10 mph speed limit. Other fun learning experiences included shooting catapults in Algebra II with Cam [Gott] to demonstrate parabolas and fishing stuff out of the creek with Norm [Budnitz] to study in Biology class.

What is your favorite spot on the campus?

The Upper School stairs are undoubtedly my favorite addition to campus and have been a wonderful community space. They were the perfect spot for Silent Meeting or listening to the Upper School band.

What educational path did you follow after CFS?

After being part of a small tightly-knit



community, I decided to see how well I would do in ‘the real world’ and went to N.C. State to study engineering. After a brief fling with genomics and fruit flies, I settled on a Civil Engineering degree. In 2003 I went on to an even bigger (then ‘the biggest’) university for my master’s degree: UT-Austin, where I specialized in transportation engineering and city and regional planning.

And then what professional path?

I am a transportation planner who focuses on urban system modeling. In addition to typical transportation planning, it’s my job to predict how people will behave under various future conditions so decision makers can make informed investment and policy decisions. Urban system modeling mixes aspects of sociology, econometrics, statistics, and traffic engineering. You get to put yourself in other people’s shoes and see if your hypotheses are supported by statistics.

After graduate school, I worked for a very collegial consulting firm in Washington, D.C. where I did transportation planning for a variety of clients, but mainly worked on ridership and revenue forecasting for the statewide High Speed Rail project in California. I moved to San Francisco three years ago and eventually transitioned to work for the San Francisco County Transportation Authority. Working at an agency that directly serves the public good is a dream come true and allows me regularly to span the bridge between technocrat and policy wonk.

What about your work excites you?

I love being able to use my technical expertise to help develop innovative sustain-

able development policies. California has several very progressive greenhouse gas policies, and I’ve been involved in many discussions at the state level. My job is also very dynamic. In the same day, I could have a meeting with Nancy Pelosi’s office, contemplate how people make decisions on where they live and work, and evaluate integrals.

A few interesting things I’ve been working on:

- The City is studying whether to implement a greenhouse gas impact fee for every new development in order to have no net new auto trips in San Francisco. We are tasked with figuring out how much the fee would be, and what we should spend it on that would effectively offset new auto trips (and whether it would hold up in the courts).
- We are leading the country in quantifying future environmental and congestion benefits of various bike infrastructures. This achievement opens new funding doors to non-motorized transportation investment. We even developed our own iPhone /Android application to collect the data (CycleTracks) and have already shared the data, code, and findings with several public agencies across the country to help them give cycling infrastructure a fair shake in their neck of the woods.
- Our agency is leading a feasibility study for a cordon-based congestion fee, intended to limit the number of autos entering downtown during peak hours. Revenue from the fee would be used to finance significant investments in transit. The study attempts to answer a multitude of questions: how much the fee would have to be, where it should be charged, what transit investments we should invest in, economic development impacts, and impacts along various socio-demographic and geographic strata.

What led you to your current career?

I came into transportation planning as a direct result of commuting every day to Friends School from Cary. When I started Lower School, I-40 wasn’t even built to 15-501. By the time I graduated, I-40’s size had multiplied, but so had the traffic. I did some calculations of how much time I was wasting in traffic along with the massive stress and unpredictability it added to my life. It occurred to me that no *continued on page 13*

This Is Farming, Too

According to the Department of Agriculture, the United States had 4.1 million farms in 1959, but has only 2.2 million today. Some 40% of our farmers are 55 or older. Anna Shapley-Quinn, a 2003 graduate of CFS now in her mid-twenties, is bucking the trend as she helps steward her 330-acre North Branch Farm in Maine.

On our new farm in midcoast Maine, in our 1950s ranch house, in the middle of December, no more water would go down the drain. We tried patience, we plunged, and we cleaned traps, but to no avail. Eventually, we sawed apart crumbling pipes in the basement and discovered that they had clogged up until only a tiny half-inch channel remained for outgoing water. It also became apparent that our sewage—which should have been safely out in the septic tank and making its way into the leach field—was backing up in the pipe and hanging out there in our basement, inches from overflowing. The septic-pumping truck eventually came to the rescue and pumped our tank...only it wasn't a tank. My partner Seth said it looked like a hole in the ground lined with rocks, and our bill said, "Pump Cesspool—\$195."

It was just one more of the many days since purchasing and moving to our farm that I thought, "This is farming too," which also happens when I chase escaped pigs, pick apples from ancient trees, order Quick-Books, and jump a tractor's dead battery. The romantic episodes of driving a disc harrow over deep, rich soil or hauling out firewood with a sweating draft pony alternate in our schedule with scrambling to narrowly avoid impending crises. Farming requires stamina, innovation, and stewardship; farming is like being a responsible homeowner, but your home is really big.

It was during a semester away from CFS at the Outdoor Academy that I first gave serious thought to the possibility of farming for a living, and it was upon returning to the Upper School that I knew I was in the right place to pursue it. After twelve years at CFS of learning through study, work, and play to love the out-of-doors and care for the environment, alternative agriculture took that foundation and pushed it farther. I thought farming fit my ideals as well as my temperament and was important work at which I might actually be able to make a living, so I decided to test my hypothesis. I ran after farm experiences of every kind to see if I could actually hack it: three farming internships during my last year in Upper School, WWOOFing at a goat dairy in France during a gap year before college, and seasonal farm labor throughout college punctuated by an



assistant-managership of my college's 200-member Community Supported Agriculture group. I was sure that at the end of it all, I would know if I wanted to farm.

Unfortunately, by the time I graduated from Hampshire College, all I could say was that I still loved growing and eating food—and I realized I had missed out on a crucial part of almost every farming career: staying put. To become the best possible steward of a piece of land, a person has to spend a lot of time on that land and not plan on leaving. Not only that, but farming is a profession whose basic cycles are completed over the course of a full calendar year, and for five years I didn't live in one place for more than six consecutive months. After I saw that I had skipped over one of the biggest components of the kind of farming that I consider to be truly sustainable, I thought, "I love North Carolina, and there's nowhere I'd rather be. I'll settle down there, but first I have to spend a few months with my closest college friend in Maine." Famous last words.

I find myself now not just settled but completely anchored, and I'm nine-hundred-plus miles from Chapel Hill, North Carolina. I first met Seth, a fellow farmer, the week I graduated from college and arrived in Maine. By the time November rolled around we

were sweethearts, and when we looked at our options of who might move where if we wanted to stay together, it turned out that an established apple orchard is a lot less portable than vegetable seeds and some books on soil chemistry. I eventually saw my way to being excited about the culture, the climate, the community, and the land itself in midcoast Maine, and within three months of moving here permanently, a heartthrob of a farm—which Seth and his brother had been eyeing for years—became available. The three of us shocked ourselves (and our generous families, whose pockets are now emptier) by pulling together the resources to purchase it.

And where from here? I guess I'm staying put—on 130 acres of prime cropland and 200 acres of beautiful forest—and I'm already finding out that real-world farming is better than I ever imagined. I go to bed after feeding and watering two cows, two draft horses, and twelve laying hens. My co-farmers and I attend workshops on farmers' markets and organic farm business planning. We haul hay, buy equipment, and pack last seasons' root crops for bulk sales. We do all the things farmers dream of doing, but also all the things farmers have to do: plumbing, roofing, wiring, mechanics, carpentry, finances, and even a little writing.

Best of all, I have a place to make home. Like Annie Dillard, Wendell Berry, Scott Russell Sanders, Aldo Leopold, and many other writers I first encountered thanks to Friends School teachers like Henry Walker, Mig Little Hayes, and Cotton Bryan, I have the privilege to love, observe, learn, and earn a living from a specific place. I also have the responsibility to care for it, with my co-farmers, in the best ways we can: maintaining a working relationship between the wild and the cultivated and feeding our community while feeding the land. And if Carolina Friends School ever decides to plow up athletic fields or horse pastures to grow some more food, I will applaud you all, and I hope to be there to stick a shovel through the sod.

Anna and Seth are expecting a baby at the end of September, and their North Branch Farm can be followed online at <http://www.northbranchfarm-monroe.blogspot.com/>.

Doing Well by Doing Good

Carolina Friends tries to model good stewardship not only through our curriculum, extracurricular offerings, and physical plant practices, but also through our investment strategies. CFS Business Manager Sue Summers and the Board of Trustees' Investment Committee, clerked by Mike Hennessy (Managing Director of Morgan Creek Capital Management and formerly employed at both the Duke and UNC Management Companies) oversee the School's endowment of \$8.2 million.

In 2005 the Investment Committee decided on a new approach. According to Sue, "Rather than have investment managers who screen out companies not socially responsible per the American Friends Service Committee Social Investments Policy and Guidelines, we wanted managers who invest in socially responsible companies or in companies the managers think are receptive to being more socially responsi-

ble. Boston Common Asset Management and Trillium Asset Management, our two management firms, are leaders of socially responsible investing." CFS' investment strategy is now more reflective of our philosophy.

Massachusetts-based Boston Common seeks to "integrate environmental, social, and governance (ESG) criteria into the stock selection process" and "pursues companies with best-in-class ESG practices, screening out egregious violators, seeking out firms that are finding innovative solutions to the problems of their industries, and encouraging the firms we own to improve their practices." The firm engages in dialogue with management, advances shareholder resolutions, works with U.S. and international organizations, and provides public policy testimony on issues from child labor and sustainable agriculture to executive pay and workplace safety.

Boston Common has solicited CFS' support on initiatives to increase diversity in top management, seek more equity in pay structures, and discuss with company officials BP's oil sands strategy.

Trillium, founded in 1982, is the country's oldest and largest independent investment management firm focused on sustainable and responsible investing. It believes "companies with strong environmental, social, and governance (ESG) profiles are better managed for the long term, have lower risk profiles, and are positioned to outperform their peers." The firm engages directly through shareholder engagement and advocacy and indirectly through allocating capital to companies and sectors with positive economic, ecological, and social impact. CFS parent Farnum Brown is the company's Chief Investment Strategist and manages its Durham office.



A Minute of Appreciation for Peter Klopfer

The members of the Board of Trustees of the Carolina Friends School wish to express our deep gratitude to Peter Klopfer for his long and remarkable service to Carolina Friends School.

Peter was part of the small group of Friends who birthed the idea of CFS in the 60s, and CFS has benefited from nearly 50 years of his vision, generosity, and leadership. He has served continuously on the Board during those years, participating as a founding member, as Clerk of the Board, and as clerk or member of innumerable Board committees.

Peter has been a constant reminder to the Board of how Quaker faith, practice and values can bear upon the life of the school. He has helped guide the Board through issues such as whether or not to administer standardized tests, pave the roads, or include competitive sports. He has modeled leadership based on integrity and careful listening. Often, he has worked quietly to facilitate what needs to be accomplished. On other occasions, he has been out-

spoken, standing firm in his beliefs, but also willing to hear all sides of a controversy and even occasionally changing his stance.

Beyond the Board, Peter has shared his life in countless ways with the school, from sharing his passion for biology with students and his pastures with athletes, to being a guidestar to multiple school principals. As anyone who has crossed his path in and around the school can tell you, CFS lies not just near, but in Peter's heart.

Thank you, Peter, for your presence, your persistence, your generosity, your sense of history, and your sense of the endless possibilities at CFS.

Presented May 18, 2010

Carolina Friends School Board of Trustees

Grandparents Day, 2010



photo by Laura Shmania



photo by Anthony L. Clay



photo by Anthony L. Clay

More than 100 grandparents and grandfriends, from as far away as Hawaii and Norway, spent half a day in April enjoying school at Carolina Friends.



Marion McMorris: A Legacy of Giving

“I wish more schools would graduate students with the preparation CFS gives.” With this statement several years ago, Marion McMorris, grandmother of Evan (’99) and Stefan (’02) McMorris-Santoro, told us she had included Carolina Friends School in her will. Asked recently about her bequest decision, Marion added, “My two grandsons went all the way through CFS from Early School through Upper School, so I had a long experience with the School. I liked the relationships between teachers and students. My late husband and I visited the School when we traveled down here. We enjoyed meeting parents and other grandparents at various events; everyone was very friendly. Grandparent Days were fun.” The bequest Marion designated will come to the School after her death.



photo by Laura Shmania

More recently Marion decided to establish a charitable gift annuity (CGA) through the School’s partnership with the Friends Fiduciary Corporation. Marion’s gift established an annuity that pays her a regular quarterly income. At her death, any money remaining in the fund comes to the School. Marion said, “I had always enjoyed the dance program so much. They always did such a terrific job. I thought that directing the gift to support the dance program would be a good thing to do.”

Marion has always felt good about her decision to support the School through her charitable gift annuity. And these days she has a second reason to feel this way. Marion explains, “compared to the roller coaster stock market, the CGA is constant and reliable. I can always count on this for regular income.”

Please consider following Marion’s lead. Include the School in your will and/or establish a CFS charitable gift annuity. You’ll feel good about your decision. For further information, contact John Ladd at 919.383.6602 x270 or jladd@cfsnc.org.

A Profile of Elizabeth Sall

from page 9

matter how many lanes they added on I-40, we would still always be stuck in traffic ... and if I could figure out a way to fix this issue, it would be a huge contribution to the gross national happiness not to mention substantial health, safety, and environmental benefits.

So in college I did a lot of research about regional planning and infrastructure investment decisions, and realized that decision makers based their decisions (or justified them as the case may be) on technical analysis with inherently flawed methodologies. In fact, the models currently used in the Triangle combined with national transportation policy almost guarantees that transportation dollars are spent on single occupancy vehicle roadway capacity. The added capacity opens the door for even more inefficient development patterns, which then clogs the roadway again, and so on. It is the opposite of a sustainable pattern: financially, environmentally, and socially. I decided that

I could (while my math skills were fresh) at least try and fix the flawed models that were being used so that decision makers and the public would at least be presented with a more accurate menu of choices and be held accountable to them. Ten years later, I'm still on the same mission!

Are there connections you draw between your CFS experiences and your work or life today?

More than anything else, the concept of being part of and contributing to a community has stuck with me from CFS. I think that's the main reason why I love my job in the public sector now. We are accountable to a community of people who trust us.

Sometimes it is difficult for an engineer to understand the belief that truth is continually revealed . . . and dynamic! However, this core CFS principle fosters important critical thinking and discussions and prevents us number crunchers from hiding

behind a single value/'answer' even though it is much easier.

Taking responsibility for your own well-being is one of the most important lessons I learned at CFS.

The trust, flexibility, and freedom given to CFS students allowed us to make plenty of our own mistakes . . . but more importantly it meant that when we were in the classroom learning, it was because we wanted to be.

What's on your environmental reading list?

I think my favorite book is *Small Wonder* by Barbara Kingsolver, which I read in graduate school but still think about often. Marc Reisner's books about the West and Jared Diamond's work are also very interesting. Related to my work, Tom Vanderbilt's *Traffic: Why We Drive the Way We Do* is entertaining.



From the Principal

from page 1

of the impact of land and facilities recommendations highlighted in *Meeting the Challenge*, our most recently completed strategic plan. This walking study was also informed by the extraordinary efforts of the CFS Board's Land and Facilities Committee, co-convened by Liz Pungello and Marsha Green.

At its February meeting, the Board of Trustees approved the Land and Facilities Committee's recommended Master Plan for CFS. The plan reflects the input of students, staff members, alums, parents, and countless friends of the School. It also reflects the exhaustive efforts of Liz, Marsha, and their committee members to meet our obligations to Orange County in order to secure a Special Use Permit (SUP) and to glean and elevate our priorities: an even more pedestrian-friendly campus, a school "in the woods" rather than merely surrounded by woods,

stewardship made manifest in both green building practices and responsible use of our existing resources, and programmatic impact that makes clear CFS is here to stay.

The recommendations take the form of renovations, expansions, and new construction and include the following:

- a dedicated Performing Arts Center
- a Lower School expansion to create art, storage, and additional classroom space
- a Middle School renovation to add art, science, classroom, and kitchen space
- a renovated Quaker Dome likely to be used by even more students, staff, parents, and alums and likely to reduce the pressure on the gym to serve the growing number of CFS athletic teams
- dedicated meeting space to accommodate the Campus Early School community
- additional storage and teacher work space

at the Chapel Hill Early School

- relocation of our wastewater treatment plant
- tennis courts
- a new Shop

The list is long and the price tag high, but, as many of you have heard me say, at CFS our reach ought to exceed our grasp. And the truth is that the work is already underway. As you "walk" through the pages of this edition of *We & Thee*, I hope you can picture yourself on campus, as well as appreciate the many efforts on behalf of the environment by the students, staff, parents, board, and alums of CFS. And if you'd like to take a walk and help me imagine how we might realize those high hopes we have for a CFS poised not only to endure, but to thrive, rest assured I keep a pair of socks and walkin' shoes beneath my desk.



photos by Laura Shmania



Hearty thanks to all our parent volunteers, who devote so many hours to supporting CFS in countless ways. Pictured above left: Lisa Hess ('89), Chair of the Recycling and Waste Reduction Committee, who helps us to have as many reusable items as possible at events like the volunteer appreciation ice cream social. Right: At the last gathering of the Parent-Staff Association (PSA), Jackie MacLeod was presented with flowers to express appreciation for her two years as PSA Co-Convener. Surrounding her are Marybeth Dugan and Jane Anderson, PSA Co-Conveners for 2010-11. CFS would not be the community it is without our dedicated parents.



$$\times 17,600 = \left(\begin{array}{l} \textit{Estimated number of gallons of fresh water} \\ \textit{saved every year by the 11 waterfree urinals} \\ \textit{installed on our main campus.} \end{array} \right)^*$$

Answer: 440,000 *

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**Cutting Down
 on Paper Mail?**

If you'd like to receive a color pdf of *We & Thee* by email, let Laura Shmania know at lshmania@cfsnc.org. The color pdf is also available at www.cfsnc.org.

Did you know?
 CFS saved nine mature trees from destruction in 2009 simply by participating in a shredding & recycling program for confidential papers. This total doesn't include our regular paper recycling program.

CFS Goes Social (Media)

If you're up on social media, you can follow CFS on Twitter at [CarolinaFriends](https://twitter.com/CarolinaFriends). And please check out the new CFS alumni Facebook page: *Quaker Dome*.

The Year in Athletics

by Alex Gordon, Athletic Director

Another full, busy year of athletics is “in the book” at CFS. More than 75% of the students (112) in the Middle School participated in one or more sports, and more than half (89) of the students in the Upper School took part in interscholastic sports.

Several Middle School teams participated in the newly formed Central Carolina Middle School Conference. Conference sports included boys’ and girls’ soccer, volleyball, boys’ and girls’ basketball, and baseball. Highlights included regular season championships for the boys’ and girls’ soccer teams. The boys’ team also won their tournament championship, while the girls’ team lost an exciting overtime match in their championship. Additional sports offered during the year included boys’ and girls’ cross-country, tennis, and ultimate Frisbee.

The Upper School program continued its membership in the North Carolina Independent Schools Athletic Association



The CFS girls basketball team celebrates a great season

and the Triad Athletic Conference. We fielded teams in cross-country, basketball, soccer, swimming, tennis, and volleyball. The ultimate Frisbee team played in the Triangle Youth Ultimate League. Of special note is that for the first time ever all of our girls’ teams whose participation in the state tournament is based on a seeding process—volleyball, basketball, and soccer—were selected to play. All-conference honors during the year included the following:

- Boys’ Soccer: Dani Meyer (‘13).
- Volleyball: Emily Booker (‘10).
- Girls’ Basketball: Esther Cohn (‘10); Zoe Vernon (‘12) (also selected for all-state!); Jamilah Watson (‘12). Also, CFS Girls’ Basketball coach Patience Vanderbush was named Coach-of-the-Year in our conference.
- Girls’ Soccer: Anna McClain (‘12); Frances McDonald (‘13).

This was certainly another year to take great pride in the accomplishments of our teams and individual players. We enjoy the high finishes in the conference standings and all-conference recognition given to our students. We also recognize, though, that the ultimate success of our program lies in the quality of the experience that each student has on a team. Special thanks go to our coaches, other faculty and staff, and parents for their efforts on behalf of the athletic program.

Remembering My Dad

Mike Hanas, Principal, has initiated the Athletic Endowment Fund in memory of his father, who died in February 2010. Mike explains, “Perhaps to a fault, I’ve tended to focus on differences between my father and me, but over many years we shared an undeniable interest in athletics. My dad rooted for the White Sox and Packers, while I cheered for the Cubs and Bears. We both played sports growing up and knew the joy and satisfaction that came with pursuing what was possible, physically, as individuals and members of teams. Dad was a local legend as a talented and fiercely competitive athlete and, later, umpire. In 2002 he was inducted into the Chicago 16 Inch Softball Hall of Fame. Over the last ten years of his life, I experienced the great joy of watching my dad enjoy watching his grandchildren play. With this endowment we get to do some good together on behalf of student athletes at CFS.”



photo by Laura Shmanga

The Athletic Endowment Fund will “. . . cover operating expenses, e.g. equipment, fees, officials, coaches’ salaries, et al. related to the participation of students in athletics at CFS.” It’s the newest curriculum support endowment fund, joining funds that support dance, mathematics, science, and world languages. As with all endowment funds, anyone can add to this fund, at any time, and with any size gift. If you would like to support the fund, please write a check to the CFS Athletic Endowment Fund and mail it to Carolina Friends School, 4809 Friends School Road, Durham, NC, 27705. To honor Mike Hanas’ wish to “to do some good together with his dad,” with your gift, write that on the check note line. We’ll let Mike know who has given with this purpose in mind . . . without telling him the amount of such a gift.

Alumni Weekend 2010

More Photos from Grandparents Day



More than 75 CFS alumni and current and former staff gathered at Alivia's Bistro in downtown Durham to kick off Alumni Weekend, June 12-13! Pictured here (clockwise from top left): David Baranger ('06), Rose Anna Laudacina ('06), and Caitlin Conner ('06); Hopie Fulkerson ('97), Jason Parker ('05), and Lower School staff member Kathy Schenley; Monique Nijhout ('95), Kristyn Yelton ('96), and Upper School staff member Willy Rotella; Matt Wehrle ('98), Maria Ikenberry ('91), guest Deb Cunningham, and Norm Budnitz (former teacher); and Erin McGovern ('00) and her father, Assistant Principal John McGovern.

And last, but not least, a cartoon.

Drawn exclusively for *We & Thee* by Dr. Todd Shapley-Quinn, proud parent of CFS alum and Maine farmer Anna Shapley-Quinn—who is featured in this edition of *We & Thee*.

