

We & Thee

Carolina Friends School

Spring 2007

Celebrating 5 Years With Afghan Sister Schools

by Jennifer Rousseau, CFS parent



photo by Greg Mortenson

Much like children attending the school CFS is supporting in Tob Chi, Bamiyan Province, Afghanistan, these schoolgirls from Husbe village, Karakoram mountains, Pakistan, are now able to attend school, at a cost of about \$ 1 per month per child.

To kick off events marking the fifth year of our Afghan Sister Schools Project, on February 28th we were delighted to welcome Greg Mortenson, author, mountaineer, and founder of more than 60 schools in Pakistan and Afghanistan.

His story is told in the best-selling book *Three Cups of Tea, One Man's Mission to Promote Peace ... One School at a Time*. Greg arrived in time to speak to both the Middle and Upper School students and in the evening addressed a crowd of more than five hundred people in the CFS gymnasium, many of whom were from outside the CFS community. The Regulator Bookshop and Townsend Bertram & Co readily agreed to co-sponsor the talk with CFS. Greg was generous with his time, speaking at length with those who waited patiently for copies of his book to be signed. Prior to his talk we were treated to the song "Three Cups of Tea" written by Jake Fleming and performed beautifully by Caitlin Linney (Upper School student), Leah Bishop (Middle School student),

and Natalie Gilbert (Middle School music teacher).

It is quite incredible what Greg has achieved. His small organization (Central Asia Institute) has built nearly 60 schools in remote regions of Pakistan and Afghanistan. Carrying out work which often involves personal risk, Greg has developed relationships within villages to ensure that his schools always include girls and provide a balanced curriculum. His powerful story is both a call to action and an inspiration for our own project as we work with the American Friends Service Committee (AFSC) for schools in Bamiyan Province.

On Saturday, March 3rd, a community celebration was held in the Center building. People brought a wonderful spread of Afghan dishes to share and we

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From the Principal

At CFS, We Can Fly

by Mike Hanas

It's been a very busy year. Year two of our Next Step Campaign.

Long range planning with the CFS

Board of Trustees. The fifth anniversary of the Afghan Sister Schools Project. A little teaching, a little dancing, meetings here and there.

And then Henry invited me to be part of the Middle School's production of *Peter Pan*. How could I possibly say *yes*, with so many imperatives? Year two of the Next Step Campaign; long range planning, the Sister Schools project; a little teaching...

you get the idea. But, really, how could I say *no*? To an opportunity to work directly with kids? To be part of the magic of *Peter Pan*. To be asked and able to help students fly? What a privilege!

Not all principals and heads of schools are so lucky. Many of our offices are perceived (and often rightly so) as the place to which students in trouble are sent, the place where angry parents bring their grief.

Occasionally, we get to teach. At CFS you've made room for me to dance. And I get to help students fly.

But, please make no mistake about this, it is all of you, readers of *We & Thee*, family members and friends of the CFS community, who help us fly.

You help as parent liaisons, classroom volunteers, presenters on Science Day, and in myriad other ways. And one extremely vital way you've helped us fly is through your support of the Next Step Capital Campaign.

I write now to celebrate our considerable progress to date, to express my gratitude for your support shared thus far, and to ask you to help us take those final steps necessary to reach our

"cruising altitude" and campaign goals.

We have much to celebrate...

On the way to our \$4M goal, we have already raised over \$3M in gifts and pledges, more than in any previous CFS campaign. We have received gifts from 683 friends of CFS, over 10% more than in our previous campaign. Moreover, the number of donors in the \$100 to \$1K range is 12% greater than in the previous campaign, and our number of gifts in the \$1K to \$5K range is almost 25% greater. Many in our community are stretching to support the goals of the Next Step Campaign.

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CFS Staff Explores Multitude of Ways to “Go Green”

by Ida Trisolini, Convener of Staff Development Committee, and Kathleen Davidson

Poor Kermit's lament, “It's not easy being green,” took on a new meaning at the recent January 2nd staff development day at CFS. Staff of CFS have long been dedicated to “being green” in an ecological sense, teaching environmental awareness in classes from Early to Upper school. We have long felt that care for, appreciation for, and careful stewardship of the earth was of prime importance in our mission.

Our commitment to this belief led the CFS Staff Development Committee to plan a “going green” program for the purpose of staff development on January 2, 2007. As staff members arrived and signed up for workshops, they were encouraged to join Betsy Plonski and Terry Pendergrast at a table with materials for a “Turn Off the Lights” art activity. So the campus now is sprinkled with cards reminding us to do such things as “See the light! Turn it off.”

After a brief presentation from Ani Flash, Trustee and co-convener of the Long Range Planning Committee, and a quick stretch, the presentation from the CFS Stewardship Committee “Mean, Green or In Between: Where Are We Now?” began.

Every staff member attended two workshops designed to raise consciousness and get us all involved in ongoing stewardship efforts at CFS. We were able to tour the campus from various perspectives, visit energy-efficient homes, pull privet, help to winterize buildings, talk about trash, and more.

Among the workshops were:

- Visits to two energy-efficient houses, one recently built by neighbors Larry Bohs and Libby Searles, and the other by Sylvia and Siegfried Heyden (parents of Middle School teacher Francoise Heyden).

- A campus tour focusing on non-native invasive species, like California Privet, that pose a continuing challenge.

- A walking tour focusing on current conservation efforts, including and not limited to building and materials choices for structures new and old, water reclamation at the Upper School end of campus, solar panels being

built by an Environmental Science class, and photovoltaic solar collectors on the Lower School. New projects include septic systems waiting state approval, the use of biodiesel fuel in the bobcat, and insulating/tightening up buildings in an effort to reduce our carbon footprint by consuming less energy.

- Hands-on teamwork to help winterize the basement of the Upper School and crawl space of the Middle School Annex.

- Introduction to biodiesel Fuel focusing on the future, the chemistry, the history, and the practical uses of biodiesel fuel in our area.

- “Talkin’ Trash,” a presentation by Muriel Williman, from Solid Waste management, on the future of the Orange County landfill, what happens to those recyclables, and the economics of it all.

- Viewing the film *Killowatt Ours* and discussing its implications and possible actions with members of the Upper School Student Stewardship Committee.

- A demonstration of Photovoltaic Power by Upper School parent Ed Witkin, of Carrboro SolarWorks.

Evaluations dutifully completed by participants affirmed that staff members had enjoyed and learned a lot from the activities. They described the experience as “life-changing...informative...important for the life of our school.”

We all look forward to seeking even more ways to educate ourselves and the students about these environmental issues that face all of us.

The Quaker value of simplicity, enshrined in Carolina Friends School's statement of philosophy, accords with one of the most pressing issues of our times: the necessity to conserve, if not to restore, that of the Earth that has been passed to us, before that passes away in the face of short-term human needs.

To meet that purpose, our School needs to extend its existing mission to active environmental stewardship, including the wise and sustainable management of energy, water, wildlife habitats, and human activity. We feel that only through such long-term and conscious management can both the School's spiritual values, and its physical segment of the natural world, be properly maintained. We, the students and the staff at Carolina Friends School, are committed to making our School more “earth friendly,” as we work toward reducing our carbon footprint.

We commit to reducing our electricity use through conservation both by employing new technology and by raising awareness.

We commit to continuing to reuse and recycle materials properly and in earnest whenever and however we can.

We commit to the inclusion of environmental education in all units throughout our school.

We commit to buy only alternative fuel vehicles in the future as we replace old ones in the coming years.

We commit to including “green” building design and materials in all future buildings on our campuses.

We commit to scrutinizing our purchases as related to their environmental impact before and after use.

Statement on the Environment, proposed by the CFS Stewardship Committee, 2007

Saving Our Environment is a Class Act

by Bob Druhan and John McGovern

In developing our Upper School *Environmental Studies* class, we are trying to bring our stated philosophy into practice. We have been environmentally conscious in designing our campus, but we also want to instill in our students a sense of responsibility for their environment. We want to create a green-teaching campus at CFS.

We start each term of Environmental Studies by looking at energy sources and generation. Our students have been particularly motivated by a short film *Kilowatt Ours*, which begins with a look at coal mining practices in West Virginia and ends with a compelling message on the need for energy conservation. Class members see very quickly that conservation is all about changing habits, and then they are given the opportunity to affect behaviors on a campus-wide level.

We asked students to keep lists of the empty rooms they found with lights and equipment burning away. We then informed staff of our findings. After about a month of keeping track, we began to see results, but more work on this is still necessary. Our students have learned a lot about how difficult it is to change behavior patterns.

We did two projects around the campus in the fall and winter terms. After seeing *Kilowatt Ours*, it seemed imperative that we change from incandescent bulbs to the newer compact fluorescent lights which use significantly less energy. We have a lot of lights throughout the campus! Though they replaced every bulb possible, students discovered that a number of the older-outside fixtures would not accept the newer floodlights. They have a thicker base. Within the next year, we hope to have these fixtures replaced.

Class members also insulated the hot water heaters and the hot water pipes in a number of our buildings. In all of this, they can be sure what they've done is making a difference.

We had a lively discussion in class about using green cleaning products for the school. Students were asked if the word "green" really means anything or if it's just a popular catch phrase to lure people to these products. It appeared to us that the green products have some organic materials that biodegrade more readily after use, and the class consensus was that they are worth the extra cost.

A major ongoing project for the class has been to take the Hut off the grid. To this end, the students have successfully built four large solar hot-water panels. They are now producing very hot water during the middle of the day. Next, we challenged the students to take



photo by Laura Shmania

A major project of the Environmental Studies Class has been to take the Hut (the 80's-vintage structure adjacent to the Upper School that is used for Music and other classes) off the grid.

the supply of hot water and transfer its heat to some mass inside the Hut. We want to store the heat throughout nights and make the room warm enough for morning classes. To bring this about, we will definitely need to add mass and better insulate the floor of the building.

In addition to the four solar hot-water panels, the students have started to build a solar hot-air collector on a portion of the south-facing wall of the Hut. It's very simple in its design, drawing cooler air into the base of the collector from the floor and returning the warmed air near the top of the wall. We have used window screening as our heat absorber and painted the entire area of the collector black. Clearly, we have enough heat being generated during the day. As stated earlier, the challenge is the transfer and storage of the heat.

As spring term begins, and the sun rises earlier and days get warmer, we will finish the two fall and winter solar-collector projects and will explore different ways to light the building without the use of electricity.

Ideally, we will be able to apply what we've done with the Hut to other areas of the campus. We have many other buildings that could benefit from additional solar applications to reduce our energy use. We have many south-facing windows, but often the shades are drawn blocking the warm sun because of glare in the classrooms. We need to look at indirectly lighting these areas. We will also explore ideas on how to make connections with other schools in the area and to share our knowledge and learn what others are doing to

make their campuses less dependent on traditional energy sources.

Most of all, we look forward to the day when students are coming to us with their ideas and personal commitments toward real improvements in our communal relationship with the natural world. The truth is that these problems will be handed off to these young people. We have to give them the education and inspiration to deal effectively with the planet they will inhabit.



photo by Michael Bonsignore

As part of their exploration of the theme of The Earth, Lower School students in Forest Class have researched, written reports about, designed, and built models of solar and wind collectors.

With Long-Range Issues & Opportunities Identified, Task Forces Work on Goals, Recommendations

by Ani Flash, for the Long Range Planning Committee and Mark Kuhn, Clerk, CFS Board of Trustees

The Board of Trustees is pleased to report the results of the Long Range Planning Visioning Sessions which were conducted in the Fall of 2006. Eleven visioning sessions were held. Representatives of all the major constituencies of the School participated in the sessions and/or by survey questionnaires. We estimate that well over 500 people participated in these sessions. In addition, we received approximately seventy responses to the survey questionnaires as well as letters from those who chose to share their vision in writing. CFS Principal Mike Hanas attended nearly all visioning sessions and reviewed copies of all recorded notes, questionnaires and letters. We will eventually house all long-range planning documents in the School's archives.

We began the visioning sessions in September with a half-day meeting with the staff, followed by meetings with students in all units of the School. Two visioning sessions for parents were held, one richly laced by alumni, alumni parents, and former teachers. The CFS Board of Trustees dedicated its October meeting to visioning. In December, a Meeting for Visioning was held for members of the Chapel Hill and Durham Friends Meetings. We owe a great debt to all who participated.

All visioning sessions were characterized by integrity of spirit and animation. Each yielded a centering quality which was critical to the

overall visioning effort. Sessions also revealed overwhelming affirmation of and commitment to the School's mission and values, as well as the fundamental practices that reflect those values.

The Long Range Planning Committee 'named' and synthesized issues, opportunities and specific recommendations which were raised in the visioning sessions and in questionnaires. This vital feedback fell readily into thematic clusters with varying points of intersection identified. The Committee has chosen categories representing specific areas of opportunity and challenge: **Advancement, Community, Land and Facilities Planning, Staff Support, and Technology.** The Committee has also articulated a rationale for each category and has cited broad conceptual questions intended to embody the spirit, nature and scope of concerns shared in visioning sessions. These questions are listed within each category and their number and scope vary accordingly. (See CFS website)

A sixth category, **Curriculum**, was also named as an area of opportunity and challenge. Design and implementation of the curriculum is the responsibility of the staff, so a subset of the Long Range Planning Committee will collate and summarize issues and identify key areas of the curriculum for discussion and analysis by the staff.

The Committee has selected seven queries for Task Force groups to consider and address

in their study and recommendations. These queries are rooted in the School's philosophy and "reach through everything that we do."

Queries for Task Force Groups:

Are we attending to Quaker values?

Are we attending to Community?,

Are we attending to Diversity?

Are we attending to Stewardship?

Are we attending to Simplicity?

Are we attending to Excellence?

Are we attending to Cost?

On January 16, 2007, the CFS Board of Trustees granted its full endorsement to the Long Range Planning Committee to embark on the next stage of planning. Between February and June, 2007, the five designated Task Force groups, convened by members of the CFS Board, will study key issues and develop goals and recommendations. A draft of the Fourth Long-Range Plan will be presented to the Board for its consideration at its September meeting. Following any necessary revision, the Fourth Long Range Plan will be brought to the CFS Board of Trustees for approval in October. Implementation of plan recommendations will be the responsibility of the Principal and staff and will begin following Board approval and continue through the School year 2011-2012.

Please visit the CFS website for a complete posting of the Long-Range Planning Task Force categories, rationales, queries, questions, and time-line.

And the Task Force Members Are . . .

Advancement: Mike Bishop and Joan Siefert Rose, co-conveners. Board: Cindy Covington, Martha Klopfer, John March, Joel Meyer. Parents: Josh Hartford, Anita Mills, Joel Shaffer, Hawley Truax. Student: Virginia Thomas. Staff: Kathleen Davidson, John Ladd, Elise London.

Community: Chris Stanley and Mary DeCoster, co-conveners. Board: Susan Carson, Sheilah Hartford. Students: Krista Nordgren, Hannah Strom, Samantha Strom. Staff: Carrie Huff, Toni Williamson. Co-opted: Dick Marr, Susan Peters.

Curriculum Subcommittee (this work is primarily referred to staff): Sheilah Thomas, convener. Mike Bishop, Steve Nowicki.

Land & Facilities: Harriet Hopkins and Steve Nowicki, co-conveners. Board: Ani Flash, Mike Hennesey. Students: Sara Gabrielson, Philip Mayer. Staff: Sue Caldwell, David Ikenberry, John McGovern.

Staff Support: Deborah Gibbs and Marsha Green, co-conveners. Board: Annie Caulkins, Flannery Hysjulien, Bill Graves. Staff: Robert Bittle, Sue Summers.

Technology: Mark Kuhn, convener. Board: Peter Klopfer, Hugh Meriwether. Parents: Paul Della Maggiora, Rick Faith, Lori Febbo, Blake Johnson, Julie Keane alternating with Aaron Keane, Staff: Mig Little Hayes, Joan Walker.

Martin Luther King Jr Day Celebration, 2007



Once again the CFS community commemorated Martin Luther King Jr Day with a half-day of school that included gathering with friends from the Mt. Sinai Missionary Baptist Church. The youth choir includes several CFS students [left] and is directed by CFS alum Nia Patterson [right]. Sharings from the units included African drumming [below left], a song from the Early Schools [below center], and a Middle School peace demonstration [below right].



Something Extra: Volunteers for Literacy Include a Presidential Hopeful

Following the MLK celebration in the gym, some from the CFS community headed for the Middle School to sort books that had been collected throughout the county for the Orange County Literacy Council. Among the volunteers were John and Elizabeth Edwards [kneeling, right]. Behind them is CFS parent Ginger Young, an organizer of the effort. Another CFS parent, Kevin Tolson, who is on staff at the Orange County Literacy Council, was also present, as were several students and parents. Also occurring that afternoon was a chili lunch to raise money for a CFS family member who waits for a double-lung transplant, due to cystic fibrosis. This was a day when CFS had the opportunity to experience many levels of what it means to be a community.



Afghan Sister Schools
(from page 1)

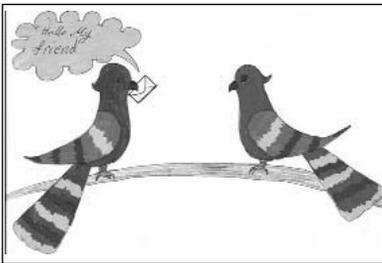
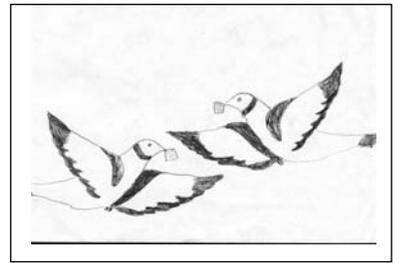


photo by Willy Rotella

Upper left: CFS students hold one of the peace rugs they made in Francoise's class. And our friends from Al-Iman School smile at the community celebration on March. Above: Greg Mortenson with our six "Afghan Sister School Moms": Jenny Rousseau, Jane Anderson, Marybeth Dugan, Jill Friedman, Melissa Marion, and Francoise Heyden (who is also a Middle School teacher). At the community celebration on Saturday night, these women were presented with a Minute of Appreciation for their five years of work toward Building Bridges to Peace through the Afghanistan Sister Schools project. The two bird drawings come from diary entries sent from the students in Afghanistan.



were glad to welcome friends from the Al-Iman Islamic School in Raleigh as our guests. Students from both CFS and Al-Iman School treated us to song, poetry, power point presentations, and readings from correspondence with students at our Tob Chi Sister School.

An exhibition of the CFS Afghan Sister Schools Project was on display at both events and available at other times for the community to peruse. The exhibition includes displays of letters, diaries, and gifts exchanged between CFS and our sister schools, as well as many photographs taken locally and in Afghanistan.

Just prior to our official fifth anniversary celebration, we were visited by Patricia Omidian, who has just left her position as Director of the AFSC office in Kabul. She affirmed that our sister school relationship has meaning for students in Tob Chi, describing their eagerness to receive letters from CFS pen pals. "The kids are so excited when the letters and diaries from CFS come in. They really love it. It's almost magical." She also spoke to the effectiveness of teacher training and peer education programs, both of which

receive financial support from our Afghan Sister Schools Project.

We are in contact with the new AFSC Director in Kabul, Norm Gustavson, who is excited about our project and has ideas for the two-way cultural exchange between CFS and Tob Chi School, particularly in areas relating to peace education.

Reflecting on the events of the past few weeks, we feel a great sense of gratitude to the staff, students, and parents at CFS, Tob Chi, and Al-Iman School, and to Greg Mortenson, who has promised to hand deliver the next round of correspondence from our students to the Tob Chi School. He will also talk with the villagers in Tob Chi about the possibility of approaching the Afghan Government to ask for a High School in Tob Chi. Currently the school teaches through 8th grade.

We will shortly be saying a sad goodbye to Noorin Nazari, an Afghan native and Fulbright Scholar at Duke. Noorin will be completing her two years at Duke this spring. She has been an inspiration to us all and has been invaluable in helping us understand the

content and meaning of the material we have received from Tob Chi.

How can we take our project further? The \$36,000 that has been raised has gone a very long way -- toward furniture, supplies, playgrounds, and teacher training in Afghanistan. It is our hope that when people outside our community see what can be done with few resources but a determination to reach out peacefully to those from different cultures and religions that they, too, will feel moved to think about how they and their own communities can develop similar projects. Just look what one man, Greg Mortenson, has achieved! We truly hope that such projects are building bridges to peace in the long term.

A student who has exchanged diaries and letters and worked on a peace rug eloquently captures the spirit of this project. She says the exchanges make all of this "feel more real. The world is smaller. Peace is possible."

To get involved with the CFS Sister Schools Project, please contact Jenny Rousseau at jenny.rousseau@verizon.net or Melissa Marion at j.marion@mindspring.com

Peacemakers “Come to Life” in Middle School



photos by Henry Walker



In the Middle School, second-year students take a term-long course in Conflict Resolution, in which they learn and practice conflict resolution skills and research historical peacemakers. The culminating project is a Peacemaker Wax Museum, in which students assume the roles of the historical figures they have researched and narrate stories from their lives to visitors to the Museum.

Congratulations to Staff

Congratulations to **Cesanne Berry** (Durham Early School) and **Susan Kincaid** (Upper School), who have been selected for the 2007-2009 cohort of Friends Council on Education's *SPARC: Spirited Practice and Renewed Courage for Teachers in Friends Schools*. Only 47 teachers from Friends Schools nationwide will participate in this two-year program, consisting of four two-day retreats that allow time for reflective work in a community of inspired educators.

And congratulations to **Ida Trisolini** (Middle School), who has been chosen for the *Institute for Engaging Leadership in Friends Schools*, also sponsored by Friends Council on Education. This is another two-year program consisting of four residential retreats at Pendle Hill, designed to build community, deepen levels of trust, and provide ample time for reflective leadership work.

Finally (for now), congratulations to **Frances Brindle** (Upper School), who has been selected for the *Research Experience for Teachers* (RET) program. Funded by the U.S. National Science Foundation, RET offers a select group of high school science teachers the opportunity to pursue mentored research at the La Selva Biological Station in Costa Rica, with all of their expenses paid, including stipends. This program will take place over a five-week period during the summer of 2007. The objectives of the program are to provide science teachers with a well-rounded research experience in tropical biology in one of the most important research centers in the tropics, and through this experience to help them to integrate field-oriented research into their classroom instruction.



photo by Henry Walker

Peter Pan *Redux* Revival

In February, the Middle School presented *Peter Pan*, with original music composed by Chris Stanley, CFS parent and Board member, for the Middle School performance of the play in 2001. The play was directed by Middle School teachers Henry Walker and Toni Williamson. In addition to a large Middle School cast, this performance included students from the Early, Lower, and Upper Schools, with the grown-up Wendy's part of the closing duet sung by the Upper School student who played young Wendy for the original performance. Even the Center and Gym were ably represented by Principal Mike Hanas and Athletic Director Alex Gordon, who made it possible for the students to fly. Kudos to all!

Annual Alumni Events

Split Decision in Holiday Hoops

Girls Varsity Wins by 10, Alumni Men Eke Out a Narrow Two-Point Margin

“It’s always a great experience to come back and see old friends. As a former athlete here when CFS had no gym, it’s exciting to compete against the varsity players in this facility. Both women’s and men’s games were fun to watch as well.” These observations by alum Jordan Shamp describe the Friday night, December 15 basketball games when alumni men and women played CFS varsity teams.

The games took place in the gym before an enthusiastic crowd of alumni, teachers, students, and parents. Playing on the alumni women’s team were Erin McGovern and Sharna Tolfree ’00, Katie Adams and Emily Warren ’01, and A.C. Covington, Aubrey Griffith, Madeline Lee, and Larkin Rausher ’05. Erin McGovern was the alums’ player/coach. The girls varsity won by a score of 37 to 27.

The alumni men’s team included Bobby Schopler ’77, Mark Cromwell, Jordan Shamp (player/coach), and Josh Rogers ’99, Seth Mailman and Bradley Rogers ’00, David Henderson, Banks Shewey, and Sho Yamagishi ’05, Aaron Lopez-Barrantes, Samuel Lopez-Barrantes, and Zack Strom ’06, and Damian Tolfree ’07 (June). The alumni hung on to a close 58 to 56 win over the boys varsity.



SRO for Alumni Dance Concert

An overflow crowd of friends of CFS and lovers of dance packed the Performing Arts Center for the Alumni Dance Concert on Sunday afternoon, December 31. Twenty-five alumni plus a few guest and student performers participated. Jessica Harris ’00 and Hana Ginsburg ’00 served as alumni coordinators. CFS dance teacher Annie Dwyer, alum parent Lee Glenn, staff members, and other friends assisted. Attenders contributed about \$2,000 to the Kaia Parker Fund in memory of Kaia ’99 and to support training for young dancers.

Participating alumni included: Rosita Adamo ’04, Jake Axelbank ’05, Seth Baird ’04, David Berger-Jones ’05, Rachel Brooker ’95, Lynsay Bush ’06, Rachel Cotterman ’06, Rachel Galanos ’06, Hana Ginsburg ’00, Aubrey Griffith ’05, Jessica Harris ’00, David Henderson ’05, Ian Kibbe ’01, Lydia Kramer ’06, Liz Ladd ’06, Rachel Laliberte ’06, Eric Lamanna ’04, Eric Love ’05, Lon Mayer-Salman ’04, Kiernan McGowan ’05, Jasmine Powell ’04, Caitlin Prillaman ’05, Lucius Robinson ’05, Matthew Rubin ’06, and Leah Wilks ’05.

The eleven dances included a wide variety of styles, from improvisations to highly choreographed pieces and featured solos, duets, and groups as large as ten. As an added bonus, the audience was treated to “The Adventures of Inspector Gumshoe,” a comedy in three acts, written and directed by Eric Love, interspersed among the dances.

The Independent Weekly named the concert an “Indy Pick” for what do in the Triangle that week, and *The Independent’s* dance columnist highlighted Jessica Harris’s performance of *Entgalung*.

To see more photos from the performance, visit the website: CFS-Alumni.smugug.com.



Life After CFS

Alumni Find They Have Many Paths and a Multiplicity of Opportunities



After winter break, alums traditionally return for a panel presentation for Upper School students about life after CFS. This January we were fortunate to be joined by a larger group than ever. They answered questions about how well prepared they had been for college, how they felt about receiving grades, what they had chosen instead of or after college, and more.

Upper School Dancers Welcome Students from Morehouse School of the Blind



A student in Annie Dwyer's Upper School dance class partners with a student from the Governor Morehead School of the Blind Outreach Program.

Alumni, Keep in Touch!

We enjoy hearing from you. Email us at: m Drake@cfsnc.org or lshmania@cfsnc.org or call anytime 24/7 to 919.383.6602 Ext 228 to leave a message.

NEWS: send news of you, your family, your CFS classmates and friends.

NEWSCLIPPINGS: when you spot a CFS name in a newspaper or magazine, please clip and send it to us.

PHOTOS: each is worth a thousand words! We'll add your CFS photos to our archives. Plus, we're now collecting alumni news and photos to print in the Summer *We & Thee*.

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**except where otherwise noted*

From the Principal / We Can Fly
(from page 1)

We have also received donations from long distances, from the states of Washington, Florida, New Hampshire, and California, as well as gifts from as far away as China and Norway.

We have received gifts from current students, our very first parents, and parents new to CFS this year. We've also been lifted by gifts and pledges from 100% of the Board and staff, as well as gifts from current parents, grandparents, alumni, parents of alumni, former staff, former Board members, members of the Durham Meeting and the Chapel Hill Meeting, and friends of CFS.

We have received our largest foundation gift in the School's history: \$100K from the BIN Foundation. (I welcome your help in identifying additional foundations that share our values and commitment to education for action and bridging difference.)

The campaign is benefiting from relationships developed and decisions made many years ago to include CFS in wills. These gifts reflect the donors' love for CFS and their desire for an even brighter future for the school that meant so much to them, and they, too, have been matched in the Next Step Campaign.

The new Upper School Meeting Hall meets a wide range of student and staff needs and serves as an inspiring example of the renewed commitment to stewardship that has animated

many of our efforts this year.

We have had four new endowments begun by friends of CFS who wanted to create permanent funding for areas of special interest to them. The Rocco Trisolini Fund, initiated by parents of CFS alumni and honoring this former Upper School Head Teacher, supports Upper School programs. The Gerry Gourley Fund, initiated by friends honoring this early CFS Board member, provides financial assistance and diversity aid funding. The Helen and Paul Rudloff Fund, initiated by family members, provides financial assistance to qualifying families who cannot pay full fees. And the Teachers of Foreign Languages Fund, initiated by a Trustee and alum parent, supports the salaries of CFS teachers of foreign languages. These endowment gifts, matched by Next Step Campaign challenge gifts, provide a vital stream of steady revenue stream not dependent on tuition.

Finally (for now), we've been blessed by enthusiastic volunteer leadership and support from many friends, including Next Step Campaign Co-Chairs Joel Shaffer and Mike Bishop, Steering Committee members Annie Caulkins, Carole Stern, Greg Garneau, Hawley Truax, Mark Kuhn, Navjeet Malik, and Sheilah Thomas, as well as staff members John Ladd, Laura Shmania, and Matt Drake. A genuine CFS community effort!

The Next Step Campaign itself is animated

by the extraordinary pledge of up to \$2M in gifts that match our contributions toward goals. These goals speak directly to our needs and highest aspirations as a community: to increase tuition aid; to increase our capacity to recruit and retain strong CFS teachers; and to add meeting space large enough to accommodate the current Upper School.

Thus far, we have raised slightly more than three quarters of the money to reach our goal. The challenge before us is to raise at least \$485,000 (which will be matched by \$485,000) in the next 10 months. The matching of our gifts ends in January, 2008, so we have only about 10 months left for our gifts to be matched and to reach the Next Step Capital Campaign goals.

For me, as a teacher who for many years wondered aloud why any would choose development work, the experience of asking for help has become much easier than I ever imagined. I have high hopes and expectations for our School. I consider the goals of this campaign informed by all of you and wisely chosen by our Board. And I know we need your help.

Any gifts made by the end of June, 2007 will be matched in our next round of gift matching in July.

Meanwhile, thanks again for helping us fly.

Campus Early School Students Also Eager to Fly



After two Campus Early School students returned from a plane trip, their *Home Living* center became a plane, with students taking on roles of passengers, flight attendants, and pilots. Students began studying, drawing, designing, and making planes. Their exploration even included a trip to the local airport, where they were delighted to be able to sit in the pilot's seat, thanks to CFS parent and alum Brian Whittier. A great example of *emergent curriculum*, where students' interests generate topics to be explored by the group.

CFS parent and alum Brian Whittier with Campus Early School students at the Chapel Hill Airport.

photos by Carly Chapman and Tim Wells

Lower School Devotes A Day to Hands-On Math



In November, Lower School students, teachers, and parent volunteers enjoyed Math Day, which included a variety of hands-on activities.

Seniors Embrace Challenge



A senior relaxes after her Senior Seminar defense with Elise London and Jamie Hysjulien, who co-teach the two-term course.

photo by Laura Shmania

Some of the most challenging academic courses in Upper School are required (*U.S. History* is a case in point), and some are elective. Of the latter, some are application-only, and some are open to all. Upper School seniors who apply and are selected for the *Senior Seminar* culminate their two-term course with a paper that they defend to a panel of four adults. This year's theme was *Identity and Difference* and included the study of texts ranging from Plato and Marcus Aurelius to Kierkegaard, Freud, and Sartre. Other rigorous courses are open to any student willing to engage actively in the course. For example, Jamie Hysjulien's *Romanticism, Modernism, Post-Modernism* sequence is so popular that two sections have been created this year. Frances Brindle's *Advanced Biology* course, which uses the Advanced Placement curriculum, is going strong. Not all students are ready for *Calculus, Advanced Statistics, French V* or *Spanish V/VI*, or *Advanced Dance/Choreography*, but these courses are there for those who are eager for the challenge.

Endowment Updates

YOUR ENDOWMENT FUND:

Creation of an endowment fund may be more possible for you than you had imagined these days. "More is possible" because, if your purpose is to support staff salaries or tuition aid, the Next Step Campaign's matching gift will double your gift to your fund. In fact, your initial gift of \$10,000 plus the match achieves the \$20,000 minimum required to create a new endowment fund. Endowment funds may be named by the contributor and may honor or memorialize a person, in accordance with guidelines set by the Board of Trustees.

NEW FUND:

An alumni parent/Trustee initiated a new endowment fund last fall. The Teachers of Foreign Languages Fund will support the salaries of CFS teachers of foreign languages. The endowment gift was matched dollar-for-dollar by the Next Step Campaign challenge fund. Once the required three-year build-up period is complete, annual income from the fund will help support salaries far into the future for this increasingly important area of the curriculum. Gifts to the fund are welcome from anyone at any time and, in fact, have already been received. The fund now totals \$123,780.

FUND PURPOSE REVISED:

The Staff Aid Fund helps reduce tuition fees in special circumstances for staff members and deceased staff members who have children at CFS. The fund arose from the time around 1999 when two teachers died of cancer, and people were eager to assist with the on-going CFS tuition expenses of their children. Its primary contributors approved the expansion of the fund's original purpose. "Fortunately," observes Matt Drake, Planned Giving Coordinator, "staff

deaths have not occurred since then. The rewritten purpose makes the fund useful for qualifying teachers who are living, as well as for the CFS children of deceased staff members."

FUND RENAMED:

With the sad news of the recent death of Paul Rudloff, the Helen Rudloff Fund will be renamed the Helen and Paul Rudloff Fund. The Helen Rudloff Fund was established in 2005 by Paul and family in memory of Helen, mother-in-law of John McGovern and grandmother of Jonathan '97 and Erin McGovern '00. The fund, which totals \$39,557, provides financial assistance to qualifying families who cannot pay full fees.

18 FUNDS:

The School's eighteen endowment funds now total over \$6,404,000 in value. The funds provide long-term support for various areas of the School, including staff salaries, tuition aid, buildings and grounds maintenance, and the curriculum. Nine funds are named in honor of family members, two honor former principals, and one honors a former Upper School head teacher.

PLANNED GIVING MATERIALS AVAILABLE

Matt Drake and John Ladd in the Development Office have up-to-date materials on a variety of planned giving instruments, including wills, charitable gift annuities, and charitable remainder trusts. These can be mailed or emailed to you. Also, a lot of good information is available on the CFS website. Go to www.cfsnc.org and select the "Support CFS" button in the upper right.

Please contact Matt Drake at m Drake@cfsnc.org or ext. 228 or 919.383.6602 ext. 270, or John Ladd at jladd@cfsnc.org.

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In December, the CFS Upper School JV boys basketball team played New Garden Friends School, and players ended the game with a cheerful group pose.