

We & Thee

Carolina Friends School

Fall 2007

Preparing Students to Be Global Citizens

by Kathleen Davidson



Lower School students were eager to try on the Afghan veil worn by a CFS parent during the visit of our Afghan friend Noorin Nazari.

This year, as the Board continues work on a long range plan that will guide CFS in coming decade [see page 3], the staff has initiated another self-study to evaluate where we are and want to be in our practice.

With the suggestion that this time we might want a narrower focus, a self-study steering committee was formed last spring, with representation from each unit. Co-chaired by Renee Prillaman and Joan Walker, the committee also comprises Sue Caldwell, Cesanne Berry, Lisa Wilson Carboni, Toni Williamson, Jon Lepofsky, Carrie Huff, and Kathleen Davidson. Our work has begun, and excitement is high, so we are eager to share with the community where our journey has taken us so far.

Perhaps ironically, our “narrower” focus emerged as *How do we prepare our students to be effective global citizens?* We recognized immediately that once again our scope was huge,

but we hoped to identify key issues that could be presented to staff and from which we could select a few on which to focus attention this year (and afterward).

The self-study was the primary focus of our work at staff retreat in August and at our half-day staff development meeting on September 21. At retreat staff met in mixed-unit groups and as units to consider each of three issues identified as essential to preparing students to be effective global citizens: awareness of multiple cultures, practice of stewardship, and responsible use of technology.

Sessions were organized so that for each issue staff could consider what we are already doing, what we would like to be doing, what stands in the way, and how we can imagine improving our practice.

From the initial issues we considered, we have selected four questions on which we will focus the rest of our work this year:

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From the Principal

On Being a Blockhead.

(Or Who Needs the Louvre When Uncle Steve Has a Ping Pong Table in his Basement?)

by Mike Hanas [adapted from his remarks to the CFS staff at retreat in August]

I had hoped to visit the Louvre and other sites in Paris with my family this summer, but when the family members we planned to visit there had to change their plans, we decided to postpone our trip. The truth is: I wanted to go anyway, but cousins were the number one attraction for the rest of my family.

So I did my most ambitious traveling this summer in my

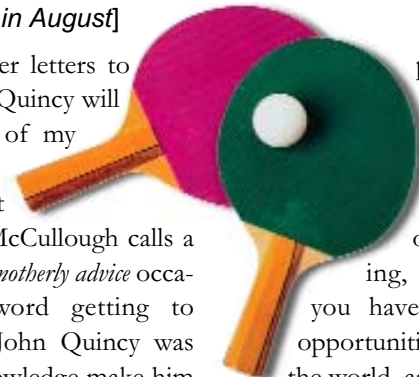
reading, my *renewal through reading* plan, and among my favorite reads was David McCullough’s biography of John Adams. I would have loved to be in the room, even if only as a fly on the wall, when people like Adams, Jefferson, Franklin, and others were going about their good work.

And I really do believe that I would have liked Abigail Adams a great deal.

Two of her letters to her son John Quincy will be the frame of my focus here.

The first text is what McCullough calls a *strong letter of motherly advice* occasioned by word getting to Abigail that John Quincy was letting his knowledge make him arrogant.

So she wrote, “If you are conscious to yourself that you



possess more knowledge upon some subjects than others of your standing, reflect that you have had greater opportunities of seeing the world, and obtaining a knowledge of mankind than any of your contemporaries. That you have never wanted a

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Field Research in Costa Rica:

The Experience of a Lifetime

by Frances Brindle, Upper School Teacher

For me this summer was a wonderful intellectual adventure. I spent five weeks in the rainforest of Costa Rica on a Research for Teachers experience funded by the National Science Foundation and administered by the Organization for Tropical Studies. I spent almost a month at La Selva Biological Field Station near Puerto Viejo and a week at Las Cruces Biological Field Station, situated in the Wilson Botanical Gardens near the Panamanian border. It was the experience of a lifetime!

For the first week I was a member of so-called Boot Camp at La Selva. Our days and nights were filled with bird-watching at dawn, escorted forays into the forest, night hiking, together with several lectures, a group field study, and independent research. As two field groups, we carried out an investigation from inception, through a pilot study, the project itself, analysis of results, and a Powerpoint presentation of it, all in the course of a single (though extended) day. We compared the diversity of the ant populations in the mature and second-

ary forest, baiting for ants with tuna. Our results supported our hypothesis that the diversity of ants is greater in the mature forest. The second group carried out a project on leaf-cutter ants. We also went white-water rafting, and spent two days at the Arenal Observatory Lodge with a direct view of the explosive volcano both day and night.

The next three weeks were the most intense for me. Marci, a teacher from Missouri, myself, and our mentor Dr. Barbara Bentley, returned to La Selva. Marci and I designed a research project to study the decomposition of leaf litter. This was really my choice because it is a project that is largely transferable to the woodland here at school. It was an ambitious project, particularly since Barbara had to return to the US for a week during this period and Marci returned home before

we had collected or analyzed our results. Working long hours, the project was completed, a paper written, and a Powerpoint prepared! We compared Ochroma and Goethalsia, both successional species that do not manufacture secondary compounds that would limit predation and decomposition, yet there was a marked difference in their rate of decomposition. Ochroma was very susceptible to decomposition by

soil micro-fauna, bacteria, and fungi, while Goethalsia remained largely untouched for the period of the experiment. There were also graduate and undergraduate students at La Selva and it was really exciting to learn about their research through conversation and by attending a series of research seminars of their work.

The final week was another Boot Camp, at Las Cruces/The Wilson Botanical Garden, and I had by then risen to the dizzy heights of being a co-instructor with Barbara. I presented my research from La Selva as an on-site researcher and then mentored a group through a day-long field study of macro-invertebrates in a

small river, another project that has direct application at CFS. The second field study was on the feeding preferences of birds. We rounded out the trip with a visit to a coffee co-op and a small farm where the farmer was delighted to show us how he grows shade coffee. We visited the Boruca Indigenous Indian Reserve to meet the people and learn about plant dyes and weaving, and then spent a couple of days at La Cusinga Lodge, an ecotourist lodge on the Pacific coast. We completed an independent research project there; mine was on the growth habit of the Cecropia tree. I finally returned home late on August 10th, with the sights and sounds of the rainforest filling my thoughts and with a very strong desire to share my experiences with everyone and to return to the rainforest when I could.



Frances Brindle, at right, with her colleagues in Costa Rica

Middle School Receives Grant for Wattsbusters Media Project

Mig Little Hayes has just learned that her proposed project, *Watts-Busters: An Environmental Media Project for Kids* has been selected as a 2007 winner by the Bright Ideas program sponsored by Piedmont Electric Membership Corporation. The Bright Ideas program strives to enhance innovative classroom projects that would not otherwise be funded. This means that Middle School students will write and produce an environmental action movie, after researching current data on global warming, interviewing students throughout CFS about their energy knowledge, and documenting ways in which our classes and individual students are making and can make a difference. The documentary film will be shown at the Friends Environmental Education Network conference in April.

Mike Hanas Attends *Worldview* Symposium for International Educators

In October, Principal Mike Hanas attended the *Worldview* symposium for educators at UNC. The two-day symposium is designed to help schools and colleges prepare students to succeed in an interconnected world in which the rules have changed for everyone. Next year we hope to send a team from CFS.

An Important Progress Report on the Long Range Planning Process

by Mark Kuhn, Clerk of the CFS Board of Trustees

The Long Range Planning process embarked on a year ago has been a remarkable and enlightening experience. The expectation was that, in a year's time, our labors would produce a list of priorities and clear action plan for the next five years. We learned instead that *this* LRP is different. We believe CFS is at a transitional stage in its development and the LRP's focus must therefore extend well beyond the customary five years; strategic choices made now will form the foundation for the School's development over the next several decades. Our timetable for completing a strategic plan has therefore changed and the Board's work this year will have a new and sharper focus.

Lessons Learned

The past year's work was a gratifying demonstration of the strength and vitality of the CFS community. All members shared thoughtful reflections on the School's strengths and the challenges it faces, creative suggestions for improving programs, and countless hours of study and conversation in task force groups. From these observations and recommendations, three clear messages emerged:

Shared Vision:

Much was affirmed about the School and there was considerable agreement about the path ahead—reflected in this description of CFS:

A sustainable educational community preparing students for a responsible and global future.

This brief vision statement embraces the issues and priorities identified by the CFS community: to build an economically sustainable educational program; to nurture and strengthen the School community and its Quaker values; and to prepare students to live in and contribute to a world shaped by globalization and environmental challenges.

Coming of Age:

Also clear is that CFS has reached a critical transition point. The metaphor we found most apt was “adolescence”—CFS is changing from a young, experimental school to an established, vibrant educational institu-



tion. Society and the challenges of today are quite different from those of 40 years ago. Our goal: to retain “what is right” about CFS while evolving to meet new demands and aspirations.

Resources:

Finally, it is abundantly clear that the principal challenge we face is “economic sustainability.” The School's funding model, with its very high dependence on tuition, already strains to support current school programs; it cannot support the expanded ambitions expressed by the community in the planning process.

While some proposed initiatives could be realized under the current funding model, many more cannot. Greater diversity in the student body; increased tuition aid; more time for instructional staff; a performing arts center; increased staff salary and benefits; improved facilities; more extensive international studies programs; library, science lab, and computer improvements—under the current model, these are *competing* interests. Under the current model, the *only* source of funds for even a few initiatives is significantly higher tuition.

To maintain the program that has developed so richly over the past 40 years and meet the challenges of the next 40 will require a different model for raising and allocating resources—this is our first essential task.

Moving Forward

We recognize that certain key questions must be answered before a strategic plan can be developed and implemented:

What economic model and policies will enable CFS to grow staff, increase tuition aid, and finance the building of additional facilities?

What is the responsible compensation and benefits model for CFS?

What are the most responsible uses of the School's land resources?

How will the Board know when CFS has realized its aspirations for diversity?

To focus squarely on these queries, the Board has reorganized its committees and schedule. We also will continue to draw on the invaluable support of community members—staff, parents, students, alumni, Meeting members—to examine these issues. We expect to complete a detailed strategic plan in the coming school year.

While important work lies ahead, we also are moving forward. Some improvements identified last year are not fully dependent on new resources, and many are already being addressed. There was agreement, for example, about the need to improve technology—including infrastructure, staffing, and educational components. A new staff person hired this summer has begun that work. The new, revitalized Parent-Staff association is another recommended initiative already accomplished. A new Advancement Committee of the Board will begin developing the structures and strategies necessary to support fund raising initiatives, communications, and community relations initiatives of the final strategic plan. And two critical issues of concern identified by the community last year—global education and academic rigor—are at the heart of the staff's self-study.

The Board is excited and humbled by the passion CFS community members are willing to invest in the School's future. We look forward to continuing the collaborative process begun last year and will be sharing our progress as we shape a final plan.

CFS Students To Host FEEN Conference

By Tommy Johnson, Middle School Science Teacher

As an outgrowth of a Friends Environmental Education Network (FEEN) conference held by the Friends Council on Education at Sidwell Friends School in Washington, D.C., this past April, CFS students are making plans to host the next conference at CFS in the spring of 2008

The focal point of the conference was a tour of Sidwell's new Middle School building, which meets the highest international standards for a "Green" building and has been awarded a Platinum level, Leadership in Energy and Environmental Design (LEED) rating. In order to qualify for the rating, the building's design had to focus on sustainable site development, water savings, energy efficiency, materials selection, and indoor environment quality.

Attending from CFS were Michael Bonsignore (Lower School), Tommy Johnson (Middle School), Bob Druhan (Upper School), and John McGovern (Assistant Principal), as well as several Middle School students (Sarah Yanuck, Miles Bonsignore, Alison Footman, Eric Whittier, Emma Trisolini, Alex Gilligan, Rachel Wilson, and Neal Dempsey).

CFS students were hosted by families of Sidwell Friends and were able to make personal connections with other middle schoolers, including students from Friends Central of Philadelphia.

Students and teachers took part in workshops and presentations about environmental practices and issues that affect our communities and schools, sharing what we have done at our schools about environmental issues. It was suggested by students that there should be more workshops available for students.

From this grew the idea for Carolina Friends School to host the FEEN conference in the spring of 2008 and to have students actively involved in planning and helping to run workshops and activities for students from a wide range of Friends Schools. Planning for this conference has already begun and invitations have been sent to Friends Schools encouraging them to bring students to the conference.



Bob Druhan and John McGovern, co-teachers of the Environmental Studies class in the Upper School, at work with their students building a solar hot water heater.

New Endowments Get Double Boost

Current and former CFS families who care deeply about CFS have created several new endowments that support the goals of the Next Step Campaign. In addition to the endowment recently established to support teachers of foreign languages, new endowments now support math teachers, science teachers, and Middle School staff. And at its October meeting the Board approved an endowment to support tuition aid for students whose families are affiliated with the local Friends Meetings.

Endowments matter. That's because every dollar that goes into endowments becomes a permanent investment that generates a new revenue stream year after year. This helps relieve the pressure to raise tuition.

These new endowments are growing twice as fast because every dollar donated is being doubled by our matching gift donors. The matching gifts end on January 15, 2008 or when we reach \$2,000,000 in matching gifts, whichever comes first.

The **Teachers of Foreign Languages Fund** has already received gifts totaling over \$170,000 to support the salaries of foreign language teachers.

The **Teachers of Mathematics Fund** began this fall with a generous gift from CFS parents interested in supporting salaries of math teachers at CFS.

The **Teachers of Sciences Fund** was begun in the last month by a parent of a CFS alum who wants to draw attention to the opportunities for the sciences at the school.

The **Pat Dalton Fund** honors Pat, the energetic and visionary educator who led the Middle School as head teacher for fifteen years in the late '80s and '90s. Pat succumbed to cancer on September 24, 2006. The fund supports salaries for Middle School teachers.

The **Friends Meetings Tuition Aid Fund** will provide tuition assistance for children of families who attend the Durham or Chapel Hill Friends Meetings. This honors the more than four decades of partnership between CFS and the two meetings.

Started by an alumni family with strong ties to the local Friends Meetings, the fund was announced and added to at Staff Retreat. Once initial gifts are matched, the fund will include more than \$110,000.

Says Principal Mike Hanas, "I'm delighted by the creation of this fund. I am particularly interested in affirming and, where possible, strengthening the relationship between the School and the Meetings, and I hope this initiative is received as a good step."

Your gift received by January 15 will ensure these new funds grow twice as fast. Your donation and the matching gift will both be added to the fund of your choice. Just indicate on your check, or in a note, the endowment of your choice.

Starting a new endowment is possible, too. To discuss this option, contact John Ladd (919 383-6602 ext 270).

Fine Fall Days at CFS



Clockwise, from upper left: *Aha!* A lightbulb moment: Lower School students enjoy experimenting with what will and what will not conduct electricity. Middle School students work on building a terrace. Happy Middle School volleyball teammates create a pyramid. And an Early School student is fascinated by an insect that looks like a leaf?

CFS Board Welcomes Four New Trustees

This year the CFS Board of Trustees welcomes four new members.

From Chapel Hill Meeting, **Nancy Milio** joins the Board. She has been serving on the Policy Committee of the Friends Committee on National Legislation and will assume its clerkship and join the FCNL Executive Board. Nancy is also a news editor at *Friends Journal*. She helped begin Affordable Rentals, Inc, a local nonprofit serving people living below half the median income. A Professor Emeritus of Public Health Policy at UNC and former Associate Dean of Nursing, Nancy was policy analyst, consultant, and teacher with WHO and numerous governments abroad and in the US for several decades.

Karen McKinnon joins the Board from Durham Meeting. As the mother of Krista McKinnon, who started at CHES and graduated in '04, Karen has fond memories of

School Life Committee and twelve years with Parent Meeting, which she co-convened. She is an assistant professor at UNC's Lineberger Comprehensive Cancer Center. Karen has been active in Friends General Conference and serves on the Board of Directors of the Piedmont Wildlife Center.

Margy Campion is delighted join the Board as a co-opted member and to strengthen her ties to CFS. Her son Austin Campion graduated from CFS in 2002. After many years in early childhood education, Margy opened a body work practice in polarity therapy and trauma healing. She has done extensive volunteer work for CFS and the Chapel Hill / Carrboro schools and on the Chapel Hill Planning Board.

Dick Marr enjoyed a long career in education and then obtained a law degree in 2000. He has held teaching, administrative, and

coaching positions at Milton Academy, Aspen Country Day, and Tabor Academy. Dick served as a board member at Cheshire Academy before retiring to North Carolina. He is married with four grown children.

Continuing members of the Board include the following.

From Chapel Hill Meeting: Mike Bishop, Mary DeCoster, Deborah Gibbs, Ani Flash, Marsha Green, and Hugh Meriwether.

From Durham Meeting: Annie Caulkins, Harriet Hopkins, Martha Klopfer, Peter Klopfer, Joel Meyer, and Sheilah Thomas.

And co-opted from the community: Cal Geiger (*emeritus*), Bill Graves, Mike Hennessy, Mark Kuhn (chair), Steve Nowicki, and Joan Siefert Rose.

For biographical information about the full CFS Board, please go to www.cfsnc.org and click on *Community* and then on *Board*.

Welcome to Staff New This Year

Christine Amabile (Durham Early School) has worked for the CFS summer programs for five summers, and was thrilled to join the Durham Early School team as the extended day teacher last January.



Christine was born in Maine and grew up both there and in North Carolina, so she calls both states home.

She graduated from UNC in 2005 with a degree in elementary education, and has worked since then as a first grade teacher at Carrboro Elementary School. When not working with children, Christine enjoys painting, writing, making music, and playing capoeira.

Lisa Wilson Carboni (Lower School Head Teacher) grew up in Ohio and attended Kent State University. Although she had always known she wanted to be a teacher, Lisa's own teachers and counselors advised otherwise, so it took four majors before she finally declared an education major, which she did with great relief. "I realized I could best satisfy my insatiable quest for learning by teaching," she says with evident joy.



While at Kent State, Lisa did extensive work in a program for teaching in urban schools in Akron. Her love of Washington D.C. took her to Frederick, Maryland, where she taught third grade for two years, and then her love for a medical student named Michael Carboni took her back to Ohio, where she obtained a Masters in Gifted Education from Kent State and coordinated the Gifted Program in a K-12 school. From there she and Michael returned to Maryland, where Lisa was a Gifted-Talented resource teacher and then, to her great satisfaction, back in the classroom as a fifth-grade teacher. A fellowship at Duke for Michael brought the couple

to North Carolina, where Lisa taught fourth grade in the Chapel Hill School system and then enrolled full-time at UNC to obtain a Ph.D. in Curriculum and Instruction with an emphasis on Elementary Math Education (and a M.Ed in Instructional Design along the way). At UNC she met Renee Prillaman, who "sent her" to Duke, where she worked part-time in the Education program for several years.

After two years in Pennsylvania, where Lisa was a full-time mom, both Lisa and Michael received offers from Duke – she as Director of Teacher Education and he in the Department of Pediatric Cardiology – so they moved to Durham in 2004. They enrolled daughters Jessica and Jillian in the CFS Lower School and Durham Early School, and Lisa began attending Durham Friends Meeting.

Her work occupies a huge and happy part of Lisa's life, but she does save time for things other than school. She loves to read, both in the field of education and what she calls "holiday books," and she enjoys yoga, music, and singing. Having recently moved from a neighborhood to a home in the more rural area near CFS, she appreciates time at home in this more natural environment. But no doubt about it, Lisa's greatest delight comes from being around kids, every day. "I knew my life would be different when I took this job, but I couldn't realize how well this would fit who I am," she says. "I'm grateful to be here."

Sara Daily (Durham Early School) was born in New York, north of the city, the eldest in a family of four children. She attended Oberlin, majoring in English and Theater, in the belief it would be a great combination to support her goal to be an early childhood educator. "I wanted a good broad background, and my work in theater offered great preparation because of the emphasis on organization, group dynamics, diversity, and more."

Sara worked as an assistant teacher in pre-kindergarten and second grade at M a r y m o u n t School in New York City, and then obtained a M.S. in Education from Banks Street College of Education and taught kindergarten at Collegiate School there



Sara moved to North Carolina and taught kindergarten at Community Independent School for five years, co-developing the pre-K/kindergarten program there. From there she went to the Sunflower School, a small program directly inspired by the Reggio Emilia philosophy. As part of a Reggio-inspired educators group she met Cesanne Berry and Carmen Raynor, from whom she enjoyed learning about CFS. Sara finds much harmony between Reggio principles, Quaker values, and her own philosophy of education. "I appreciate that the philosophy asks me to constantly question, so I'm always learning."

As for hobbies, Sara picked up the ukulele this past summer and looks forward to some partnership between Durham Early School and the Middle School ukulele class next spring.

Born in Cary, **Courtney Gray** (Middle School After-Hours Program) has lived in the Triangle for her whole life. She received a B.A. in Graphic Design from Peace College in 2004.



Courtney is an avid photographer and is also employed at a photography studio. This past summer she also worked with CFS Summer Programs.

Courtney and her husband Josh enjoy sailing and camping.

A native of Maine, **Sharon Guillory** (Technology Director) has spent her entire adult life inching her way south in search of warmer weather. Her love of the Southeast blossomed when she began spending summers at her log cabin in the Blue Ridge Mountains, where she enjoys designing and building furniture, sampling the local barbecue, and listening to live bluegrass.

Sharon holds a BS in Computer Science and a Masters in Information Systems. For the past sixteen years she has worked as Director of Technology at a private school in New York City, where she had the freedom to explore various models of integrating technology with education. As the first Director of Technology at CFS, she hopes to apply her experience to encourage, enhance, and sup-

port the creative and judicious use of technology at the school.

“CFS and I found each other at the perfect moment,” she says. “I was ready to leave New York just as the school decided to make a strong commitment to technology. It’s a great opportunity for me to contribute to this wonderful school.”



Having experienced North Carolina’s 100-degree weather this summer, Sharon thinks she’s now probably far enough south.

Kathy Kirschmann joins CFS as the Center Administrative Assistant. Born in Camp LeJeune, while her father was serving in the Marine Corps (parents met while both were in the Marine Corps), Kathy grew up mostly in Swansboro, NC, with a couple years in Columbia, SC.. Early jobs included helping her dad on a shrimp boat and working as a veterinarian’s assistant. After high school, Kathy spent a year at East Carolina University and then headed to southern California to visit her sister “for a two-week vacation that lasted ten years.” While working as a waitress in a cowboy coffee shop, Kathy met someone who decided she was too smart for that and hired her as an assistant editor for *Desert Magazine*, based in Palm Desert.



After *Desert* was bought by *Seacoast Magazine*, it wasn’t long before both magazines folded, so Kathy went back to waitressing and working in a bakery, but she soon felt a pull to be back in North Carolina to be closer to her parents. Having always been a musical person, Kathy tried for several months to support herself as a singer in the Swansboro-Beaufort-Morehead City area before deciding she’d like a little more income than singing was able to generate. So she moved to the Triangle and began working at the Forest History Society. In 1985 she went to work at Tseng Information Systems, Inc., where she eventually became Office Manager. During those

years she met and married George Kirschmann, and they purchased a home in Old North Durham, where they have lived for eighteen years.

Kathy and George are parents of an eleven-year-old son, John, who is finishing at Central Park School, where both have been active parents; we hope to have an application for John to attend CFS Middle School next year. While working, volunteering at school, and teaching Sunday School, Kathy has also been enrolled as a Continuing Ed student at UNC-Chapel Hill for the past three years, and she expects to declare a Psychology major soon. Kathy also enjoys reading, gardening, working out at the YMCA, and camping.

Guillermo Parra (Upper School) was born in Cambridge, Massachusetts and grew up bilingual in Caracas, Venezuela and Tampa, Florida. In 1999 he received a Masters degree in Creative Writing from Boston University. Guillermo is a published poet and translator, currently working on translations of Venezuelan writers into English. Most of his own writing is in English, including the chapbook published last year, *Caracas Notebook* (NY: CyGist Press).

Guillermo recently moved to Durham

from Boston, where he taught Upper School English and Spanish at Beaver Country Day School for six years. He is an avid reader, mostly of fiction and poetry, and is usually reading two or three books at the same time. He also loves newspapers and reads about three or four a week, both from Venezuela and the States. A big movie and music fan, Guillermo “loves the fact that this part of NC is an alternative music mecca.” He ran cross-country as a sport and continues to run on a regular basis. Guillermo writes that he is “looking forward to teaching Upper School Spanish and Language Arts in such a creative and eclectic atmosphere.”



In Memory of Greg Taylor



As school started, the CFS community was saddened to learn of the unexpected death of Greg Taylor, Lower School music teacher, on September 2.

Born January 3, 1960 in Maryland and raised in Virginia, Greg attended the University of Miami, earning a Bachelor’s of Music in music engineering technology. An accomplished musician and songwriter, Greg loved teaching music to children. He also taught part-time in a local preschool

and at the Durham Arts Council, and continued performing as a singer-songwriter.

Beloved husband and soul mate, brother, friend, teacher, Greg’s gentle nature, sweet spirit and wise counsel will be enormously missed by all whose lives he touched.

On Sunday, October 28, a memorial celebration of Greg’s life was held at West Point on the Eno River Park. Family and friends gathered for a potluck, Meeting for Worship, and song.

Good News from Development

Countdown to \$4,000,000

We are very close: 90% of the way to our \$4,000,000 goal for the Next Step Capital Campaign.

Our best chance for success is in the coming weeks. That's because these are the last weeks of our matching gift challenge. Because most of our larger gifts have already been given, every gift is important.

Thanks to generous gifts in the first two years, we have already built a new meeting/arts hall at the Upper School, and added nearly \$2,000,000 to endowments to increase tuition aid and close the teachers' salary gap with other schools.

The dollar-for-dollar match ends on January 15 of 2008. All gifts in the coming weeks will be doubled.

Still to raise: \$200,000. That amount--doubled by another \$200,000 in matching gifts--will guarantee success.

Then we will have raised \$4,000,000--the largest goal in the history of CFS.



Evening with Mike is a comfortable experience in the Upper School Meeting Hall funded by this campaign.

IRA Opportunity Ends Soon

If you own an IRA and are over 70½, transferring money from your IRA directly to CFS is a simple and easy way to give. It may even be a way for you to make a major gift or to avoid receiving the Required Minimum Distribution (RMD).

Make the arrangements soon, though. This opportunity ends on 12/31/07, and your financial institution will need time to complete the paperwork.

Questions? Contact Matt Drake or John Ladd.

Do You Own Stocks?

If you own stocks that have increased in value over the years and you'd like to turn them into guaranteed annual income for yourself (and/or someone else), avoid paying capital gains taxes, and guarantee a gift to CFS in the future, charitable gift annuity will achieve all these goals.

Required are a minimum age of 50, a minimum gift of \$5,000, and a simple legal contract, which Matt Drake, Planned Giving Coordinator, can help you complete. Contact Matt at (919) 383-6602 ext. 228 or mrdrake@cfsnc.org.

A "George School Experience" at CFS? or, How to Make a "Gift that Gives Twice"

Warren Buffet asks astute questions—questions that lead to innovative answers. Several years ago he asked himself one of those questions, "Could I do more good by donating, now, the part of my estate I don't really need, rather than waiting to give it after I die?"

Buffet's answer was that he felt a moral imperative to start making a difference now. So he chose to donate a sizable part of his assets while he was alive rather than waiting until his death.

His answer has inspired others. In fact, it planted a seed that grew into the largest donation ever made to an independent school: a gift of \$128 million by an alumna to the George School—a Quaker school near Philadelphia.

The George School alumna even did Warren Buffet one better. She used a method that allows her to give \$128 million not once, but twice. She made her gift by using what's called a Charitable Lead Trust.

The name isn't important; in fact at CFS we call them "gifts that give twice" because that's what they do. They let you enjoy using the same assets twice to support what you value and love: your family and CFS.

The "gift that gives twice" is pretty straightforward. You temporarily transfer assets into a trust for a set number of years (10 to 20, usually). You may transfer cash, stocks (publicly traded or closely held), bonds, mutual funds, and/or real estate. Then every year, CFS receives income from the investments in the trust.

At the end of the time period, the trust is dissolved. Then, the amount in the trust, plus any appreciation, is given—tax free—to whomever you have chosen: children, grandchildren, etc. You can even involve family members in managing the trust, which deepens their commitment to values, philanthropy, and CFS.

Imagine how a gift like this could transform CFS. We could fulfill our profoundest aspira-

tions—yours and ours.

Imagine CFS enrolling and educating every child without regard to the family's finances.

Envision expanding and further integrating our languages, End-of-Year-Experiences, and service learning to create more profound impact on our students' lives and our world.

Picture the many ways we can use the upcoming gift of 60 acres of woods and pasture for classes, hands-on-learning, research, etc.

Imagine a building in which the creativity and beauty of our performing arts programs could shine.

Imagine other schools adopting the CFS methods and ideals because our teachers have the time to publish, present at conferences, and train their teachers.

What can you imagine? What could we create together?

Contact Matt Drake to explore the possibilities. Call him at (919) 383-6602 ext 228, or email mrdrake@cfsnc.org



photo by Henry Walker
The Middle School's simulation of Ellis Island gives first-year students an experience of what it means to try to immigrate to a new culture.

Noteworthy for Alumni, Their Parents, and More



Some of the alums at last year's women's game: Erin McGovern '00 reclines below AC Covington '05, Sharna Tolfree '00, a friend, Larkin Rauscher '05, Aubrey Griffith '05, and Madeline Lee '05.

Have You Visited the CFS Alumni Website?

The CFS alumni website continues to grow. Over 150 alums have registered. They have posted pictures, shared information about themselves and their families, connected with old friends and teachers, and much more.

Have you signed on? It's easy. Go to <http://alumni.cfsnc.org/>

A note of apology: The Alumni notes in the Summer issue of We & Thee confused two names. It was Todd Murbeson '92 who married Marta in Santa Clara last year (not Todd Moreman, a US teacher in the early 90s).

Join Us for Our Annual CFS Alumni Basketball Games and Alumni Dance Concert

The **alumni women's and men's basketball games** are planned for Friday night, December 21. Alumni are invited to play and watch. Alumni parents are encouraged to attend, cheer, and visit—just like old times. 6:30 PM tip-off for the women's game, 8:00 for the men. If you want to play, email algordon@cfsnc.org for details.

The **alumni dance concert** is scheduled for the afternoon and early evening of New Year's Eve, December 31. This is a day earlier than past concerts. Also, a different format is planned. Hanna Ginsburg '00, Jessica Harris '00, and Annie Dwyer, CFS dance teacher, are coordinating. For details, email adwyer@cfsnc.org



Jessica Harris ('00) returned to CFS to teach Annie Dwyer's dance classes for a week in October.

Teaching Global Citizens (from page 1)

What are the essential experiences that will develop the environmental knowledge and awareness for CFS students to be responsible and visionary stewards of our world?

What are the essential experiences that will develop the cultural knowledge and awareness for CFS students to be responsible and visionary participants in our world?

How can we incorporate best practices for developmentally appropriate modern language learning at CFS?

How might we best integrate technology into our classrooms in ways that support and enrich the curriculum?

Each unit will have designate a few staff

members to explore each question, and cross-unit groups will allow us to make and strengthen connections throughout CFS.

We have selected action research as the model for exploring these questions. Action research is practice-based: instead of trying to control variables or focusing on experimental design, action research is mostly internal and has as its goal the improvement of practice. Each unit's work group will define a more specific question in the scope of its area and will create an action plan for investigating the question. Then we'll gather information, whether through literature review, site visits to other schools, visits from persons with expertise in a particular

area, attendance at conferences, etc., documenting as we explore. Once we reach conclusions, we'll share them with others in our own units and in our mixed-unit groups. Then come plans for future actions, more documentation, more review, etc.

One of the beauties of action research as a methodology is that change is possible if change seems advisable along the way—very much in sync with the CFS philosophy tenet of truth as continually revealed!

Steering committee members have made presentations on action research during staff meetings, groups have formed, and work is ongoing. Expect to hear more in a future issue of *We & Thee*.

book but it has been supplied to you, that your whole time has been spent in the company of men of literature and science. How unpardonable would it have been in you to have been a blockhead.” (365)

Quality or, more specifically, excellence at CFS, is what I'd like to focus on now.

But no matter how hard I've tried, every time I begin writing or talking about excellence I feel like a blockhead.

Why? Because at least in some parts that word *excellence*, if not its pursuit, has come to connote arrogance, presumptuousness, pretentiousness, even a kind of superiority for the purpose of leaving others out or behind, characteristics fundamentally antithetical to our aspirations.

That said, I think excellence is being redefined in many places, including CFS.

My earliest recollection of a use of the word brings me back to my high school, Saint Ignatius College Prep, where my four years were filled with more than a few explicit references to the pursuit of excellence and even more experiences of expectations that felt sky high.

Much of the pursuit of excellence at Saint Ignatius was framed by numbers. Your score on the entrance exam determined your homeroom; 1A if your score was among the top 25, 1B for scores 26-50, and so on. We received number grades for our work in classes and class ranks, which determined our home room placements in subsequent years. And we earned four additional points on our final grade for every AP course we took.

I loved my experience at Saint Ignatius. Something about the intensity and urgency that informed the pursuit of excellence there and fueled the sense of connection my friends and I forged met a need or appetite I felt strongly, though couldn't have described then.

But I also loved my experience at Ignatius because Mr. Raispis, my Latin and Greek teacher and my first mentor, was using the word *excellence* in a different way I only gradually came to understand. He was fond of referring to Ignatius as *an island of*

excellence in the sea of mediocrity. The words alone suggest some of those connotations that concern me, but what I came to realize was that Mr. Raispis used that phrase primarily for the purpose of encouraging students, even his colleagues, to do nothing merely because anyone or everyone else was doing it. There was what Mr Raispis might have called *an Ignatian way* or mission, and that, he believed, should guide us.



My sense of excellence has evolved since then and continues to evolve. I think it's becoming less about numbers, letters, and lists (the Great Books, for instance), and more about quality, including even the quality of our discourse, our collective conversations.

Since I arrived here seven years ago, I have been thinking a lot about the pursuit of excellence at CFS.

I don't often hear the word in use here, and it does not appear in our Philosophy or Mission statements, at least not explicitly.

I've tended to think of it as having a home in the *Belief That Truth is Continually Revealed*, in our commitment to be a searching, striving community, always open to learning.

More recently, though, I've wondered whether excellence has dual residence, also occupying a room in our *Belief in the Value of Simplicity*. If what's at the heart of this Belief is a caution against excessiveness, extravagance, what's unnecessary, then what's left (it seems to me) is not only simple but essential, genuine, of real quality, excellent perhaps.

Thinking about these two Beliefs or Testimonies raises at least two queries:

Do we spend our time and energy, in our schools and classrooms, doing what is truly worthwhile (essential, genuine, of real quality, excellent perhaps)?

How do we reinforce these values of quality and economy as we strengthen our schools, classroom experiences, programs, and environment?

We may not mention the word *excellence* very often at CFS (and that may be evidence of a healthy discipline or restraint), but I've seen it and am sure that you have too. For example, I have witnessed Joan Walker change the quality of the energy in a Lower School Meeting for Worship with her vocal ministry. I've felt directly Annie Dwyer establish a sense of high, hopeful expectation in dance without a single threat or demand. As Head Teacher of the Upper School, I observed Bob Druhan teaching math and making remarkably accessible the very things that made me fear my math teacher at Saint Ignatius and find PreCalculus out

of reach. Certainly, the profound care with which members of our community have made a habit of responding to illness and adversity has offered a model of excellence. I know there are examples aplenty, and I hope you'll join me in recognizing those and considering what constitutes excellence at CFS.

Which brings me to the second query, *How do we reinforce these values?* And the answer (or at least the next step) seems clear for a school with as strong a sense of purpose and mission as ours: We return to our philosophy, and we rekindle the flame of our commitment to look beyond and beneath what we already know and do. We ask ourselves and each other queries like those that inform this year's staff self-study:

How might we even more effectively prepare the students in our care for their roles as members of their families and communities and as citizens of the world?

In another letter to John Quincy, who was about to travel to France with his father, Abigail Adams compared what she called *the judicious traveler* to a river that increases its volume the farther it flows from its source:

“It will be expected of you, my son, that as you are favored with superior advantages under the instructive eye of a tender parent, that your improvements should bear some proportion to your advantages. These are the times in which a genius would wish to live. It is not in the still calm of life, or the repose of a specific station, that great characters are formed. The habits of a vigorous mind are formed in contending with difficulties. Great necessities call out great virtues. When a mind is raised, and animated by scenes that engage the heart, then those qualities which would otherwise lay dormant, wake into life and form the character of the hero and the statesman.” (226)

My son Matt was the member of our family least disappointed about not getting to France, especially when instead he arrived in Chicago and learned that his Uncle Steve had set up a ping pong table in the basement. But in answer to the question, *Who needs the Louvre, when Uncle Steve has a ping pong table in his basement?*, well, I do. I enjoy hanging out and playing a little ping pong, but a museum, like the Louvre, has become a kind of playground for my imagination too. I need the search or stretch or pursuit of excellence I experience in those settings in order to feel fully alive.

So I am excited and grateful for the ways in which our self-study will frame this year of judicious traveling and good work – work that in the words of Howard Gardner (another of my summer reads) is *excellent, ethical, and engaging* – and I look forward to sharing this work with all of you.

Of Note in the Upper School:

A Sampling of New or Rotating Courses

Some of the courses in Upper School that reflect CFS commitment to the issues being considered in the current self-study on *Preparing Students to be Global Citizens* include (and are by no means limited to):

Cities in the Developing World explores the growth of cities in the so-called “developing world” (in which we find some of the world’s largest cities). Stress is placed on the legacy of colonialism, periods of political and social unrest, ethnic conflict, uneven distribution of wealth, processes of environmental degradation, and the relationship between urban growth and globalization.

The *Civil Rights Movement* examines some of the key players and events of the U.S. Civil Rights Movement through primary and secondary accounts, film documentaries, and music. A research component on women’s rights in Afghanistan will be included.

A term-long course in *Constitutional Law* will explore the Supreme Court through the lens of the landmark 14th Amendment courses decided in the last two centuries.

This year’s *Environmental Science* course picks up where last year’s course left off, as students and their instructors study the science of environmental issues and participate in building green structures and adaptations to the buildings on the CFS campus.

The three-term sequence in the *Literature and Colonization* series examines the cultural, historical, intellectual, and political impact of modern colonization through the literature it produced, with a special focus on concepts of power and identity within and beyond the colonial world. In each term, students read primary sources from around the globe, along with philosophers and critics.

In examining the relationship between the Quaker peace testimony and the experience of

war, the *Literature of War* class explores poetry, fiction, movies, and music about war, including a special focus on recent conflicts in Africa. In addition to writing assignments, students in this class participate in a service project to educate the public.

Mideast History has evolved into a two-term sequence, focusing on the history of Islam and on modern Mideast conflicts.

Ocean Ecology will study the ocean ecology of North Carolina and the world at large, including physical phenomena of oceans as well as the complex relationships between ocean creatures, their environment, and humans. Students signed up for the service trip to the Outer Banks are urged to take this course.

Introduction to Programming I, II, and III vary depending on interest and experience of students enrolled in the course.

This year’s *Senior Seminar* focuses on *Faith and Freedom*. Students began reading over the summer and will present a project to a four-person panel at the end of winter term.

In *Southern Blues: History and Performance*, students researched the blues tradition of the Mississippi Delta and the NC Piedmont, developed a connection with Music Makers in Hillsborough, and enjoyed a concert at CFS by blues guitarist John D. Holman (before the afternoon was over, students of all ages were dancing – the concert rocked!)

Wishes for the World: Dance and Outreach also builds on recent experience, as dancers, actors, and musicians work collaboratively on what they wish for themselves and for the world, and visit community groups to invite them into the process. Performing with and for the members of those community groups is a valued part of this course.

We & Thee is now
available in color

Go to www.cfsnc.org

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We are grateful to our energetic Parent-Staff Association for tremendous work on behalf of CFS. Above, Tracy Stefan and Lisa Chansky discuss the Grocery Certificate Program through which a percentage of families' grocery purchases can support CFS.

Mark Your Calendars for the PSA Music & Dance Party

On Friday, January 25, the CFS Parent-Staff Association will host a party from 7:00 until 11:00 pm at the Carrboro Century Center.

All current and former parents and staff are welcome!

Join old friends and make new ones during this lively evening. Enjoy catered after-dinner *hors d'oeuvres*, desserts, and a cash bar.

From 7 to 9, we'll tap our toes to acoustic music that demonstrates the remarkable depth of talent in the CFS family. And then we'll break out our dancing shoes and dance to the swinging sounds of Valentino and the Piedmont Sheiks.

There's no cover charge, no need to RSVP, and no kids at the party. So arrange for a babysitter, and plan to come!