

We & Thee

Carolina Friends School

Fall 2008

What is an Education Really For? Principal Mike Hanas Shares His Vision for the Future of CFS

In their June 2008 meeting, the CFS Board of Trustees asked Mike Hanas, the principal of Carolina Friends School, to look 20-25 years ahead and to articulate his vision for CFS. Here, along with an introduction by Mike, is his response to their request:

A Request from Mike

Before reading this vision, I'd be grateful if you would review the CFS Mission and Philosophy statements, either on the inside cover of the 2008-09 Directory or at www.cfsnc.org, and, as you read those statements please note what you think distinguishes CFS from other progressive independent schools.

And then, with the CFS Mission and Philosophy in mind, please join me in considering the question *What's an education for?*



photo by Joan Walker

River Class students collaborate on a 'SMath (science/math) project

When I first heard the Board's request, I must admit I felt cautious, not for lack of ideas and energy, but because I believe firmly that at CFS we build vision from the ground up.

But the Board's request really made a lot of sense. I had participated in nearly all of the Long Range Planning (LRP) Committee's listening sessions with staff, students, parents, alums, and friends of the School, and I had enjoyed the opportunity to read all LRP survey responses. I'd attended nearly all the Task Force sessions and each LRP Committee meeting. In short, I had access to a considerable range of wisdom, perspective, passion, and ideas well beyond what my own reading, thinking, and experience might have brought to my vision for CFS.

I consider what I share below to be a working document, and I offer it as food for thought or planning, not as a Long Range Plan *per se*. In it I highlight six areas of emphasis (not everything I could cover), and I have and will continue to tweak my vision and this document as we at CFS move through our journey and "truth is continually revealed." I welcome your feedback.

I believe a school's reach should exceed

its grasp, and at CFS my sense is that we have answered the question *What's an Education for?* by agreeing with Herbert Spencer's observation that "the ultimate aim of education is not knowledge but action."

Examples of this run the gamut from our founders' purpose of establishing the first deliberately integrated independent school in the southeast, through ongoing responsible stewardship of our earth's resources, to extensive community service close to home and as far away as Afghanistan. So, looking ahead 25 years, my vision responds to the question: *How might we enhance CFS's capacity to even more effectively equip and inspire students to learn, lead, and serve?*

With that capacity-building question in mind and action as our goal, the six areas of emphasis I have chosen are:

- ♦ Advancement
- ♦ Arts
- ♦ Environmental Education
- ♦ Global/International Studies
- ♦ Professional Culture
- ♦ Quaker Character

For each area I offer my sense of the strengths on which we can build, reflections

on where we are and how we might grow, and specific recommendations for the future.

Advancement

I begin with **Advancement**, which encompasses efforts in admissions, development, communications, public relations, alumni relations, and special events, not for reasons alphabetical but because our ability to realize more fully our highest aspirations for CFS may hinge on success in these domains.

Fortunately, challenges in this area, including affirming and strengthening our identity, represent opportunities to build on strengths. I see CFS as a uniquely mission-driven, independent Quaker school, using responsibly and effectively the autonomy our independence affords us and building on a 40+ year tradition of families understanding and valuing that mission. Evidence of this includes strong enrollment, low attrition, a high degree of ownership, and the affirmations in countless surveys, interviews, and campaigns.

As a result, even in challenging financial times (perhaps especially then), the critical

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A Tell-All Update on Technology at CFS

There's No Place Like 127.0.0.1:

by Sharon Guillory, Director of Technology

When I was hired as CFS's first Technology Director a little over a year ago, I found a situation that is fairly typical in schools where technology has not been a focus – disillusioned users and a network that had grown organically rather than methodically, with little funding and the usual problem of understaffing. My arrival helped mitigate the staffing issue, and principal Mike Hanas identified the funding necessary to begin the needed reconstruction.

My initial plan of action focused on four main areas: rebuild the infrastructure, restore user confidence, provide staff training, and enhance curriculum integration. With some cash in hand and a tech team ready and willing to move forward, we embarked on this ambitious agenda. Early on, we replaced our ailing mail server with a new, industry-standard model – nothing extravagant, but a clear upgrade from its homemade low-budget predecessor. Mother Nature helped us determine what equipment to replace next by blasting us with power outages and surges that took down our administrative server. In response to the all-too-frequent blackouts in the area, we opted to outfit all new servers with redundant power supplies and extra battery backups. In all, we replaced three of our seven servers in 2007-08 and plan on replacing two more in our next funding cycle. The remaining servers will be eliminated within the next year as we outsource their functions.

In addition to taking a hard look at our servers and network equipment, we performed a comprehensive audit of all desktop and laptop computers, discovering a number that were past their prime and needed immediate replacement. In early 2007, the Board of Trustees formed a Technology Task Force composed of board members, CFS parents and staff members. Among their recommendations was the move to a four-year refresh cycle for computers. Over the last year, we replaced about 25% of our existing computers and added additional machines in critical locations. We're hoping to identify additional funding that will enable us to move to the recommended refresh cycle within the next year or two. In addition to providing computer upgrades around the school, we've installed projection systems with amplified sound in the Middle School common area and the Upper School Meeting Hall, thereby enabling teachers, administrators and guests to make presentations to large groups without needing to spend a lot of time and effort in gathering and setting up the necessary equipment.

Network connectivity was another big concern. Internally, our wireless network was spotty and inconsistent. Just before I came on board, our network manager Rob Dubose began the process of



photo by Henry Walker

deploying a new enterprise-grade wireless system, and this past school year we finished rolling it out to provide high-speed, seamless wireless service to all buildings on our main campus. In addition to improvements in internal connections, we've doubled our Internet access bandwidth. This summer we added an additional network line, and we hope to double our speed once again next summer. As we utilize the amazing features available on the Internet, many of which are high-bandwidth applica-

tions like streaming video and video conferencing, we find ourselves running out of headroom. Additional bandwidth and appropriate management tools will allow us to make the most of this powerful global resource.

This infrastructure rebuild truly is the cornerstone on which we're building our new CFS technology platform, and I felt compelled to include at least a brief description of the process. As a reward for the perseverance required to read the preceding paragraphs, you get the key to the mystery in the title of this article – "There's no place like 127.0.0.1." In geeky network parlance, 127.0.0.1 means the computer you're working on, also known as the loopback address and more affectionately as 'home.'

Back to our action plan. The next goal was the less tangible one of restoring user confidence. The tech team, consisting of myself, Rob Dubose, and Mig Little Hayes, made user support our number one priority last year. Many a mile was clocked as we scurried from building to building, making personal appearances rather than simply offering phone support. We crawled under desks, scaled ladders, repaired hardware and software, and tutored busy busy staff members to help get them through their projects. Although the results of our efforts are not directly quantifiable, the spread of technology use at CFS suggests we're making good progress. Service and support will continue to be our top priority again this year and every year.

After replacing and repairing a great deal of the infrastructure (I spared you reams of details) and demonstrating an eagerness to support our users, we turned our efforts towards teacher training. In this area we were greatly helped by the Technology Collective, a staff committee charged with supporting technology at the school. Convened by Jim Rose and Mig Little Hayes, the Tech Collective includes representatives from each unit in the school as well as all members of the technology team. This August, the Collective ran a highly successful teacher training week, offering seven different classes including iLife, the latest versions of Microsoft Office, and Web 2.0 technologies. The training was well attended, drawing in 39% of staff members who

took time out from their summer vacations to improve their computer skills!

The feedback we received, both from staff who attended our summer institute and those who could not, indicated a real appreciation of our efforts and also a desire for additional training. They asked; we answered. The October 9th staff development half-day was turned over to the Tech Collective. We ran two sessions that afternoon, offering classes and workshops as well as opportunities for independent and group study. All sessions were led by members of the Tech Collective or other tech-savvy staffers who pitched in.

We began the 2008-09 school year with the aim of integrating more technology into the classrooms in a purposeful and responsive way. I've seen too many schools overwhelm their curriculum by forcing technology where it doesn't fit. My experience with CFS faculty over the last year has convinced me that our gifted and caring teachers should be helped to find their own methods of incorporating technology into their curricula rather than forced into a "classroom technology" mold. Although we want digital natives, we don't want digital captives. My hope was that additional training opportunities, along with enhanced service and support, would help encourage staff members to embrace technology. What I'm finding is that the staff is more than up to embracing technology. They're ready to run with it and we're ready to help them do just that.

As a first step in bringing more technology into the classrooms this year, we decided to literally bring it in, or rather roll it in. This fall, both the Middle and Lower Schools received mobile laptop carts that can be signed out by teachers and wheeled into the classrooms, providing each student with a computer on his or her desk. The excitement generated by the laptops and the increased access to technology has been enormous. The current computer labs in the Upper School and the MS/US Library are often booked solid, so the mobile labs offer a much needed alternative for Middle School classes. In the Lower School, where the Logo programming language has been taught for several years, teachers have had to make do with one or two classroom computers. This year, with the mobile lab, Lower School classes have access to more and higher quality computers, enabling more effective programming instruction.

In the Middle School, staff are already using the mobile lab for a variety of projects. Mary Deborah Englund is teaching her keyboarding class exclusively on the laptops, no longer needing to compete for time in the MS/US library lab. The students are enjoying having their 'own' computers and take a proprietary interest in the care and handling of the machines, even washing their hands before using the lab! In Christel Greiner's room, the mobile lab has been seen driving in to help out with the Digital Photography class. Christel uses the attached LCD projector to display students' photographs on the wall, allowing the kids to critique their classmates' work. Students can take advan-

tage of this valuable feedback and edit their work on the spot. For her Mythic Worlds Class, Christel is currently working on teaching bibliographic citing skills. Without having to transport their research materials across campus to one of the computer labs, students can devote more time and attention to developing important skills. Other Middle School classes have used the lab to research hurricanes, learn basic computer skills and Internet/email etiquette, and work on basic report writing. As use of the lab ramps up this fall, we'll be updating you on the terrific benefits of this technology.

Meanwhile, Upper School students are benefitting from increased lab availability and a faculty newly alert to the power of incorporating technology into their curricula. Additional LCD projectors are being purchased to afford these teachers the opportunity to present multimedia materials in the classroom. The Durham Early School staff continues to expand on their amazing videatives, a combination of video and narrative that provides insight into children's thinking and learning processes. In all units, we're working with head teachers toward the goal of providing faculty members with their own laptop computers.

As I embark on my second year here at 127.0.0.1, I find my thoughts drawn to what CFS means to its students, staff and parents. What role should technology play in the future of the school? Where and how far do we go while remaining true to our Quaker philosophy? What do our students need from us to become productive, global citizens, and how can technology help without getting in the way? How does technology fit into our Quaker value of simplicity? Are we properly addressing stewardship concerns when it comes to technology use? The answers to these questions are not obvious, nor are they immutable. Consequently we are approaching the revamping of technology here at CFS in a thoughtful, controlled manner, always keeping an eye on preserving what is special about our community – and that's an eyeeful! ■



A New Beginning at CFS

by John Ladd, Development Coordinator

We are pleased to announce a new beginning at CFS—one that stays true to our founders’ vision, builds on the strong support of the CFS community, and envisions a brighter future that is both aspirational and attainable.

Our new beginning affirms the recognized strengths of CFS and adds new educational opportunities for our students. In the past, our annual focus was primarily on basic needs—books, lab equipment, art supplies, etc.—at levels similar to previous years. The basics are important; and we will continue to support them. However, this year we expand our vision to add new ways to increase our capacity to make a difference in the world.

Beginning this year, our annual goals include making CFS education even more vigorous, more relevant, and more empowering for our students. We will do even more to prepare today’s students to join CFS alumni who are impacting the world by creating statistical models to reduce global warming; working to end domestic violence; developing reproductive health policies; being named “California Lawyer of the Year” [in 2006]

for environmental law; and teaching in schools from CFS to China.

Many factors encouraged us to expand our efforts: our alumni who embody CFS values as they make contributions around the globe; long-range planning that identifies new opportunities; and the success of our recent capital campaign, our largest ever.

We are also encouraged by the growing confirmation of distinctive CFS principles. Universities such as Harvard and Duke are redesigning curricula to adopt established CFS practices. These include “interactive learning environments . . . rather than pure lecture formats, and . . . application of basic principles to the solution of concrete problems” (Harvard) and “civic engagement [to]

stretch . . . classroom learning beyond the bounds of campus by tackling societal issues . . .” (Duke).

Duke’s curriculum change could be a description of the CFS End-of-Year Program. Begun in 1991, it allows Upper School students to spend 14 to 17 days in settings like El Salvador, Trinidad, West Virginia, or Costa Rica building homes with Habitat for Humanity, constructing a community center, working in a children’s hospital, and much more. (Go to www.cfsnc.org/units/US1/eoyf/index.htm to learn more.)

All of this persuades us to stretch ourselves to raise extra funds so that we can add new learning tools and technology that will benefit every student at CFS.

We are already seeing results. The Board of Trustees has given early and generously which has encouraged us to make some significant improvements early, including two new mobile computer labs—our first ever. With these, our students are doing research, learning new skills, collaborating on writing reports, etc.

We are poised to do more. Reaching our fundraising goal by January 20, 2009

will allow us to make more improvements our teachers identify as most beneficial for our students.

Our goal is ambitious: \$250,000—an increase of \$80,000. This increase ensures that we can add new teaching tools and technology that will make a real difference. It’s a big goal. It offers big rewards to our 480 students. And it offers big return on investment for our world, in which our graduates will make big differences.

To learn more about the Friends of Friends School campaign, go to www.cfsnc.org/Friends. To make a donation, go to www.cfsnc.org and click on the “Donate” button at the top right corner of the page.

Making CFS even better through annual support

The Friends of Friends School Fund

Bigger Than Ever

Raising \$250,000 -- an \$80,000 increase -- by January 20

Doing More Than Ever

New learning technology for all students
PLUS books, lab equipment, drama/dance supplies,
teachers’ salaries, and more

Reducing Tuition Hikes

Every dollar donated is a dollar that
parents don’t pay in tuition

Sustaining our values

Preparing our 480 students with the skills, values, and
commitment to make our world a better place



photo by Laura Shmania

Dee Dudley-Mayfield works with students in Lower School’s River Class



photo by Laura Shmania

Students in the Upper School Environmental Science class are constructing a greenhouse adjacent to the gym.

Notes from Alumni & Development

Thank a Teacher

Maria Mitch '79 writes:

"I still keep in touch with Harriet Hopkins, the best teacher I ever had. Harriet was a teacher at CFS for several years. One of her classes was Feminist Studies.

"One year she took her class on a field trip to Washington DC where we joined the march for the Equal Rights Amendment. About 150,000 people marched, which at the time was a record crowd. It must have been 98 degrees, and people had to be treated for heat stroke, but it was worth it. We were able to see speakers that included Bella Abzug, Marlo Thomas, Gloria Steinem, and the late Congresswoman Barbara Jordan. It was one of the most meaningful experiences of my life.

"To expand on the story, after Hurricane Katrina I made what I call my Hurricane box, a box of personal mementos that could never be replaced. (It would be the only thing I try to take with me in case of natural disaster, after my husband and dogs.) The box has family photos, lapel pins from our ERA marches with Harriet, and the suffragette-style ERA sash I wore at the march.

"As a matter of fact, this is a good CFS story. About two years ago I ran into Harriet at the Harris Teeter off MLK/University Drive. I finally had the opportunity to tell her how much she meant to my life, and how, due to her influence, I had been a lifelong feminist/self-sufficient independent person, and even made the decision not to change my last name when I got married.

"I realized as I was telling her this that she was truly surprised and it meant a lot to her. That was a great feeling, to finally be able to say *thank you*."

Thanking a teacher rewards both teacher and student.

We'd love to hear your story about a special CFS teacher. Email it to jladd@cfsnc.org or call John Ladd at 919 383-6602 ext 270. He'll be happy to send it to the teacher.



In October many sophomores joined Susan Kincaid in a trip to Newton Grove for the Farmworkers Festival. First-year Upper School students have been spending their end-of-year session in Newton Grove, and many are eager to continue their relationships with Father Tony and the farmworkers.

Alumni Basketball, Plus

The annual CFS alumni basketball games will take place Friday December 19 in the CFS Gym. The women's game starts at 6:00 pm with the men's game to follow.

The plus is that after the game we hope everyone (players, family, teachers, and friends) will stay for light refreshments and catching up.

You've Asked for an Easy New Way to Give to CFS

In response to many requests from friends of CFS, the School's website now offers the opportunity to give a gift to the School online. It's easy and secure. Go to www.cfsnc.org, top right corner, "Donate Now," and follow the directions.

Or you can always write a check to *Carolina Friends School* and send it to 4809 Friends School Road, Durham, NC 27705. Gifts this year go to the Friends of Friends School Fund.

Question? Contact: John Ladd 919-383-6602 ext 270 or jladd@cfsnc.org

Listing Beneficiaries? Consider CFS

Taking a new job? Retiring? Getting married? Divorcing? Having children? Revising retirement plans? Investing in an IRA?

Life changes present us with opportunities to make new financial decisions . . . and they, in turn, involve initiating or revising financial documents. The documents may ask you to name beneficiaries. Your first thoughts will probably go to family members. Then, how about thinking of adding *Carolina Friends School* as another beneficiary? Even an amount or percentage that's small compared to your family's portion will make a big difference to us.

Including CFS on the list of your beneficiaries is a simple way to give. Sure, the gift is actually far in the future. That's fine. *Carolina Friends School* will be here. And CFS will always be grateful for your support.

When you tell us now, we'll thank you now. For more information, contact Matt Drake, Planned Giving Coordinator, 383-6602 ext 228 or m Drake@cfsnc.org

A Gift from Your IRA

A new law, effective October 3, allows donors age 70½ and older to make a direct, tax-free gift from a traditional or ROTH IRA to CFS this year and next. Friends interested in this can instruct their financial institutions to send the gift from their IRAs directly to the School. For most donors, this process would be more advantageous than a taxable IRA withdrawal followed by the gift.

Of course, this is something that would be considered only after a donor has determined he or she would not need these assets at a later date.

Questions? Please feel free to contact John Ladd or Matt Drake in the Development Office.

Four New Teachers Join CFS Staff

Dawn Carney-Meriwether (Chapel Hill Early School) loves early childhood education and being with “The Bees” (Honey Bees and Bumble Bees) at Chapel Hill Early School.



For Dawn and the three- and four-year-old children in her care, “every day brings moments of joy, exploration, flexibility, creativity, personal growth, lots of learning, and best of all, hugs, smiles and shining eyes.”

Chapel Hill became home to Dawn after she graduated from UNC (BA, Psychology) and met Chuck Meriwether at the local YMCA. During the past twenty years, Dawn completed the Certificate Program in Communications from Duke University and received her preschool teaching credentials. She believes in a lifetime of learning and has attended many continuing education courses, focusing on preschool teaching, mindfulness, and attention to silence. Dawn practices and believes that conscious intention creates positive direction.

To Dawn’s amazement six years have flown by since she first became part of the CFS community as a parent. Her daughter Maria Meriwether, who attended Chapel Hill Early School, now loves being a fourth-year student in Mountain Class. “Wow!,” Dawn exclaims. “Can it really be Maria’s last year in Lower School?”

For fun, Dawn says she “enjoys exercising with her wonderful husband Chuck, knitting, reading, and spending time with family and friends.”

Alana Greene (Lower School) grew up in Deep Gap, NC, as the oldest of three girls (until recently when her parents adopted a thirteen year old girl).

Alana has danced her entire life, and enjoyed the privilege of dancing in the New Year’s Parade in Paris, France, and at the halftime show at the Pro-Bowl in Hawaii. She has been a can-can dancer on the Tweetsie Railroad and taught



high school dance teams along the east coast.

She attended UNC Chapel Hill and earned her bachelor’s degree in Elementary Education and Psychology. While attending UNC, she performed with the group Mezmerhythm and tutored low-income children. Alana taught in Durham Public Schools for two and a half years before deciding to work in the private sector for mental health reform. She is currently enrolled in a Masters of Public Health program.

Alana heard about CFS many years ago when searching for the “right” place to send her son. CFS was the natural fit for her family. Alana was a substitute for Durham Early School and joins the CFS Lower School staff as a substitute for Laura Lamberson while she enjoys her new daughter.

Alana currently lives in Durham with her partner Markeith and son Josiah, who is in Lower School.

Jonathan McGovern is a CFS “lifef,” having attended from Early School through Upper School, graduating in 1997. He graduated from UNC-Charlotte with a Sociology major and History minor, all the while active on the tennis team. Jonathan returned to UNC-C for graduate work in History but soon moved into a fast-track Social Studies Education program that would prepare him to become certified to teach. “I realized that the people I look up to most are educators,” he reflects. Jonathan especially loves teaching Political Science and Current Events, and more than anything he hopes to help students understand the relevance of history to the present.



After substitute teaching in Charlotte, Jonathan taught U.S. History for half a year in a public school there. But he was dissatisfied with the restraints on the curriculum, and the way teachers were treated. “All that I had experienced at CFS was still alive in me,” he explains.

Throughout his life Jonathan has played many sports, and tennis is his favorite. He has traveled extensively to compete in tennis and is glad to have made friends from around the world through his participation in the sport. He’s also glad to have had the chance to play

as many father-son doubles as he has, with his dad, Assistant Principal John McGovern.

At CFS Jonathan is currently teaching Physical Education in Lower and Middle School and coaching Middle School tennis. He will soon add some social studies courses in the Upper School. Jonathan and his significant other, Katy, who teaches in an Orange County public school, share a house in Durham with two cats and a dog.

Gus Sa (Upper School Math) writes: “My name is Gustavo Adolfo Goncalves Dias Camara de Sa; that’s right, I have six names.” He was born in Brazil and lived there until the age of seventeen, when he came to the U.S. as an exchange student hoping to learn English and experience the culture of this country. “My very first experience in the U.S. was a demolition derby at a local fair in southern Ohio, so yes, what a culture shock. I enjoyed my high school year very much, and I was very lucky for the opportunity to stay in the U.S. and go to college.”

While attending Marshall University, Gus met the woman who became his wife, Bonnie. They married in Huntington, WV, on July 4, 2007. “That’s one way of getting fireworks on your wedding day,” says Gus.

In February, Bonnie was offered a job at RTI. The couple was living in Columbus, Ohio, but Gus says that “the decision to come to the area was a no brainer. Being close to the beach and mild winters sounded wonderful. At that point, I had no idea that the best thing about moving here was still to come.”

Gus learned about CFS online while searching for teaching jobs. At first, he was puzzled, and the more he read, the more puzzled he became. “When I interviewed at CFS on April 4, I was completely blown away. I interviewed at other schools, but none impressed me the way that CFS did. I feel grateful for being a part of the CFS family.”

The feeling is mutual, as evidenced by the original song composed by an Upper School first-year student about how much she appreciates having Gus Sa as her math teacher. ■



CFS Welcomes Bolivian Intern

Alicia Lucasi comes to CFS from La Paz, Bolivia, as an intern in the Upper School for the 2008-09 school year. As Alicia says laughingly, Durham is very different from La Paz—especially the food and the physical geography of the area. In the pictures that Alicia shares of her home village, there is not a single tree.

Alicia is working to become an English teacher in Bolivia. Last year, she worked with other teachers on a special project, *Los Amigos*.

As a Quaker, she marvels at our silent meetings for worship, since in Bolivia, the

Quaker meetings are anything but silent, with plenty of music and singing, as well as a message from the pastor.

Alicia says she is very happy at CFS, where she is preparing to teach Spanish and Bolivian Culture. She will also work individually with students who need practice speaking Spanish.

Alicia is staying with families of CFS students and graduates.

Later this year the community will be invited to enjoy a presentation by Alicia Lucasi.

Bienvenidos, Alicia!



Alicia Lucasi with an Upper School student

Three New Trustees Join the CFS Board

Tammie Cruell is originally from New Orleans, LA. She is grateful that medical school and subsequent internship (pediatrics) and residency programs (psychiatry) have provided the opportunity for her to live in several states, including California, Alabama, and Georgia before she made North Carolina home six years ago. Tammie lives in Durham with her husband Randy and two children, Victoria and Triston, who attend CFS Middle and Lower School.



In NC Tammie has worked in non-profit and voluntary capacities. She is the Programming Director for a children's non-profit organization, and she volunteers her time with several local organizations.

Tammie learned about CFS through La Leche League. "I had full plans to homeschool my children thinking that there was no school in the community that would fit my unique perspective on education and life. Through a La Leche League affiliation (I'm a LLL Leader), I learned about CFS and that my perspective was not as unique as I thought. For the past five years, it has been wonderful to surround myself and my family with a school and community that embrace all the philosophies of life that I believe are most important to the growth and nurturing of an individual's mind, body, and spirit.

For the past two years, Tammie was instrumental in the reinvention and invigoration of the CFS Parent-Staff Association, serving as co-convenor last year and now as Treasurer.

Tammie says that she loves quotes and offers one of her favorites from H. Jackson Brown, Jr. that she believes exemplifies what makes CFS so special: "People take different roads seeking fulfillment and happiness. Just because they're not on your road doesn't mean they've gotten lost."

Cheryl Mitchell-Olds is a relative newcomer to Durham and CFS. Her daughter Sara graduated in 2006 after two years here. Cheryl recalls: "After the first week at school Sara told me that we could have looked all over the world and not found a better place for her to be. She felt the same way when she graduated."

For seven years prior to moving to Durham, the Mitchell-Olds

family lived in Jena, Germany where Cheryl worked in a Geburtshaus (birthing center). She has always worked in some kind of maternal-child health care and now spends her working hours at the Women's Birth and Wellness Center in Chapel Hill.



both Earlham students, off on their own adventures.

Liz Pungello and husband Rob are parents of Dan, Hope, and Mia, who attend CFS Upper, Middle, and Lower School. Liz was raised in Miami, Florida, then attended college in Rochester, NY, and then went to graduate school at UNC-Chapel Hill.



Liz is a scientist at the Frank Porter Graham Child Development Center, where she has worked for ten years investigating the long-term effects of early educational intervention programs for children at high risk for poor school outcomes due to poverty, the effects of child care on child development, and why and how parents search for and select child care. She also teaches in the Psychology Department at UNC.

Before coming to CFS last year, the Pungellos were at the Montessori Community School in Durham, where Liz served on the board for ten years (and as President for five of them).

Once at CFS, Liz didn't wait to get involved. She enjoyed serving on the PSA Care Committee last year, and she is excited to be part of the Welcome Committee and an Upper School Liaison this year. Liz loves to go hiking in the mountains when she gets the chance. ■

From *Health & Healing*

Practicing Mindfulness with Children

by Joanna Sisk-Purvis, Music Teacher in CFS Lower and Middle School

How would you like to learn a simple technique that boosts focus and productivity, reduces anxiety and depression, improves your relationships, and increases emotional well-being? What if you could share it with your children?

Westerners are discovering the benefits of the ancient Buddhist practice of mindfulness, a simple yet life-changing practice compatible with any religious tradition. Such extravagant claims may seem far-fetched, but literally hundreds of research studies published in peer-reviewed journals over several decades have shown that regular practice of mindfulness produces these benefits in adults. Now the attention of researchers is turning to children and in-school mindfulness programs, and early results are equally positive.

Simply put, mindfulness is focused awareness of the present moment, including the nonjudgmental observation of our internal and external environments. A mindful person is truly living in the “now,” rather than fixating on the past or future. Buddhists refer to “beginners mind,” in which every experience is brand new, something young children model naturally. When I observe my three-year-old daughter drawing a picture, picking up pine cones, or even eating a sandwich, I see her fully immersed in these activities with every part of her mind and body. Over the span of a few short years, a child transforms from a dependent creature living entirely in the “now” to an independent individual with greater responsibilities and a much farther-reaching mind. This growth opens the door to education and empathy but also to increased anxiety, conflict, and attention problems. Practicing mindfulness with children gives them tools to help navigate the often stormy waters of childhood and adolescence.

A great lesson of parenthood and teaching is that a well-modeled example is worth hundreds of hours of instruction. Build your own mindfulness practice, and your family (or class) will follow. Here are some ideas to get

you started:

BREATH: Although we breathe thousands of times of day, we rarely stop to notice that life-sustaining activity. Focusing on the breath is one of the oldest and most universal forms of meditation, and is an important part of mindfulness practice. Notice how the air enters your nose, expands your body, releases

tension. Give your child a pinwheel for her to observe her breath in action.

SILENCE: Active silence is a vital part of our day at Carolina Friends School and a tool for developing mindfulness. Students in all classes begin and end the day with a period of mindful silence known as “settling in” or “settling out.” Our weekly Meetings for Worship are a time to experience extended silence while meditating on a query about ourselves and our community. Children do not need hours of silence to experience its positive effects; a minute or two may be all it takes to settle into the present moment. A few moments of silence before or after meals, or whenever conflict arises, is an easy way to introduce this practice at home.

SOUND: A mindfulness bell is a wonderful call to presence for the whole family. Kids enjoy ringing an actual bell, or you can download a virtual mindfulness bell for your computer. When the bell rings, pause what you are doing, take one or two deep breaths, and bring your mind back to your body and the present moment. My virtual bell has been a small miracle in my own life, but even more of a surprise in the classroom. During the first week of classes, I left my laptop opened during a Lower School class. The bell rang during a pause in the music, and out of habit I closed my eyes, took a deep breath, and centered myself. When I opened my eyes, I was stunned to see many of my students completely quiet and taking deep breaths, even though most of them had never heard of a mindfulness bell. My students now check that

my laptop is open when we start class so that they can have their peaceful moment!

MEALS: Eating is a necessity and a daily joy; yet how often do we truly experience our food? At your next meal, focus fully on your food and eating it. Notice how it smells, the texture in your mouth, the sensation of swallowing. Not only will you enjoy your meal more, you may find that you eat a smaller portion as you notice what you really need. Perhaps your family can enjoy a weekly “mindful meal” together.

WALKING: So often, we walk only to get places. Try taking a walk alone or with your family in which you have no particular goal. Notice everything you see, smell, and hear. Young children are wonderful at this—as you know if you have ever been in a hurry to get somewhere with a toddler!

Children crave the tools to bring peace into their lives—it is our job as teachers, parents, and friends to guide their search, even when we are initially skeptical. Improving our own health and well-being along with our children’s is the inevitable bonus. ■

CFS staff regularly publish articles in *Health & Healing*, a bi-monthly publication edited by CFS parents Josh Hartford and Sheila Thomas.



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Spotlight on Staff: Jon Lepofsky

Boston-area native Jon Lepofsky started teaching in the CFS Upper School four years ago. Jon has studied at Emory, NYU and UNC-Chapel Hill, where he earned a Ph.D in Geography, studying urban economic geography with a speciality in diverse economies, cultural studies and social theories. He and his wife Sadie Bauer, a CFS “lifer” who graduated from CFS in 1993, are parents of Owen, who will soon attend Campus Early School.

What did you want to be growing up?

I was a science nerd and imagined going into astrophysics, but in high school I became interested in social justice and community organizing focused on anti-violence and anti-racism work. I helped a teacher start a program called The City School that brought together students from public, private, and parochial schools to take seminars on social justice topics and do internships in the city. It was so successful, it's now a year-round program.

What geographer do you admire most?

Doreen Massey -- a British geographer who's very thoughtful about the way space is produced socially. She teaches correspondence classes at Open University, creating curriculum and multimedia resources that can be used elsewhere. I use her work in my *Cities in the Developing World* class. More generally, I like Henri Lefebvre, a French philosopher, and Jean-Luc Nancy, a French philosopher who has advanced Heidegger's work in wonderful ways. I come from a hermeneutic tradition: the state of the world is interpretive and is a response to a question that's come before. A better world comes from asking better questions.

Why are you teaching at CFS?

This is probably the only high school I'd teach at. I get to do things here that I wouldn't be able to do elsewhere, both in terms of subject matter and developing relationships with students that allow for collective inquiry into subjects that aren't just academic but are also about the way in which we live and engage the world. Sometimes this is facilitated by a piece of literature, sometimes by particular social problem; often it happens outside the classroom, through advisee groups or end-of-year trips. This is like the education I had, and most importantly, this is the kind of school I'd want to create on my own. A lot of elements of CFS resonate with The City School. And it's fun. Where else could I co-teach a dance class with Annie? I also love the energy and creativity of the other teachers at CFS. Being able to have colleagues not in my area is wonderful. We can share ideas and experiments. Contributing to this process energizes me. I haven't given up on the rest of the academic world: I've recently published in the *Encyclopedia of Human Geography* and wrote an entry in a forthcoming *Encyclopedia of Geography*. I have work in submission for academic journals and am the guest editor for an issue of a geography journal. I'm starting to explore the new field of neuroethics and heading to the first academic conference on the topic.

What classes do you teach?

Foundations of Lit. Literature in the Colonial World. American Fiction, African-American Lit, African-American History. Cities in the Developing World. Adolescent Health. Chess.



Literature in Translation. Politics of Trash. I'm excited about my new *Ethics and the Environment* class. I'll coteach the Global Citizenship capstone class with Susan. I want to teach a class on literature of the modern Arabic world.

What's your philosophy of teaching?

To me teaching is entering into a collective and collaborative experience with engaged people to understand a problem. The themes of my classes tend to be structured around questions of power and ethics – and to some degree also love and space. And responsibility. It isn't about my coming in and telling people what I think or even what they should be looking for. It's a conversation. I'm not a Quaker, but the idea of truth as continually revealed means a lot to me. I see myself as a facilitator in the production of knowledge. Also, it should be fun. Not entertaining, but fun. As a parent, I believe that education is about helping to create the world I want my son to grow up in. I've always wavered between teaching and activism. I'm comfortable with being a teacher because it's akin to activism in that it helps create the conditions through which the world can change.

What are your students' favorite projects?

In Foundations, when we read *Things Fall Apart*, one choice is for students to design their own book cover, and they like that. It's great teaching here because the students are so vibrant and creative. I tried something new this year: I hate *Wikipedia*, so I decided if I can't beat it, I'll join it. I asked my students to write a *Wikipedia* entry on the topic “Cities in the Developing World.” From their individual entries, they collectively wrote an entry. They learned about *Wikipedia* and the collective writing process. When the entry was flagged for revision or deletion, the clock was ticking, and I left it to them. The page stayed.

What do you like most about teaching here?

What I've said about colleagues, students, the opportunity to teach my passion – and the advisee

groups. Students trust me, and it's an honor. I like the wonderfully brutal honesty and sincerity of teenagers. Plus, it's fun. It's a hoot to go camping in the rain with students. I love seeing them grow for four years. It makes me more thoughtful about my life, particularly as a parent.

Do you have “mission moments” to share?

One that helped shape my decision to stay at CFS was participating in the staff-student discipline committee and watching students deliberate infractions of the community trust. I was very impressed watching the way they grappled with an ethical dilemma, the attentiveness to community, the ease with which they spoke to adults, not as authority figures but as people who have more experience (and who should also be questioned), and the way they could step outside themselves. Another powerful moment occurred on an end-of-year trip, during silent meeting in Logan, West Virginia, when we were staying in an old school looking out over Logan, with its high unemployment rate and high rate of black lung, and hearing students articulate their realizations about poverty, the world in which they live, their connection to Appalachia as an energy-producing region. *What happens when I turn on the light switch? What networks am I engaged in? Is that the world I want to be turning on, or do I want to turn on a different one? If so, how do I go about changing that?*

Who is one of your heroes?

My high school teacher Todd Fry, the founder of The City School. He started as a drama teacher, then shifted into English and social studies classes. Now he works in the non-profit sector.

What have you been reading lately?

I reread everything I assign my students. On top of my nightstand stack is Tayeb Salih's *Season of Migration of the North*, a Sudanese novel from the 60s. I may teach it in my post-colonial lit class.

What music do you listen to?

Bob Dylan, blues, jazz. One nice thing is when a student burns me a CD. I was a huge hip-hop fan as a kid, and in my African-American lit class we made a documentary about hip-hop and students brought to my attention some contemporary hip hop that I like, not like the commercial stuff.

What do you hope your students leave with?

I hope that they come away feeling challenged and excited, that they have had a moment of realization about the specific topic and about themselves, that they have felt I modeled intellectual engagement in a positive way, as well as a sense that academic vigor doesn't have to be stodgy or boring. I hope they have a vigorous experience over all. And that they feel competent, listened to and loved. I try to challenge them, but I want them to feel safe too. ■

question is no longer whether CFS will survive, but the degree to which it will thrive.

As I have said to Board and Staff alike, *Advancement is the work of all of us*. It affords us the opportunity to celebrate the vision of our founders and the quality of their ongoing commitment; the careers of alumni making a difference in the world; and the teaching, learning, outreach, and pedagogical leadership of CFS today, amongst Friends schools and across the educational landscape. This work then becomes about letting our lights shine more brightly.

To do: In this domain I suggest specific steps (some in progress) we might take in education, fundraising, and infrastructure before the School's 50th Anniversary in 2014:

- ♦ Make our financial paradigm more transparent to the CFS community;
- ♦ Raise \$10M through increased annual fundraising, major gift development, and campaigns;
- ♦ Increasingly enroll community in the work of Advancement;
- ♦ Minimally, hire a dedicated Alumni Relations Coordinator;
- ♦ Consider additional staffing in Publications and Communications, Public Relations, including Special Events, and/or an Advancement Coordinator.

Arts

I see the Arts as presenting a particularly poignant opportunity to build on strength at CFS. We have a strong reputation as a center for creativity, imagination, and engagement, building on a vibrant tradition of dance, drama, music, and visual art. The arts have been described as “flowers” joining service and silent worship in the “bouquet at the School's spiritual center” by those who recognize that continuous revelation of truth need not depend on words.

Many outside CFS have bemoaned cuts in arts programs and/or been inspired recently by texts like Daniel Pink's *A Whole New Mind: Why Right Brainers Will Rule the Future*, but here we have always known that the three Rs are essential, but not enough, that we need both critical and creative thinking. We affirm the six Cs: Competencies for 21st Century Citizenship, as articulated by Cynthia Drew Barnes:

- ♦ Connect
- ♦ Create
- ♦ Collaborate
- ♦ Communicate

- ♦ Compute
- ♦ Think Critically

We also believe that in the arts culture becomes an asset, a place to enter the curriculum, and a source of resonance with our aspirations for diversity. We see powerful opportunities for the integration of arts and other disciplines in order to solve real-world problems of policy, international relations, disease, water, and energy, as well as outreach opportunities (with implications for our profile).

To do: In this domain our next steps require significant efforts in fundraising:

- ♦ Raise \$5-7M necessary to enhance dance, drama, and music instructional and performance space;
- ♦ Endow additional staffing, e.g. Arts Coordinator, to address the challenges and opportunities of curricular coherence (scaffolding pedagogy), and Technical Support.

Environmental Education

I see CFS as a laboratory in sustainability (implementing best practices, introducing and testing technologies and strategies, and modeling reduction of our environmental footprint), building on a long tradition of stewardship. Our progress in this domain will be distinguished by ongoing efforts in “green building” (renovations, expansions, and new construction informed by practices focused on everything from construction materials to waste management), as well as expanded outreach opportunities, including collaboration with Duke, UNC, *et al.* Our unique setting, including land coming to CFS, affords students and teachers immediate access to experiential opportunities with soil chemistry, water chemistry, energy initiatives, sustainable agriculture, and design tech/alternative design. In this 21st century there may be no more critical domain within which we develop knowledge and skills put to use in the world. Education for Action--CFS style!

To do: Again, our efforts to increase programmatic capacity will depend largely on our major gift efforts:

- ♦ Raise funds to endow a position and operating budget, e.g. Environmental Education Coordinator;
- ♦ Develop programmatic vision;
- ♦ Raise \$ to build the facilities, e.g. greenhouse, farmhouse, wind farm, energy garden, Environmental Studies Center.

Global/International Studies

I see CFS as a laboratory for responsible and effective world citizenship, animated by the Quaker call to live “answering that of God in every person” and the School's historical commitment to social justice (made manifest in both access and, increasingly, outreach). At CFS we know that diversity and excellence go hand in hand and that the dream of becoming an even more inclusive community summons us to ask continually *How is culture employed rather than merely left at the schoolhouse door?*

Our efforts in this domain are neither new nor narrowly defined. As we imagine a CFS community more inclusive of African, Asian, Middle Eastern, and Hispanic/Latino American families in the Triangle, we invite the possibility of building new tables rather than merely offering places at existing tables. We see outreach opportunities in partnerships with schools, businesses, museums, and communities, as well as programmatic opportunities in the form of enhanced instruction in modern languages (e.g. augmenting existing opportunities and adding opportunities in Arabic and/or Chinese, religious literacy, international relations, and public policy). We might pursue this work with characteristic emphasis on knowledge, beliefs, skills (as tools, not ends in themselves), values (respect and concern, empathy and compassion), and attitudes (openness and readiness--even courage--to engage) and with a sustained commitment to service learning. The Upper School End-of-Year Program offers an excellent example. *CFS as a Center for Peace, Equity, and Justice through Service.*

To do:

- ♦ Recruit and sustain an inclusively comprised Board of Trustees;
- ♦ Create a staff position, e.g. Intercultural Coordinator, whose responsibilities would focus on building relationships with populations underrepresented at CFS;
- ♦ Target fundraising efforts (to minimize the impact on tuition increases) that address costs related to the new position, outreach efforts (e.g. recruitment of students and staff, marketing), tuition aid, *et al.*;
- ♦ Support curricular/programmatic initiatives resulting from self-study action research, e.g. Global Citizenship graduation requirements;
- ♦ Raise \$ to endow at least one additional modern language teacher;
- ♦ Raise \$ to endow **fully** the Upper

School End-of-Year Program.

Professional Culture

I see CFS as wisely and consistently affirming that adult learning directly impacts student learning, building on our tradition as “a dynamic community of learners” within which “truth is continually revealed.” (*One who learns from one who is learning drinks from a running stream.* - Lakota Sioux proverb)

In this domain, CFS students and staff have benefited from budgetary support, including the recent PACE Grant, support which I hope someday includes sabbatical-like opportunities for staff to pursue professional development and enrichment opportunities elsewhere that allow them to bring valuable experience back to CFS. I believe our devoted and uniquely experienced staff would continue to grow through implementation of “four pillar practices for growth,” i.e., increased and intensified opportunities for teaming, expansion of leadership roles, deliberately framed time for collegial inquiry and reflective practice, and mentoring.

Why do we need even more, one might ask? I believe we are engaged in a more demanding cognitive age, one that makes it incumbent on us to ask of ourselves and for our students: *How do we become better at absorbing, processing, and combining information?* As a diverse community of learners, we must ask: *How might we more effectively meet the needs of students with diagnosed learning style differences, e.g. in-house tutoring, and by doing so, by differentiating our instruction, better serve all of our students?*

Already CFS staff have chosen to prioritize “brain learning,” to understand how brains work, with particular attention to and affinity for the work of Howard Gardner, author of *Five Minds for the Future*. We consider the implications for teaching and learning of these mental dispositions Gardner argues we must cultivate:

- ♦ the disciplined mind
- ♦ the synthesizing mind
- ♦ the creating mind
- ♦ the respectful mind
- ♦ the ethical mind

Our most recent staff development programs have emphasized technology training with focus on enhancing the **pedagogical impact** of tools at our disposal.

We must also bring ongoing attention to evaluation and assessment, asking ourselves: What’s working? What isn’t? How do we know? How can we make even more effective our narrative performance reviews, e.g.

end-of-term reports, end-of-year letters?

And we must recognize that the spaces within which we work call us to a particular quality of effort. In the context of Long Range Planning, the Land & Facilities Task Force, comprised of students, staff, and board members, has recommended consideration of the following facility improvements:

- ♦ Performing Arts: dramatically enhanced space for dance, drama, and music
- ♦ Early Childhood Education Center
- ♦ Environmental Education Center
- ♦ Chapel Hill Early School storage and work space addition
- ♦ Campus Early School expansion
- ♦ Lower School expansion and Cultural Arts Center construction
- ♦ Middle School expansion
- ♦ Shop construction
- ♦ Quaker Dome conversion to multi-purpose facility
- ♦ Tennis Courts
- ♦ Additional Athletic Field(s)

To do:

- ♦ Implement recommendation of Staff Salary & Benefits Committee and the Compensation and Benefits Task Force for tiered retirement benefits;
- ♦ Develop additional support for new and mid-career staff with young families;
- ♦ Continue to utilize discretionary dollars to support professional growth, endow additional support for such growth, and identify increasingly challenging/engaging opportunities to accelerate learning;
- ♦ Support development of “four pillar practices for growth,” internally through Staff Development Committee, Head Teachers, and eventual appointment of an Academic Coordinator;
- ♦ Increase funding of newly created Technology endowment to fund additional training and operating expenses, e.g. routine replacements and additions, mobile lab and projector purchases, *et al.*
- ♦ Raise \$ necessary to respond to Land & Facilities Task Force recommendations.

Quaker Character

Most importantly, I see CFS as a uniquely adaptable institution, “called to be sensitive to the brook of present revelation.” We are fiercely child-centered rather than systems-centered in our approach, valuing the spiritual dignity of each person, and determined to create the conditions most likely to let the brightest light in each of us shine. Toward this end we build on a long tradition

of integrity between mission and practice.

I believe our Quaker character is our key distinguishing feature!

As such, I am convinced we must nurture, not take for granted, our commitment to experiences of Meeting for Worship. As Earl Harrison, former Head of Sidwell Friends, noted, Meeting for Worship is “at the heart of the education . . . a place where the individual can penetrate her or his interior landscape . . . (where) the moral spine of the school culture can be tested . . . an open forum, inviting exploration, veracity, unity, and hope.”

It is within this context that we must ask queries including: *How should we apply Quaker Simplicity to the challenges and opportunities we face today and tomorrow, including use of iPods, YouTube, Facebook, and things none of us have even imagined?* We must also make every effort, and take advantage of every opportunity, to make our values transparent, and not merely hope that our values are “caught.”

Our response to the challenges of our day, animated by the mission and philosophy of CFS, must continue to take the form of courageous decisions. We must create a culture informed by high, hopeful expectations rather than “carrot and stick” motivators. We must afford students real responsibility for their learning, their community, and their character (possibility > efficiency). We must employ assessments that leave students more in control of their learning. And we must offer deliberate integration of the arts, service, stewardship, and Meeting for Worship.

To do:

- ♦ Nurture the tension created by our convictions about the sanctity of the individual and community responsibility;
- ♦ Continue to nurture the relationships (opportunities for mutual care) between CFS and Chapel Hill Friends Meeting and Durham Friends Meeting;
- ♦ Continue to pursue opportunities to make explicit and teach Quaker values to students, staff, and families (e.g., consider more community experiences of Meeting for Worship, a Friends Speaker Series, a Friends in Residence Program, *et al.*);
- ♦ And, most importantly, “always strive to be the school that our students, our community, and our world need.” The best school we can be FOR (as opposed to *in*) the world.

This is Carolina Friends School.

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Can you help us to spread the good word about CFS?

Most families say they learned about us by word of mouth.

Often we meet families who wish they had learned about CFS earlier, for example, when they moved to the area.

Some wonder why they heard about other schools and not CFS.

We are eagerly seeking ways to spread the good word about the School. Can you publicize CFS at your workplace, at your church, or in your neighborhood? How about posting a card on your office door that says "Ask me about Carolina Friends School?"

If so, please let us know. We'll provide brochures, as well as flyers and postcards about upcoming Open Houses. If an organization is open to a presentation about CFS, we have an outreach team of well-informed individuals who are eager to talk about our School.

Please call Kathleen Davidson at 919.383.6602 x 240, or email kdavidson@cfsc.org Thanks!