

We & Thee

Carolina Friends School

Spring 2009

“In the Name of Plainfolks Who Could Not Ignore Injustice”

When Peter Klopfer, one of the CFS founders, received the distinguished service award from Duke University’s Samuel DuBois Cook Society, he acknowledged an important difference between himself and other recipients of Cook Society awards:

Many recipients, some pioneers in their fields, had dedicated their lives to a vision. He accepted the award in the name of those who, like himself, may not have had such a vision but who found themselves unable to ignore the injustice in their world. They did the best they could in the historical moment in which they found themselves.

Named after the first African-American professor at Duke, the Samuel DuBois Cook Society works to foster racial equality at Duke and in the surrounding community.

In honoring Peter, the Society noted his role in the 1967 Supreme



Court Case *Klopfer vs. North Carolina*. The program notes:

“This landmark case during the civil rights era guaranteed the Fourteenth Amendment extension of the Bill of Rights to the state level. Peter, who was active in the Durham civil rights movement, was one of a few white Duke professors willing to join colleagues from North Carolina Central for political meetings, rallies and nonviolent sit-ins, during one of which he was arrested and charged with trespassing. Peter defended himself before an all-white jury in Hillsborough, and the case reached a mistrial. The prosecutor opted *continued on page 10*

From the Principal

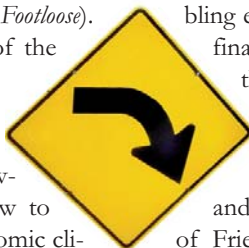
Dealing With The Economics of a Downturn

by Mike Hanas

As Carolina Friends School’s tallest student, I continue to find myself most challenged, my brain most stretched, in dance (where we’re currently rehearsing for a spring performance of *Footloose*). Running a close second these days, however, are matters of the School’s finances in the current economy.

I know that the word *economy* is derived from two Greek works (*oikos*, meaning household or home, and *nomos*, meaning law, control, or management). What’s proving much more challenging is the task of knowing how to respond to the adversity and uncertainty our current economic climate creates.

Fortunately, I am a student with easy access to considerable tutorial support from CFS Business Manager Sue Summers and the Business Committee of the CFS Board of Trustees, and I am the ben-



eficiary of responsible stewardship exercised by many on the staff and Board since our founding in 1962. In fact, in spite of all of the troubling economic news these days, I’m very happy to report that the financial footing of CFS is solid. I am very grateful, and I hope that you are weathering the storm as well.

Specifically, at CFS inquiries and applications are as strong as ever, attrition of students and staff remains quite low, and, as you may have noted already, we have met and exceeded the goal of raising at least \$250,000 in the Friends of Friends School annual fund campaign (with generous support from many, including more CFS alums than ever before!)

That critical annual fund support directly impacts people and programs at CFS today. Additionally, generous supporters of CFS have raised \$100,000 for our newly instituted Economic Relief Program, a

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How Can We Retain and Attract CFS Families in Challenging Economic Times?

by Kathleen Davidson, Admissions Coordinator

Tuition aid decisions are always challenging, and never has there been a year like this one – at least not in the thirteen years that I have worked on the Tuition Aid Committee, along with John McGovern, Assistant Principal at CFS.

The bottom line is that applications to CFS are keeping pace with previous years, retention still looks very good (which we hope remains the case), and requests for financial assistance are up significantly.

What do we have to work with?

We're immensely grateful for the Economic Relief Program, which has raised \$100,000 (from committed donors who had already pledged to the annual *Friends of Friends School* Campaign) to help us meet the need of families hoping to remain at CFS. We're also glad that our tuition aid budget now reflects 10% of tuition revenue, a higher percentage than at most of our peer schools. Between the ERP and TA budgets, we are working with close to \$800,000 to maintain socio-economic diversity at CFS during this challenging time.

How many students receive assistance?

Last year 93 CFS students received

tuition aid, or 19% (up from 17% in prior years). Some of the students receiving aid will graduate or move on to other schools next year. So far it looks like at least 123 students, or 27% of those already re-enrolled or admitted, will receive financial aid. (We're still working on admissions, and by the time *We & Thee* is mailed, these numbers will have changed slightly, but they'll only go up.)

How are grants calculated?

We rely on Tuition Aid Data Services (TADS) to analyze all the information provided by families applying for assistance. TADS receives documentation from families and verifies applications and then makes recommendations about what families can afford.

Can we offer families grants that match TADS recommendations?

Sadly, no. We'd like to be able to meet full need of the families who need assistance to be at CFS, but at this point we are able to meet around 74% of the need demonstrated by the families who are being offered assistance. Only a few schools in this area are able to meet full need demonstrated by families receiving financial assistance, which means that they limit the number of families who

do. TADS helps us to determine grants that spread the burden of unmet need among the families receiving aid.

Are students not returning because of money?

Of the 6.2% attrition that we know about so far (28 students), we have learned that half will not return because of finances, and this number may grow. We're glad that most of the families to whom we've offered financial assistance will be able to remain at CFS.

What about admitting new families?

Unfortunately, we have far less money for new families than has been true in the past. It's possible that some money may be returned to the tuition aid pool, which will then be used for new families. But most of our money has been allocated, because we wanted to do everything we could to make it possible for those who want to remain at CFS to do so. For some of the prospective students who would contribute immensely to CFS in important ways, we are keeping spaces open while we see what can be done, reminding ourselves of George Fox's enjoiner, *way will open*.

Tough Times Inspire Planned Giving

by Matt Drake, Planned Giving Coordinator

"Planned giving remains popular during times of economic downturns," observes Michael Rosen, a philanthropy expert.

Why? Because you can accomplish your desire to give a generous gift to an organization that is important to you, like Carolina Friends School, and not let go of any cash in the process.

You can do this by including CFS in your will and/or naming CFS as a beneficiary of your IRA, retirement fund, or insurance policy. Your decision comes now; your action comes now; your gift arrives in the future.

Alternately, you can move cash now into a charitable gift annuity (\$10,000 minimum) and gain a stable rate of return throughout your lifetime. A charitable remainder trust (\$100,000 minimum) can also be structured to provide you with a stable or variable rate of return.

A simple – and important -- step is to include the following two

sentences in your new or revised will or to add them by a codicil: "I give, devise, and bequeath to Carolina Friends School, Durham, NC, the sum of \$_____ (OR) _____ percent of my estate, (OR) the rest, residue, and remainder of my estate. The property comprising this gift is to be placed into the endowment of Carolina Friends School and be used to further the purposes of the School at the discretion of the Trustees of the School."

Your choice among "specific sum, percent of total, or the rest/residue/remainder" may be aided by talking with your financial adviser. . . or with us. Similarly, your decision-making among all the forms of planned giving noted above may benefit from such consultation. You are invited to contact Matt Drake, Planned Giving Coordinator, at 919.383.6602 x 228 or mdrake@cfsnc.org.

How The *Friends of Friends School* Campaign Is Making a Difference for Students and Teachers

by John Ladd, Development Coordinator

More than 500 donations to the *Friends of Friends School* fund are making profound differences in the educations of virtually all of our 490 students and in the effectiveness of over 80 staff.

Some of the differences are easy to see: new language lab equipment, geometry teaching software, and stereo microscopes in Upper School; a mobile laptop lab in Middle School that is allowing six new courses and more hands-on research, another mobile laptop lab and colorful ukeleles in Lower School; and new books and supplies for our Early Schools.

Some of the most profound effects of donations to CFS are harder to see. Donations support tuition aid that provides 93 children with the chance to attend CFS even though their families cannot afford full tuition. It's impossible to estimate the opportunities a CFS education will provide—today, in college, and beyond—for these children.

Thanks to donations, Lower School teachers and students have put their new mobile computer lab to good use. Lisa Carboni, Lower School Head Teacher, proclaims “We can’t imagine how we ever did without it! Kids are writing stories, programming in Logo, doing research, and designing presentations on a daily basis.” Learning to program a computer is valuable in itself; programming a computer to do pretty complex tasks is very empowering for our students. However, our teachers see the highest value to be teaching these students essential skills for future academic success: upper-level thinking skills, problem-solving, and working collaboratively. And they are having a great time doing it.

The Middle School mobile computer lab is being used almost every hour of the day and in every type of class. An example is the World Music course in which each student used the lab to research the culture, instruments, and music of one region. They turned their research into web pages incorporating text, illustrations, sound, and video recordings. The pages were compiled and shared via a wiki (a sort of online encyclopedia) about the rich diversity of music throughout the globe. In addition, a new LCD projector is used regularly to share documentaries and coverage of current events with the whole Middle School. For example, during Black History month, Middle School students viewed and discussed a number of films, including two made by Upper School students.

Both Middle and Upper School are delighted with the complete upgrading—20 new computers, monitors, and software—for the computer labs that they share in the library and resource building. This upgrade is happening as this issue of *We & Thee* goes to press. The computer labs are used almost constantly by students for every type of class: Spanish and French language acquisition; history and science research; literary analysis and composition, computer science, and more. The improved software and computers will add to the quality of education of virtually all 300 students in the Middle and Upper Schools.

In Upper School, biology students are seeing a lot more through the new science lab stereo microscopes than they were when viewing only what could be squeezed between glass slides. This trimester, biology teacher Frances Brindle is using the microscopes in entomol-

ogy units for the three-dimensional study of fruit flies and other insects. Frances sums it up: “It really makes a difference to have a stereo microscope for each lab bench. Each student gets a lot more hands-on learning experience.”

Our youngest students—3- to 6-year-olds in our Early Schools—have benefitted from donations, too. Sue Caldwell and the teachers at Chapel Hill Early School are using a variety of new books to teach about other countries and cultures. This reflects a school-wide focus on Global Citizenship. (See the Summer 2008 *We & Thee* at www.cfsnc.org/newsandevents/weandthee.htm) Libby Pendergrast and Campus Early School staff are using a recently-purchased laptop to create photo slideshows of children learning new skills. This practice of a child doing a task, then recalling and reviewing the process with a teacher, or “plan-do-review,” has been shown to be very effective in early childhood education.

Donations to the *Friends of Friends School* campaign have helped to make these improvements possible, and we are very grateful.

Perhaps less visible but still crucial is the difference that the campaign has made through financial assistance to CFS students—93 this year and at least 123 next year, a significant increase.

These are differences that last a lifetime. As an alumni parent put it: “CFS taught my children the ability to think things out, to find the answers, and an independence of intellect and spirit. I owe my children’s success, and certainly their happiness, to CFS.” An alumnus sums it up this way: “The man I am today is because of CFS.”

More than 500 gifts have provided over \$282,000—which exceeds our ambitious goal of \$250,000. We are deeply thankful to all who have given so far this year!

And it comes as no surprise that our current economy has meant the need to increase what is available for tuition aid and other expenses.

Every dollar donated by the end June will help us to offer more tuition assistance, support the Upper School End-of-Year program, and provide much needed classroom improvements.



photo by Henry Walker

Middle School students using laptops in science class.

CFS Staff Are Lifelong Learners

It's a technological world! Many of the professional development opportunities pursued by CFS staff over the past year and a half have focused on technology and how it can improve teaching and learning.

In November 2007, Technology Director **Sharon Guillory** attended the North Carolina Educational Technology Conference (NCETC, along with Technology Coordinator **Rob DuBose** and **Tim O'Hara** (Upper School). Sharon also participated in the NC Association of Independent Schools (NCAIS) Technology Conference in February. This summer Sharon will attend a Robotics Academy at the National Robotics Engineering Center at Carnegie Mellon University, which will help her prepare to teach a Robotics elective in the Middle School next year.

Tom Shewey (Lower School) attended the Children's Engineering Convention at the Virginia Technology Educational Association in February. And in May, Middle School Head Teacher **Renee Prillaman** took a workshop on *Teaching and Learning in a Connected World*, through the British American School.

Toni Williamson and **Matthew Ross** (Middle School) attended the National Middle School Association Annual Conference in Denver, presenting sessions on *Blogs in the Math Classroom* and *Keeping Up With The Technology Joneses -- on a Budget*. At last November's NCAIS *Think Globally, Teach Locally* Conference, Toni and Matthew presented their session on *Keeping Up* as well as one on *Web 2.0 -- The Read/Write Web*.

Last summer **Mig Little-Hayes**, Middle School teacher and librarian, participated in the Summer Video Institute, an 8-day intensive seminar in documentary filmmaking, at Duke's Center for Documentary Studies. And for this summer, Mig has received a full scholarship (a grant co-sponsored by the Center for Documentary Studies and Watts-Hospital Hillandale Neighborhood Association in collaboration for the Centennial celebration of WHHNA) to the Summer Audio Institute—another 8-day intensive seminar.

All this led our tech-savvy staff (**Sharon Guillory, Nancy McGilvary, Rob DuBose, Matthew Ross, Jim Rose, Joanna Sisk-Purvis, and Mig Little-Hayes**) to offer a week of workshops for CFS staff members in August and more workshops during our Staff Development days.

Other opportunities pursued by staff range widely, in subject and place.

Middle School science teacher **Tommy Johnson's** Cultural and Ecology institute in Ecuador, sponsored by the NC Museum of Natural Sciences and Heifer International.

Tommy and the other educators on the trip were able to explore Ecuadorian ecosystems, from the high *altiplano* to the Pacific coast, and learn about the people and animal and plant species that live in these places.

Tommy appreciated not just what he learned but how exciting it was for the teachers to be able to learn from each other, and he is incorporating both the content and teaching methods into his classes.

Christel Greiner (Middle School) spent a week in a Spanish immersion program in Oaxaca, Mexico, where she lived with a family and studied Spanish with a teacher and one other student, leaving afternoon time to explore the community and culture.

Renee Prillaman (Middle School) waited until December to depart on the trip to New Zealand funded by her PACE (Professional and Community Enrichment) grant. Renee was able to pursue a longtime dream of exploring Maori culture firsthand, and she also attended the Summer Gathering of Friends in New Zealand, where she made a presentation on Service Learning in the Middle School.

Frances Brindle (Upper School) took a semester-long course in Entomology at NC State last year. In consequence, she is teaching her Introductory Biology course through the lens of entomology this year. In early summer Frances took a week-long course on Genomics and BioInformatics at UNC Chapel Hill, a course organized through the NC Biotechnology Center. She writes, "It was amazing and I came away with oodles of new material, two new textbooks, a terrarium of bessbugs, lots of contacts, and \$200 for lab



Tommy Johnson calibrating a weather meter in Ecuador

supplies. This course has had positive effects on my Advanced Biology and Intro Biology classes. It led to a visit to the NIH for 21 students during our day in Washington in November too."

Toni Williamson was able to participate in the Diversity Peer Network with staff from other schools affiliated with the Friends Council on Education, as well as the *People of Color* Conference for the National Association of Independent Schools. Toni also attended the Landmark Education conference on *Teaching Performance*, in the fall of the last school year.

Last summer, **Toni and Susan Kincaid** (Upper School) took a Civil Rights trip with staff from Durham Academy. They explored Selma, Birmingham, Atlanta, and other sites important to the Civil Rights movement. And over last winter break, Toni used a PACE grant to go to Kenya, a longtime dream. She hoped to work in a school and in an orphanage for children with AIDS, and to take a safari too, but much of her trip was constrained and eventually cut short because of the violence after the elections there. See her blogs at: <http://toni-travels.blogspot.com/> and <http://crt08.blogspot.com/>

Susan Kincaid also took an online course in *Facing History and Ourselves* last year, and recently received the 2009 Margot Stern Strom Teaching Award to fund a project arising from this work. Congratulations, Susan! She also participated in Friends Council on Education's SPARC program (for Spirited Personal and Renewed Courage for Teachers in Friends Schools).

In April 2008 **Annie Dwyer** attended a workshop on Experiential Anatomy and Somatics at Resources in Movement in New Hampshire. Working with Caryn McHose, she began to develop methods for helping dancers to stand on their feet in a way that would free up the flow of movement through their body. This built upon the work that Annie had done in Wales as a result of her PACE Grant in 2007.

In August 2008 Annie traveled to Port Townsend, Washington to work with Bill Evans for a week in a workshop about "Developing a Personal Pedagogy of Dance Technique," which emphasized Bartenieff Fundamentals and Laban-Based Modern Dance Technique

Rob LaVelle (Upper School) attended a
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Inspired by *Reggio Emilia*: Early Schools Collaborate with Boulder Journey School

by Libby Pendergrast, Campus Early School Head Teacher

In the CFS Early Schools, our emerging curriculum is invented and reinvented every year, so that we can make learning as meaningful as possible for our children. In our effort to reinvent, we need to “see things up close and large” and to embrace a pedagogy of possibilities, as educational philosopher Maxine Greene reminds us.

When *Newsweek* magazine hit the stands in 1991 heralding the preschools in Reggio Emilia, Italy, as the best in the world, our attention was captured, and since then we have immersed ourselves in learning about this approach to early childhood education. We have indeed found inspiration in their philosophy and practice as well as a lot of similarities with our own CFS history and practice. We also draw on other inspirational thinkers in our field, just as the educators in Reggio Emilia do. We are teacher researchers; we take what inspires us, reinvent it to make it our own, and continue to build our programs on our strong Quaker foundation.

During the past several years, four of our teachers from Durham Early School and Campus Early School were inspired to study at the Boulder Journey School, which is nationally renowned for its leadership and innovation in early childhood education. Teachers there have an ongoing collaboration with educators in Reggio Emilia, Italy and with educators throughout the world who are inspired by the Reggio Emilia approach to early childhood education. Durham Early School staff determined that their next step was to arrange for Andrea Sisbarro and Alison Mayer, Program and Teacher Education Directors at the Boulder Journey School, to make a consultative visit that would act as a springboard for continuing intensive self-study. They invited Campus Early School to join them in the experience, and we were delighted!

In the book *Readings on Quaker Pedagogy*, hHarry Hammond reminds us of the strategies to extend and deepen learning. They are learning through inquiry, service, respect, reflection, and collaboration. This year we have found ourselves in a year-long collaboration with the teachers at DES. There was



photo by Nick Kelsh

Students at work at Campus Early School

increased communication between us in preparation for our consultative visit from the Boulder Journey School consultants this past December. We have had three combined staff meetings around a topic of investigation, and we have enjoyed dinner together. Our January staff development day was spent reflecting on our common experience of the Boulder Journey School consultative visit.

What did we learn and where do we go from here? Each teacher at both Early Schools spent a day observing and meeting with the teachers in the unit they observed to learn even more about each other and our units. We will meet together again in May for our celebration of this yearlong experience of learning. We have been invited for an intimate gathering with dedicated early childhood professionals with whom the staff at Boulder Journey School have networked closely over the years. The Invitational will take place in Boulder in early October of next school year.

We entered into the consultation with common interests but different focus. At Campus Early School we wanted to take a new look at our physical space, to review our current documentation, and to learn more about a Declaration of Intent and how to write one. A Declaration of Intent is a document that is prepared at the beginning of the year which includes a collection of possibilities and projections for study, areas of children’s development to follow, changes and

evolutions to initiate in the environment, and possible questions that the teachers, parents, or community wish to explore. We also wished to look more intensively at documenting children’s learning and how that informs our planning, observation, and assessment.

At Durham Early School, questions focused on looking at how to make children’s learning visible to the children, to the parent community, and to the teachers. They also were seeking assistance with learning how to deepen and to extend projects. Durham

Early School is also planning to create an Identity Card, a *Reggio* term used to describe what is unique about your school’s history, context, and values and the ways in which this informs and deepens your practices. Both Durham and Campus Early School found that the answers to their questions took them along some amazing new paths, including re-examining the way that we structure our mornings to provide more seamlessness in the children’s learning experiences.

Having Andrea and Alison in our own school, with their objective expertise totally focused on our needs and us, was a stellar professional development opportunity. This consultancy was intensely personal, specific, and relevant to our individual teachers and programs. We were challenged, provoked, and affirmed. After five days together, we gathered for a wonderful dinner with Andrea and Allison, where they reflected on their experience with us. They had been immediately struck with our similarities, all of them a reflection of our Quaker tenets, and they announced that they wanted to take us back with them because we would be their “dream team.” “Awesome!” they said.

Their reflections, questions, and challenges provoke us every day, and we look forward to next school year, when we hope to continue this collaboration and collegiality with all three of our Early Schools, around a topic of study not yet selected. We have much to give and to learn from one another

For now, we’re going for *awesome!*

Scenes From Our Campus



Clockwise from upper left: The Upper School Dance Concert in December. Alumni returned over winter break to perform in a dance ensemble; kudos to all! In February, Middle School performed *The Music Man*, to rave reviews. March brought Science Day to Middle School, when visiting scientists led workshops on topics from DNA to potato cannons, and the day ended with the ever-popular egg drop experiment, with advisee groups competing to see who could build the most protective “nest” for their egg. Lower School students in Forest Class studied closed systems and created hydraulics projects, as part of exploring their annual theme, *Way to Grow*. Talented alums also performed a drama for a packed audience over winter break (below). Chuck Davis of the African-American Dance Ensemble worked with CFS community members who wished to dance in our annual celebration of Martin Luther King Day, a powerful experience for all. On that day, Middle School students created a mosaic of the Shepard Fairey Obama portrait (left). And (right): Alums returned in December to challenge our Upper School basketball teams.





photo by Nick Kelsh



photo by Nick Kelsh



photo by Laura Shmania



photo by Henry Walker



photo by Kathy Schenley



photo by Kathy Schenley



photo by Henry Walker

Spotlight on Coach Patience Vanderbush

Patience Vanderbush, coach of the CFS Girls' Basketball team since 1998, holds a bachelor's degree in English, with an emphasis on African-American literature, and master's degrees in journalism and in public health from UNC-Chapel Hill. Her son, Reed Vanderbush Murphy, graduated from CFS in 2001.

Where did you grow up, and what did you want to be as a child?

I grew up mostly in Buchanan, Michigan; that's where I went to high school. I wanted to be an Olympic athlete. I played all kinds of sports.

What was your own experience playing basketball?

I attended Northwestern University on an athletic scholarship, playing basketball all four years. While I was there we won two Big 10 tournament championships and were ranked in the top 25 teams in the nation.

I played my final college game against Kay Yow's NC State team in Reynolds Coliseum in 1982 in the first year of the NCAA women's college basketball tournament. We lost by two points. Exciting!

I'm also proud of having been named an Academic All-American at Northwestern. I worked very hard on my studies and on the basketball team, and got a lot out of both.

When did you start coaching?

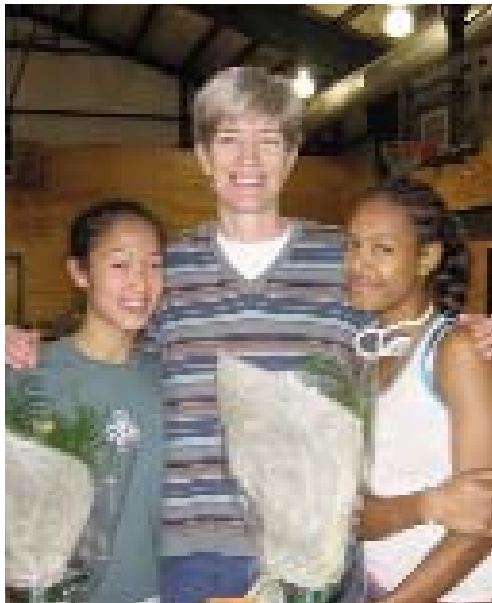
I was a counselor at girls' basketball camps all through college, and a part-time low-level assistant coach with the Duke women's basketball team in 1985. I came to CFS in 1997, when my son Reed came to Upper School. I watched him play and saw some of the girls' games and felt I could be of service. I was an assistant coach for two years and became head coach in 2000.

What do you aspire to as you coach?

Each year I try to be a better coach. In addition to learning from experience, I read all the books about basketball that I can. I watch coaching DVDs and take meticulous notes. At the end of each season, I think about what I can do better next year.

I think team sports are really a wonderful learning opportunity for kids. The commitment players make to their teammates is crucial. If they don't come to practice, they let their team down – not just themselves, as would be the case if they didn't turn in math homework. You're working with others toward a collective goal, which is wonderful.

One reason I do this is because I think it's really important for women to coach girls, for women to learn to lead, for girls to see women leading in a competitive, traditionally



male environment. My team has played 17 games so far this year, and only two of our opponents were coached by women.

One of my projects here is to expose these girls to women who are accomplished and interesting and who have a passion for sports, including my former CFS players. We live in an age-segregated culture, and bringing age groups together on the basketball court is a positive experience for all of us.

I love working with girls for four years. I get to see them grow up.

How is coaching here different than at other schools?

Without cheerleaders or a pep band, it's a different experience coaching or playing here. The players really appreciate and respond to having fans in the stands.

Upper School students who play basketball here, boys and girls, make a huge commitment of time and energy. That's always true in sports, but especially at small schools. Because we're small and have only one gym, practice times are not ideal. We have to travel far. I hope the rewards are commensurate with effort. My son looks back fondly at his experience playing basketball here. It taught him discipline, teamwork, commitment.

The CFS basketball program has really evolved since I've been here. At first we didn't have a gym. There were disadvantages,

but kids still played and got a lot out of it.

I feel really lucky to work with Alex Gordon. He works really hard; and cares a great deal about the individual athletes. He enjoys our successes but doesn't put undue emphasis on winning or losing. He's much more concerned that we do things the right way, in a positive spirit.

How about life beyond coaching?

I have my own medical writing business. I'm the president and sole employee. I write up results of clinical research for pharmaceutical and biotech companies. It's because I'm my own boss that I have the flexibility to coach.

I live in Durham with my partner of almost 23 years, Rosalie Dominik. Rosalie is a biostatistician at UNC-Chapel Hill.

Any hobbies you'd like to share?

One of my life goals is to become fluent in Spanish. I've finished all the levels of study at CHICLE in Carrboro. When it's not basketball season, I attend regular conversation sessions. I have an interest in Latin American literatures and cultures. My son and I traveled to Cuba in 2002. He majored in Spanish at UNC-CH and is now fluent in Spanish. One of his end-of-year trips at CFS was to Nicaragua, and that had a huge impact on his life.

I love reading literature. I have belonged to an amazing book group since the mid-90s.

Have you participated in other sports?

Volleyball, softball, track. I was a very serious flatwater kayaker. At 13, I won the national 15-and-under girls' flatwater kayaking championship; and at 14, I was a member of the U.S. national flatwater kayaking team in the world championships in Mexico City.

What do you hope your players leave your team with?

A sense of the joy of team sports as well as the lessons learned from them. There is something special about the bond created among teammates and the joy of achieving with a group of people you've worked hard with, made a commitment to. In team sports you learn to put team goals before individual goals -- a valuable life lesson.

Alumni Profile: Evian Patterson '98

Evian Patterson graduated from CFS in 1998 and then attended UNC-Wilmington, where he majored in Philosophy and Religious Studies.

After a Fulbright in Egypt, he worked at the Academy for Economic Development in Washington D.C. Evian now resides in New York.

During a recent visit to Durham, he met with John Ladd for this interview. Evian is the son of Rose and Thomas Patterson (former Middle School Head Teacher).

What are you doing now?

I'm at NYU earning a masters at the Wagner School of Public Service. NYU is rigorous: lots of economics, math, and capital management.

I see a need to help developing countries improve their civil service sector. There's a big gap in their being able to provide even basic services to their citizens.

A lot of agencies go to villages and build a water system or a clinic and leave. I want to look at the bigger picture and train people to manage the infrastructure and strengthen the leadership in the country.

A lot [of my peers] don't want to work with the governments themselves because so often funds have been mismanaged. There are a few of us who are looking at that reform side—to build on the strengths they've got in place and help them add what they need.

How long did you attend CFS?

I was in Early School at CFS and then I went to a public school. I returned to CFS for first year of Middle School and stayed through graduation in 1998.

Coming to CFS in fifth grade was the pivotal moment in my life. It's when I learned to be proud of being an African American, and to be proud to be unique and different and not just because of my skin color. I learned that I brought diversity not just because of being African American but because of the unique person I was.

Pat Dalton [Middle School head teacher] was like a second mother. She believed in me, unlike some of my public school teachers. She worked with me to get ahead by my own volition, not just by passing a test. She saw unique qualities that she helped flesh out in me. I worked hard; with Pat it was tough love.

What teachers do you remember?

There are so many I could talk about. That's one of the things we [alumni] love about Friends School: you create such relationships with your teachers.

Bryce Little (Upper School) comes to mind. He let me do an independent study on Reconstruction and W.E.B Du Bois and *The*



photo by John Ladd

Talented Tenth.^{*} This was my real introduction to scholarship and research: two of the things I discovered I like most to do.

Bryce's course helped me understand myself as an African American. And it helped me be a leader who could go out and tell people about this story and why it was important—to be a resource for others.

Then college?

I went to UNC-Wilmington, graduating in 2002. I majored in Philosophy and Religion, focusing on Islam with a minor in Middle Eastern Studies. I took a lot of science classes, but I enjoyed the critical thinking of philosophy and religious studies.

How well were you prepared for a large university after a smaller school like CFS?

What set me apart in college was that I knew how to learn, how to think critically. I knew how to do more than get good grades, which I did. But grades didn't matter to me as much. What mattered was what I was going to learn from the class.

Friends School evaluations show you your weaknesses. And the teachers help you learn what you need to overcome them. So, in college, you go to your professors and ask,

“What do I need to do to be better?”

Most of my friends from CFS were very strong students in college. When you apply that passion for learning from CFS and you want to know what you need to do to get better—that sets you apart from a lot of others. We tend to put more into it than many other students.

Students leave CFS with a passion for life and a passion for learning and an idea of how you fit in the world. A lot of high school students don't get a sense of that.

You won a Fulbright Scholarship. What was most rewarding about that?

I spent the Fulbright studying in Cairo, Egypt. My favorite part was helping prepare Egyptian students who were going to America. Like me, they wanted to go to another country to learn and to be ambassadors for their country.

After the Fulbright?

I got a job at the Academy for Educational Development (AED), a \$400 million international nonprofit. I first worked on a scholarship program for Palestinians in the west bank and Gaza. Then I worked on a project with the Egyptian government. We brought education ministers, civil servants, teachers, and administrators to the US and provided training to help them completely restructure their education system.

At AED, I found I wanted to go back overseas to do this kind of work in developing countries. To get the kind of job I want, I decided to go to grad school. That's how I ended up at NYU.

I feel like I'm in the right spot. I'm doing what I really want to do.

^{*} *The Talented Tenth* is an essay by Du Bois and a concept for college education for the most talented of the race as a path to equality. The text of the essay can be found at: <http://teachingamericanhistory.org/library/index.asp?document=174>

Klopfers Award from page 1

not to retry the case, which left Peter in legal limbo, with unresolved legal charges. Peter challenged North Carolina's 'nolle prosequi with leave' law when he could not get his case retried, during which time his career at Duke was on hold. The case was eventually decided in his favor, with the decision written by Chief Justice Earl Warren. *Klopfers v. North Carolina* is cited as one of several key 'incorporation' cases that broadly ensures on the state level the equal rights afforded under the US Constitution.

"At a time when no other private school was integrated, and no public school would admit African American students without a federal court order, Carolina Friends School was established specifically with the goal of integrating education in a segregated society, largely through the vision and generosity of Peter and Martha Klopfers.

"Peter famously embraces alternative views in controversial social issues, creates a safe environment for the exchange of differences among students, and has been a constant advocate for adding diversity to the faculty. He lives the ideals of the 'beloved community.'"

In accepting the award, Peter was characteristically humble. We know, though, that it is no small thing to refuse to ignore injustice. Peter and Martha Klopfers have been an inspiring example of doing the very best they could, in the historical moment.



Martha and Peter Klopfers in 1973

From the Principal from page 1

tuition aid initiative designed specifically to reach middle-income families and currently serving as a model for similar programs at several independent schools in the Triangle. As a result, as Kathleen Davidson notes in her article on tuition aid (TA), CFS will provide nearly \$800,000 in an effort to realize our goal of continuing to be a socio-economically diverse community.

Those TA dollars are proving more critical than ever in light of the increase in TA applications also reported by Kathleen, and, as a result, I would be remiss if I failed to mention that if your circumstances afford you the opportunity to do so, it is not too late to contribute to the ERP or TA and support students and families in the middle of decision-making about whether to re-enroll or to accept a CFS offer of admission.

Looking forward, we will face additional challenges informed by the impact of losses in the financial markets on our endowments. Our 2009-2010 operating budget anticipated slightly more than \$300,000 in revenue that will not be available from investment returns; fortunately, responsible stewardship, specifically in the form of dedicated cash reserves, *i.e.*, "rainy day funds," will fill that void and

minimize impact on our programs.

While the need for fiscal discipline will impact the pace with which we can implement recommendations of the School's recently completed Long Range Strategic Plan: "Meeting the Challenge," that discipline is

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- Steve Nowicki, CFS Trustee and
Dean of Undergraduate Education
at Duke University

already in evidence in the absence of debt, contingency budgeting underway since November, and our determination to look for additional opportunities to find savings, even in our already lean organization.

Most importantly, while there will continue to be much we do not know and over which we do not have control, the mission of CFS does not change. We recognize and

appreciate the degree to which many families of all income levels make sacrifices to make available for their children a CFS education, and our management of the School's budget will continue to put first the needs of current and future students. Salary pools will be limited, but our aspirations for programs and expectations of one another will not suffer. This is Carolina Friends School!

At the March meeting of the CFS Board of Trustees, I had the opportunity to ask Steve Nowicki, CFS alum parent and Duke University Dean of Undergraduate Students, why he serves on the Board. His response: "Because I am deeply concerned about the fate of humanity, am convinced that education affords us the best chance to address that concern, and believe that in that domain CFS is a point a light."

Your support, whether as a volunteer, a friend of the School, or a contributor to the Friends of Friends School Fund or the Economic Relief Program, helps generate the power that lets our light shine. In these uncertain times it is with particularly deep humility, respect, and gratitude that I receive your trust and support.

Thank you.

Lifelong Learners

from page 4

workshop at the Hill Center on *Teaching Study Skills to Middle and Upper School Students*.

Kathleen Davidson (Admissions) attended the last of David Mallery's summer Westtown Seminars for Educators. at Westtown School. For over forty years, Mallery has been orchestrating 6-day seminars for educators from schools all over the world – a regenerating and inspiring experience.

Our Early School teachers are routinely enrolling in courses to keep them current in the skills needed for safe and effective early childhood education: refreshers on CPR, first aid, and topics like preventing misbehavior. This spring Hallie Montgomery and Barbara Conger will attend the Early Childhood workshop at Friends Council on Education.

Sara Daily (Durham Early School) visited the Boulder Journey School to see how they implement the *Reggio Emilia* approach to early childhood education. **Carly Chapman** of Campus Early School had already been there. And in December 2008, two teachers from the Boulder Journey School visited Campus Early School and Durham Early School, for a wonderful collaboration (see p. 5)

Cesanne Berry and CFS Board member Karen McKinnon joined 30 other Quaker educators and others across the U.S. for a Quaker Pilgrimage to England June 17-24.

The trip was sponsored by the Philadelphia Yearly Meeting and Friends Council of Education and included a hike up to Pendle Hill, where in 1652 George Fox had a prophetic vision that led to the birth of the Quaker movement.

A group of staff from all units updated



Cesanne Berry and Karen McKinnon (on right) with others on Pendle Hill in England.

their CPR training with Paula Huffman at the Durham Early School last spring.

Of course the routine gatherings sponsored by NCAIS, NAIS, and Friends Council on Education for school heads, business managers, admissions directors, and school secretaries have involved CFS staff in those roles. The Friends Council workshop for teachers new to Quaker Schools was attended

by **Sharon Guillory, Sara Daily, Hallie Montgomery, and Kathy Kirschmann** (Admissions).

Many staff members have attended Mindful Coaching training sessions with executive coach, Doug Silsbee. The three-day conference helps educators recognize, practice, and fine-tune useful communication tools essential when working with students, parents, and colleagues. They develop new skills in self-awareness through self-observations and designed action plans for personal and professional growth. So far CFS staff who have participated in this training include: **Charlie Layman, Carrie Huff, Renee Prillaman, Lisa Carboni, Sue Caldwell Donaldson, Debbie Kornegay, Tim Wells, Carmen Raynor, Laura Lamberson, Natasha Shannon, Rachel Anderson, Willy Rotella, Guillermo Parra, Mary Harwood, Alex Gordon, Joanna Sisk-Purvis, and Kathleen Davidson.**

Charlie Layman, Barbara Conger, and Joanna Sisk-Purvis also participated in the *Mindfulness for Educators* workshop at Pendle Hill. And **Kathy Kirschmann** has been involved in a Mindfulness course at UNC.

Staff Selected for PACE Grants and FCE SPARC Program

Say what?

Need help deciphering the acronyms?

At the Staff Development Day in March, Mike Hanas announced that four staff members were receiving PACE grants (for Personal and Community Enrichment projects), and two were nominated and selected for Friends Council on Education's SPARC program (for Spirited Personal and Renewed Courage for Teachers in Friends Schools).

Frances Brindle (Upper School, Science) will use a PACE grant to spend two months this summer in Lost Valley, Oregon, where she'll study "permaculture and community."

Alex Gordon (Athletic Director) will spend one month in Beijing, where he'll study

Chinese language and culture. Alex will also be able to visit his son John Gordon ('98), who lives in China.

Rob LaVelle (Upper School, Spanish) will return to Nicaragua, where he will be laying groundwork for an Upper School end-of-year experience to be implemented in the spring of 2010 and focused on sustainable development.

And **Kathleen Davidson** (Admissions) will spend two weeks in Costa Rica in a Spanish immersion program.

Rachel Anderson and **Linda Dixon** were nominated and accepted to FCE's SPARC program.

Congratulations, all!

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Durham Early School students enjoy yoga. In Lower School, there is a yoga interest group; in Middle and Upper School yoga is a popular elective. Even staff are able to take yoga and Pilates after school.

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