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## Headmaster's Note

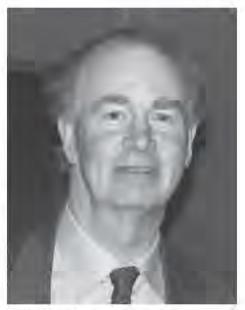
#### Dear Friends.

The focus of this edition of Directions is teaching at and beyond Friends' Central. The articles within feature current faculty Lou DelSoldo, Alexa Dunnington '98, Jim Davis and former faculty members Harvey Zendt and Florence Jackson. In addition, there are articles on alumni/ae in the teaching profession: Matthew Baird '80, Sidney Bridges '79, Mary Alexander Cole-Wood '52, and Anne Ross '94. Introducing those feature articles is an excellent essay by our Director of Communications, Rebecca Anderson. It is most fitting that Rebecca has devoted this issue to what lies at the center of the Friends' Central experience.

It pleases me to note that the photo of me above is more informal than the one you normally see in Directions. Rebecca suggested the use of this photo because it captures me in a more happy moment of teaching Greek to a wonderful group of seniors. A lot of my work as Headmaster pulls me away from the very things that drew me to this profession in the first place, an interest in young people and a love of teaching. The opportunity to teach eager and interesting Friends' Central students helps me stay in touch in a real way with this generation of students and again with the activity that has been at the heart of the Friends' Central experience.

I hope you enjoy this issue.

Sincerely:



David M. Felsen

Jaria M. Felser

David M. Felsen Headmaster

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Visit Friends' Central on the web at www.friendscentral.org

#### ALUMNI/AE, WE WANT TO **HEAR FROM YOU!**

Have you published a book recently? Run a marathon? Had a baby?

FCS encourages friends to share their news with Directions. E-mail your notes and photos to alumni@friendscentral.org (preferable method) or mail information to the Development Office, 1101 City Avenue, Wynnewood, PA 19096. Please mark the back of prints with your name and class year.

Digital images must be of high quality (28" x 21" at 72 dpi, or 4" x 6" at 300 dpi). We accept photos up to 2MB.



## Editor's Note

#### Dear Friends:

I'll never forget the thrill of my first experience as a teacher. I was five; my rapt student, my sister, was three. The lesson was geography, and equipped with only a box of crayons and our white playroom wall, I brought that lesson to life. I outlined the states in different colors; I filled in mountains, lakes, and forests. I sketched tall buildings for the cities and silos for farms. It was a dazzling performance that my mother utterly failed to appreciate and I was ordered never to repeat.

But I did go on to teach—literature and writing, not geography, to much older students—and to use a blackboard and chalk for my notes. I remember that the energy it took to engage my students sometimes made me feel as if I stood on the other side of a thick, impenetrable wall-maybe even a one-way mirror. At other times, the spark of a true connection, or the hum that accompanied an unexpected insight, were incomparably thrilling. But no other teaching moment was as effortless as that first one!



Rebecca H. Anderson

The years I spent teaching, as well as my own experiences as a student, have left me with a deep and abiding appreciation for the commitment—both personal and professional—that teachers make. There are few more demanding, more rewarding, and more important jobs than that of being a teacher. It is true: good teachers can change lives.

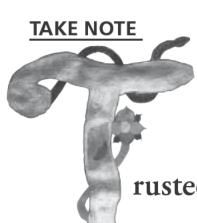
This issue of Directions is focused on teachers—the pulse of any strong academic institution. The work of putting it together has provided me with a very thorough introduction to the past, present, and future of Friends' Central. Throughout it all, I have been most struck by two things: the instinct for conversation, reciprocity, and attentiveness that characterizes our faculty and alumni/ae, and the abundance of intellectual and creative energy that defines our community. I only wish I had more pages to fill!

It has also been a pleasure to keep on top of all the activity on our campuses. This fall has been full and rich. There have been walls covered with art, rooms full of music, classes collaborating on lessons, younger children working with older children, athletic championships, and national academic recognition. I hope that as you read this issue you will feel the vitality of our school. It is a privilege to be a part of this community.

Sincerely:

Obecen the Anderson

Rebecca H. Anderson Director of Communications



rustees: New and Departing







Michael Kelly



Kave Edwards



Louise Tritton

George Elser is honored and excited to serve on the Board. "Being on the Board is a way to thank the School for inspiring our children, C.E. '04 and Matthew '07, to be intellectually curious and to think independently while at the same time teaching them to write well. I especially look forward to serving on the School Life Committee. My particular interest is in cultivating an atmosphere of intellectual risk-taking where students will encourage each other to explore various ideas and be willing to question their own thinking as well as that of others."

George and his wife, Angela Scully, are the parents of Clara Elser '04 and Matthew Elser '07. George is a member of the Radnor Friends' Meeting and serves on their Finance Committee. He practices equine and real estate law in Wayne, PA, serves on the Executive Committee of the Jenkins Arboretum, and is President of the Tredyffrin Public Libraries.

Michael Kelly is a 1975 graduate of The Johns Hopkins University and earned his law degree from Villanova University School of Law in 1978. He was previously general counsel of the Aramark Corporation, but in recent years he has devoted himself to work in the non-profit sector. Michael served as a volunteer mentor in the Sponsor-a-Scholar Program of Philadelphia Futures, a non-profit organization committed to helping Philadelphia's high school students gain admittance to and succeed in college. He was chair of the board of the Balch Institute before it was absorbed by the Pennsylvania Historical Society, and he currently serves on the boards of Singing City and Friends' School Haverford. He states, "I was tremendously honored when David Felsen asked me to consider joining the Friends' Central Board of Trustees, I am a great admirer of David, and I also am impressed by the dedication and expertise of the Friends' Central staff and faculty. The School's commitment to Quaker values and academic excellence

is very important to me. I look forward to helping strengthen the School's resources to sustain it in the future."

Michael and his wife, Joan Mazzotti, are the parents of Andrew Kelly '09.

Kaye Edwards, associate professor of general programs at Haverford College, is currently on sabbatical leave. She will attend her first Friends' Central Board meeting in February. We look forward to hearing more from her.

Louise Tritton has completed her term of service on the Board where, among many contributions, she provided excellent leadership of the School Life Committee. She is the mother of Christi Tritton '01. "Over the past eight years," she says, "I have watched the Board, faculty, staff, and students of Friends' Central School deepen their sense of Quaker values while searching for and finding creative, contemporary ways to express them. This is the hallmark of Quaker education at its best—may it ever be so."



Grace Tarves '08 (right) with McKenna Kerrigan, Davis Disbrow, and conductor Rossen Milanov

Grace Tarves '08 performed with the Philadelphia Orchestra during a Family Concert celebrating the 100th birthday of composer Dmitri Shostakovich. Grace was cast as a Russian teenager, Katya, in Those In The Center, a short play that was performed with Shostakovich's Symphony No. 9. She shared the stage with two other actors and music animateur, Tom Cabaniss. Rossen Milanov conducted the orchestra at the concert. Grace is no stranger to the stage. She spends her summers performing at Upper Darby Summer Stage, and here at Friends' Central she plays clarinet with the orchestra and sings in the a cappella group and with Triple Trio. Grace plans to study Musical Theater in college and hopes to become a professional actress.



Jean Taranta

When the Friends' Central faculty gathered at the start of the school year, they gave their colleague, Jean Taranta, Lower School librarian, a standing ovation for her thirty-five years of service to the school. Jean began her career here as a third grade teacher before moving to the library in 1980. This fall she took a short break from helping the children at Friends' Central to spend a week in New Orleans working with ongoing victims of Katrina. Jean served as the official cook for a group of fourteen volunteers. She also helped in the local community center and in the homes the volunteers were working to rebuild.

Julia Pearlman '06, Ryan Levan '06, Erica Kivitz '07, and Natalie Kitroeff'07 were all named Academic All-Americans, outstanding lacrosse players who also distinguished themselves academically. Colin Yarnell '08 was recognized as an Academic All-American gymnast. Colin also competed at Regional Championships in New York in both 2005 and 2006 where he

won a gold medal on the pommel horse and a bronze medal for his floor exercise.



Colin Yarnell '08

Frances Kreimer '01 is in Cairo, Egypt working for AMERA (Africa and Middle East Refugee Assistance), an organization dedicated to ensuring that refugees in Africa and the Middle East have access to free legal aid in their host countries. Recently she has worked with several Ethiopian clients who were arrested during the protests in 2005.

In May, the Make-A-Wish Foundation honored Julia Feinberg '06 with a wish. The Foundation grants the wishes of children with life-threatening medical conditions. After months of contemplating her wish, Julia, who has Spinal Muscular Atrophy, decided she wanted to help others rather than accept something for herself, so she asked for the monetary equivalent of her wish to be donated to the Firelight Foundation. "I've always been passionate about confronting the AIDS epidemic in Africa," Julia said. "My teacher (Joel Dankoff) did an assembly that included a presentation of the Firelight Foundation that caught my interest. It is a grass roots organization that provides grants for the community to work together to serve children affected by HIV/AIDS in Africa." To honor Julia's wish, Make-A-Wish Foundation sent a check for \$6,500 made payable to Firelight Foundation on Julia's behalf.

Jennifer Shusterman '06 spent six weeks in Israel this summer as part of a new program called Legacy Heritage Internship for Young Scientists (LHIYS). She was one of thirty students throughout the U.S. and



Jennifer Shusterman '06

Canada who were selected for the unique program that recognizes "brilliant Jewish high school juniors and seniors with demonstrated scientific aptitude and achievement." The internship participants worked with eminent Israeli scientists in the laboratories of the prestigious Hebrew University. They also toured Israel and learned more about their Jewish heritage. Upon returning to the U.S., the participants are expected to implement social action projects that will allow them to share what they learned.



William Hockeimer '09

William Hockeimer '09 received the 2006 Calvert Award from The American Entomological Society. This award is presented annually to a young scientist from the Delaware Valley who has conducted a

noteworthy insect-related project. Will conducted his project, PCR Amplification of mDNA from a Mexican Geometrine Moth Species, with the help of Upper School science teacher, John Gruber. The project looks at how two species diverge in the evolutionary process. The project is still a work-inprogress, but so far Will's findings lead to the notion that analyzing DNA is much more accurate than other methods when comparing and contrasting species growth and development. Will is interested in pursuing microbiology further and envisions himself as a scientist in the future.

This fall, the Lower School Service Committee has offered a wide variety of opportunities in which Friends' Central



Madeleine Coss '16 and Grace Kauffman-Rosengarten '16 bag potatoes

Lower School children and their families could participate. Some of their projects included: a sneaker drive to benefit One World Running (an international program that provides running shoes to those in need) and Nike Resue-A-Shoe (a program that recycles old shoes to construct new athletic courts, equipment, and playground surfaces); a Bagging Saturday at the SHARE Warehouse to help families in need obtain groceries; Thanksgiving Baskets

for ElderNet of Lower Merion; a Warmth in Winter Collection of hats, mittens, and scarves for children in the Philadelphia shelter system; and Knit-In at City Hall. There will be more opportunites to participate all year.

Junior Isabel Friedman '08 was so intrigued by alumna Sarah Frank Connor's '76 discussion at Friends' Central's annual Career Day that she introduced herself afterwards and arranged for a summer internship at The Echo Design Group where Sarah is a senior design manager. A high point for Isabel was helping with the layout of a scarf commissioned by a museum to honor a special bird exhibit.

It's been a busy fall season for Friends' Central artists. Melanie Fischer '87 and Sonya Sklaroff '88 recently had openings in Brooklyn and San Francisco. Upper School art teacher, Peter Seidel, had an exhibition of his new work. Cleaner Paintings, in Centennial Hall at the Haverford School.

annual Inter-School Art Exhibition, a selection of the best in visual arts made by Upper School students from Agnes Irwin, Baldwin, Episcopal, Haverford, Shipley, and Friends' Central. There will be a reception that is open to the public on Friday, March 2nd from 4-6 p.m. Aaliyah Powell '05 was awarded the first Dorothy Willits Hallowell Nursing Scholarship from the Anna T. Jeanes

February 26th through March 16th,

2007, Friends' Central will be hosting the

Foundation. The scholarship is for young Friends or graduates of Friends' schools to pursue careers in nursing. Aaliyah is attending Temple University's School of Nursing.

Friends' Central Lower School students raised more than \$7,100 in the 76ers Read for Ronald Program, more than any other participating school. The students collected pledges and kept track of the number of minutes they read in one month. The proceeds go to help support the Philadelphia Ronald McDonald House.



Smith's Bar, Sonya Sklaroff



Cleaner #6, Peter Seidel



Ronald McDonald readers Grace McDonnell '15, Becca LeBow '14, Austin Margulies '16, Michael Norcini '16. Camille Seidel '14



Chris Green '10, Rafi Hayne, Dan Jacobson '10, Olivia Gillison '10, Susannah Ivory '10, Emma Richman '10, Ben Melman '10, Jaime Clough '10, Nicholas Loh '10, Amy Freeze of NBC 10, Hallie Greitzer '10, Robb Fox of Manko, Gold, Katcher, & Fox, Doug Ross, Emma Fox '10, Emily Brodsky, '10, Taylor Anderson '10, and Madelena Rizzo '10.

Chris Green '10, Dan Jacobson '10, and Lizzie McMorris '10 won first place in their category at the Montgomery County Science Research Competition 2006. Their poster was titled "Ability of Different Soils to Control Water Retention and Water Quality." They worked with Middle School science teacher, Doug Ross. Last year, Ross and his eighth grade students won the Environmental Community Service Award and a check for \$5,000. This award recognizes schools that support the community with programs to improve the environment. The Friends' Central students had worked in Morris Park at 66th and City Avenue. They beautified the park by removing harmful weeds, performing erosion control, and replenishing the soil with new plants. Ross used the money as a grant toward enhancing environmental studies, purchasing new plants for the School nursery, and restoring water testing equipment.

Nathaniel Kahn, director of the 2003 Oscar-nominated film My Architect about his father, architect Louis Kahn, came to Friends' Central with his half-sister and Friends' Central parent Alexandra Tyng and her son, Kahn's grandson, Julian Kantor '07.

Alexandra Tyng, Julian Kantor '07, Nathaniel Kahn, and Joel Dankoff

Alumna Linda Hawkins Costigan '86 visited in October to screen her new documentary, The World According to Sesame Street.

Two award-winning authors have spoken at Friends' Central recently: young adult fiction writer Margaret Peterson Haddix,



Leah Hawkesworth '12, Andrew Nemroff '12, Giulietta Schoenfeld '12, Author Margaret Peterson Haddix, Benjamin Yahalomi '11, Allegra Armstrong '13

author of The Shadow Children series, Running Out of Time, and Double Identity, and two-time Caldecott winner David Weisner, author of Tuesday, Flotsam, and Night of the Gargoyles.

The American Council of Teachers of Foreign Languages lists LinguaZone.com as one of the top new things to watch for online for language teachers.

> LinguaZone.com is a new language website created by Colin Angevine '05 and Middle School language teacher, Margaret Somerville Roberts '83 where teachers can customize games for their students using their own vocabulary lists and culture

questions. The program grew out of the Prima Lingua course that Roberts created and oversees here at Friends' Central and began with Colin's work on his senior project. It is now used in over 210 schools in 31 states and 6 other countries by language teachers from kindergarten through college levels. Visit the site at http://www.linguazone.com.

When Alex Kleiman '11 and his family traveled to Israel in 2005, a visit to an Ethiopian absorption center had such an effect on him that he returned to the States and created a unique Bar Mitzvah project: a 22-mile bike ride to raise funds to aid Ethiopian Jews. Alex chose 22 miles he said, "in honor of the 22,000 Ethiopian Jews who have immigrated to Israel." He was accompanied by his father and several friends. Altogether the project raised \$3,774, all of which he donated to Operation Promise, a UJC campaign to

> help Ethiopian Jews and elderly Jews in the former Soviet Union. The money Alex raised was matched by Kenneth Kaiserman, a trustee of the Kevy and Hortense Kaiserman Foundation.

College Counselor Carrie Brodsky participated in her third Habitat for Humanity Global Village build in Africa this summer. Her first trip, to



Carrie Brodsky in Uganda

Malawi in the summer of 2004, was partially funded by a Clayton Farraday summer stipend. In 2005, she traveled to Zambia and this past summer to Uganda. The 2006 build was hosted by the Katikamu-Luwero Affiliate in Uganda. Carrie's group built two homes, each for single mothers with young children.



Enjoying the exhibition

In May, the Friends' Central Quaker Life Group organized an exhibition in observance of Memorial Day outside the cafeteria, followed by a potluck picnic to honor the sacrifice of men and women who gave their lives, to mourn the damage of war and the suffering of all it affects, and to honor those who have given their lives in the nonviolent struggle for justice, freedom, and peace. The display featured information about wars the United States participated in, some personal accounts of war and nonviolent action, information on the Quaker peace testimony, information about the peace witness in other religious traditions, information about conscientious objection, and information about literature on nonviolence. This year's Quaker Life Group is off to a strong start. They met on November 15th to hear from four faculty members in the School.

Daniel Colon '96 won a Fulbright Scholarship to conduct dissertation research in Santiago, Chile. Colon earned a B.A. from Tufts University and then returned to Friends' Central to teach



Daniel Colon '96

Spanish from 2001–2003. He is currently pursuing a Ph.D. in Latin American and Brazilian Literature at the University of Notre Dame. His dissertation will offer a post-Cold War re-reading of the political poetry of Chilean Nobel Laureate, Pablo Neruda. In Santiago, Colon will be researching archives containing manuscripts and letter at the Pablo Neruda Foundation and interviewing writers and politicians. For more from Colon, please read "Notes From Friends."

Gabe Bloomfield '07 was a semi-finalist in the Young Playwrights' Inc. national competition this summer for his play, "Snow is Falling." Gabe will be writing and directing a new play for the ninth and tenth grades to premiere on May 25th, 2007.

Patrick Carrenard '01 is the 2006-2007 recipient of the Joey Pozzuolo Memorial Scholarship at Temple Law School. The scholarship was established by Joey's family to benefit a Friends' Central graduate or faculty member attending Temple Law School. There have been three recipients so far, Patrick, Catherine Gowa '98, and former faculty member, Chesley Lightsey.

The seventh grade enjoyed their annual trip to Echo Hill, an outdoor school on the Eastern Shore of the Chesapeake Bay, in September. The camping trip, organized by Middle School teacher Angelo Valle, introduces the seventh grade to the focus of their science curriculum—living in the natural world. The activities include ecology, boating, and orienteering and are designed to encourage the class to work together even as each member tests his or her individual strength and creativity.



M. Ziffer '07, W. Hockeimer '09, A. Turka '08, B. Laing '08, E. Berger '08, R. Segal '08, E. Baron '06, L. Brenner '08, A. Thomas '06, N. Nacov '06, A. Valen-Levin '06, D. Gershkoff '06, S. Amado '06, E. Simins '06, M.Lytton '06, J. Senker '06, L. Loesch-Quintin '06, E. Radson '07, A. Corenswet '09, S. Backal-Balik '09, E. Pereira '07, N. Kirk '07, R. Arauz-DeStefano '07, E. Atta-Fynn '07, J. Kantor '07

Thirty-four Friends' Central students participated in Le Grand Concours, or National French Contest, a 60-minute national examination, designed, written, financed, and disseminated by the members of the American Association of Teachers of French. Its purpose is to help stimulate further interest in the teaching and learning of French and to help identify and reward achievement on the part of both students and teachers. Over 100,000 students participate nationwide.



Justin Nicolai '10, Chloe Terres, Samantha Greenberg '10, Samantha Karpinski '10, Christian Weber '10, Lauren Wilkinson '10, Megan Holt '10, Madelena Rizzo '10, Lizzie McMorris '10



Yorito Nakata '12, Samuel Brodfuehrer '12, Franz Hueber '12, James Ulrich '12, Pedro Rangel '12, Gemmika Champion '12, Shae Norcini '12, Katherine McElroy '12, Paula Burkhardt '12, Liza Bergmann '12 at Echo Hill



## From the Admission Office

Barbara Behar, Director of Admission and Financial Aid

Every year, the Admission Office staff meets and assesses prospective students in an effort to identify those who we think would benefit from and contribute to Friends' Central's challenging curriculum and creative environment. Even though we were told by demographers that this year there would be fewer school-age students from whom to choose, once again our applicant pool was strong.

The Admission Office is delighted to report that this year we have added 150 very talented and engaging students to our community. They come to FCS from nursery, public, and independent schools from all over the metropolitan area, from seven different states, and three different countries. They bring a variety of talents and experiences to Friends' Central and enrich our community through the diversity of their unique backgrounds and perspectives. We welcome them and look forward to getting to know them and their families as the year progresses.



Ross Trachtenberg '98, Cynthia Harris, Jason Kramer, Barbara Behar, Deanna Ciarrocchi, Lou DelSoldo, Anna Marie Ciglinksy

## From the College Counseling Office

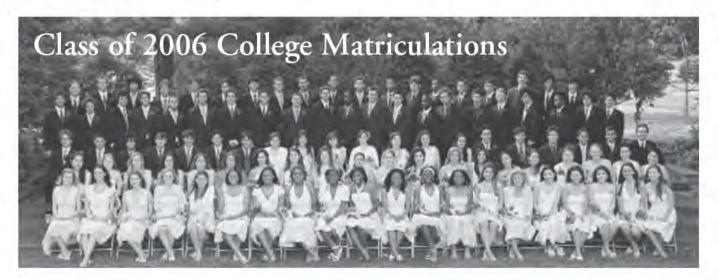
Grant Calder, Director of College Counseling

People tend to focus on class size when discussing the advantages of an independent school education. Smaller classes are a plus, no question, and the "small is better" advantage is particularly pronounced in the area of college counseling. Colleagues of mine working in public high schools, even those in which eighty percent or more of the graduates go on to attend four year colleges, are typically responsible for three, four, even five times the number of students that we are here at Friends' Central. What's more, they must act as the primary advisor, the "guidance counselor," for each one of their advisees during their entire four years in high school. At Friends' Central, every student has a faculty advisor, each grade has a dean, and there is a Dean of Students for the Upper School. This powerful combination of faculty and administrative support for our students leaves the college counselors free to devote their time entirely to college counseling. We have time to sit down with all the students in a junior or senior class, and with their parents, as often as needed. We have time to meet with the seventy or so college representatives who come to visit Friends' Central each fall. We have time to visit colleges and universities ourselves (we average about fifteen visits per year per counselor). We can attend meetings of our local Delaware Valley independent school group of colleagues, as well as state and national gatherings of college admissions officers and high school counselors. We have time to be advocates for our students throughout the college admissions process. And we make time for



Mary Lynne Jeschke, Grant Calder, Carrie Brodsky

the many of them who return to visit after they graduate, to catch up with them and hear their thoughts about the colleges they are attending. It gives us great pleasure to report that the feedback is positive: overwhelmingly, our recent graduates feel they have chosen schools that support their academic and extracurricular interests.



Alexander Abelson Hampshire College

Millan AbiNader Bowdoin College

Selin Amado University of Pennsylvania

Elizabeth Baron Brown University

Katherine Bash Bates College

Ryan Bash Kenyon College

Jennica Bocchino George Washington University

Dietrich Brubaker Albright College

Alexis Carrenard Loyola College of Maryland

Timothy Chawaga New York University Tisch School of the Arts

Joshua Cohan University of Pittsburgh

Catherine Deutschman University of Pennsylvania

Jordan Donolow University of Pittsburgh

Sarah Drew Cornell University

Carly Dreyfus Hampshire College

Dwight Dunston Dickinson College

Samuel Eaton Penn State University

Sabrina Eisl Penn State University-Altoona

Lauren Engelmyer Cornell University

Drew Erickson Gettysburg College Benjamin Fetterman University of Pittsburgh

Zachary Frankel Dickinson College

Elias Friedman Boston University

Aaron Garland Ursinus College

Danielle Gershkoff Oberlin College

Benjamin Gilman Cornell University

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Robert Golan-Vilella Yale University

Joshua Goldman University of Pennsylvania

Robert Grasberger University of Virginia

Khalia Graves West Chester University

Adam Greitzer Emory University

Galen Guindon Goucher College

Rebecca Harmer Pennsylvania Academy of the Fine Arts

Noah Hecht Oberlin Conservatory

Jonathan Herman New York University Tisch School of the Arts

LaShae Jacobs Christopher Newport University

Molly Johnston Queen's University at Kingston

Laura Karabell Bates College Valerie Kirk University of Rochester

Albert Kleine Bard College

David Kline University of Pennsylvania

Max Kulicke Macalaster College

Zachary LaSorsa Boston University

Karen Lavi Haverford College

Amber Lee University of Pennsylvania

Michael Lehman Lock Haven University of PA

Ryan Levan University of Pennsylvania

Laura Loesch-Quintin University of Pennsylvania

K. C. Luce Muhlenberg College

Elizabeth Lundy Skidmore College

Mikayla Lytton Oberlin College

Niambi McDonald Penn State University

Alexander McElroy University of Delaware

Zachary Malet Brown University

Ryan Maloney Embry-Riddle Aeronautical University

Betsey Margolies Syracuse University

Marco Massaro St. John's University

Alysse Matthews Susquehanna University Jorden Meltz Syracuse University

Ivana Milić-Štrkalj Vassar College Matthew Miller

Tufts University
Noelle Nacov
Tufts University

Daniel Paul-Schultz Pomona College

Julia Pearlman Wesleyan University

Joshua Philips Penn State University

Anna Pipes Skidmore College

Justin Plummer Albright College

Lise Rahdert Brown University

Julia Rainer Eugene Lang College

Rachel Reed University of Chicago

Andrew Richardson Hamilton College

Justin Richer Muhlenberg College

Robert Ricketts LaSalle University

Jennifer Robbins Boston University

Dana Robinson University of Pennsylvania

Morgan Robinson University of the Sciences in Philadelphia

Lauren Rosner American University

Benjamin Schutzman Washington University in St. Louis Jaleesa Scott University of Pittsburgh

Paul Senker Boston University

Jacob Senker New York University

Sophia Shelanski Lehigh University

Christopher Sheldon-Dante University of Pittsburgh

Jennifer Shusterman Tufts University

Micah Siegel-Wallace Weslevan University

Elizabeth Simins Columbia University

Mark Simon Pomona College

Jared Smalley University of Maryland

Lesley Spencer Hamilton College

Amy Thomas Haverford College

Avinash Vaidya Ursinus College

Seth Vail Earlham College

Thomas Vail Saint Joseph's University

Adam Valen Levinson Columbia University

Aleeza Wachs University of Rochester

Zachary Weimer Swarthmore College

Laura Weir Wellesley College

Michael Wigrizer Penn State University

Stephanie Zlotnick Emory University

### **Awards**



#### CLAYTON FARRADAY MASTERSHIP SUMMER STIPEND AWARD RECIPIENTS 2006

#### Keith Bradburd (Director of Boys' Athletics)

Keith participated in the People to People International Sports Ambassador Program. He coached a youth team in the Haarlem Cup and worked with several coaches from the Dutch national team.

#### Jebb Chagan (Middle School Social Studies)

Jebb travelled south to visit the Trail to Freedom, Civil War battlefields, Vicksburg, Andersonville, and several southern plantations. Jebb also spent time helping with recovery efforts in New Orleans.

#### Kelley Graham (Upper School History)

Kelley worked on a book about the history of shopping. She traveled to the Hagley Museum in Wilmington for research.

#### Terry Guerin (Upper School Drama)

Terry participated in a workshop at the Folger Shakespeare Library in Washington, D.C.

#### Mary Gregg (Second Grade)

Mary traveled to Spain to learn more about the Spanish culture and language, in particular the Andalusian culture.

#### Kim Parris (Lower School Art)

Kim traveled to Abiquiu, New Mexico where she took a ceramic course at the Ghost Ranch Conference Center.

#### Chris Ramsey (Fourth Grade)

Chris traveled to Guatemala to study Spanish at the Jabel Tinamit School, as well as at a school in Antigua. Chris also visited her son, Ian '03, while in Guatemala and examined the woods and rain forests of Central America in preparation for the Lower School's thematic study.

#### Jim Rosengarten (Upper School History & English)

Jim traveled to Colorado to study the Mennonite religion, the history of the Rocky Mountain Mennonite Camp, and the Mennonite ethic of service and non-violence.

#### Peter Seidel (Upper School Art)

Peter traveled to Abiquiu, New Mexico to take painting courses at the Ghost Ranch Conference Center.

#### FANNIE COX HENDRIE SUMMER STIPEND AWARD RECIPIENTS 2006

#### Keith Buckingham (Physics)

Keith traveled to California State University, Bakersfield and worked with Art Department Chair, Michael Heivly to develop a course of study in the area of Chemistry and the Physics of Color.

#### Catherine Dawson (First Grade)

Catherine attended the annual National Educational Computing Conference held at the San Diego Convention Center.

#### John Gruber (Biology)

Ryan Levan '06

John visited the Lepidoptera butterfly collections of the Carnegie Museum of Natural History in Pittsburgh, PA.

#### Chris Guides (Middle School Science)

Chris purchased ArcIMS software to be used as a tree database for the FCS Arboretum as well as for the general public.

#### Gayle Harmer (Lower School Math)

Gayle purchased math resources for Lower School faculty members.

#### Doug Ross (Middle School Science)

Doug visited the Atlantic Forest of Brazil and other ecotourism sites to help create a website on ecosystems. Doug traveled to Curitaba to observe their practices and talk to officials there.

#### ADVANCED PLACEMENT SCHOLARS

Millan AbiNader '06 Jonathan Milestone '07 (with Distinction) Ivana Milić-Štrkalj '06 Timothy Chawaga '06 Noelle Nacov '06 (with Distinction) Eric Nisenbaum '07 Sarah Drew '06 Dana Robinson '06 (with Distinction) Benjamin Schutzman '06 Danielle Gershkoff '06 (with Honor) Jacob Senker '06 (with Distinction) Robert Golan-Vilella '06 (with Distinction) Paul Senker '06 Adam Greitzer '06 Micah Siegel-Wallace '06 (with Honor) Jonathan Herman '06 Elizabeth Simins '06 Laura Karabell '06 (with Distinction) Natalie Kitroeff '07

(with Distinction)

Adam Valen Levinson '06

## Friends' Central Congratulates Our 2006 National Merit and National Achievement Scholarship Students!



National Merit Semifinalists Front row: Max Nisen, Natalie Kitroeff, Eric Nisenbaum, Susanna Kurnick, Nate Reider, Elena Pereira, Justin Chen Back row: Ben Loughin, Michael Weiss, Gabe Bloomfield, Noor Beckwith, Josh Abel, Julian Kantor, Max Branzburg

Friends' Central is delighted to announce that the National Merit Program has recognized nineteen seniors as Semifinalists and Commended students. Over the last five years, twenty-two percent of Friends' Central Seniors have earned these distinctions.

This year, Friends' Central had fourteen Semifinalists: Josh Abel, Noor Beckwith, Gabe Bloomfield, Max Branzburg, Justin Chen, Julian Kantor, Natalie Kitroeff, Susanna Kurnick, Ben Loughin, Max Nisen, Eric Nisenbaum, Elena Pereira, Nate Reider, and Mike Weiss

Five students are Commended: Joshua Aichenbaum, Jonathan Milestone, Luke Pryor, David Siegel, and Emily Spooner

In the National Achievement Program, Noor Beckwith is a Semifinalist and Aurora Wardlaw is an Outstanding Participant.



National Merit Commended students Front row: Emily Spooner, Joshua Aichenbaum Back row: David Siegel, Jonathan Milestone, Luke Pryor

#### INDUCTED INTO THE CUM LAUDE SOCIETY, 2006

Millan Alexander AbiNader Selin Lea Amado Elizabeth Jill Baron Timothy David Chawaga Sarah Elizabeth Drew Lauren Wershaw Engelmyer Robert Francis Golan-Vilella Ryan James Levan Laura Brittany Loesch-Quintin Mikayla Elizabeth Lytton

Ivana Milić-Štrkalj Daniel S. Paul-Schultz Lise Elizabeth Rahdert Jennifer Leigh Robbins Dana Seave Robinson Benjamin M. Schutzman Jennifer Anne Shusterman Elizabeth Julia Simins Mark Arnold Simon Adam Valen Levinson



National Achievement Program Outstanding Participant, Aurora Wardlaw and National Achievement Program Semifinalist, Noor Beckwith

## Middle School Awards

JACQUELINE FRANCES O'NEILL AWARD FOR ENTHUSIASM AND SPIRIT 2006

Benjamin Filreis '10 Emma Fox '10 Emma Richman '10

FRANK M. GROFF AWARD FOR SPORTSMANSHIP AND FRIENDSHIP 2006

Jeffrey Berman '10 Jaime Clough '10 Grace Pearlman '10

IDA HILL CAHN AWARD FOR PEACE THROUGH SERVICE 2006

Nicholas Loh '10 Madelena Rizzo '10



Emma Richman, Madelena Rizzo, Jaime Clough, Emma Fox, Grace Pearlman, Jeffrey Berman, Nicholas Loh, Benjamin Filreis

## **Upper School Awards**

#### LANGUAGE DEPARTMENT

The Foreign Language Department recognizes juniors and seniors who have exhibited exceptional achievement on an advanced level and enthusiasm in their foreign language studies.

Robert Golan-Vilella '06, Jacob Senker '06, Lise Rahdert '06

#### HISTORY PRIZE PAPER

Juniors in their American History classes undertake independent, primary sourcebased research projects in the second half of the year. They begin the topic selection process in January, gather and begin to study their sources in February, present "work in progress reports" to their peers in March, submit rough drafts in April,

and turn in their completed essays in May. The history department takes this opportunity to highlight two of these works and to recognize the time and energy devoted to all of their projects by members of this senior class when they were juniors.

Carly Dreyfus '06, Mark Simon '06

#### MATHEMATICS

The Mathematical Association of America and Friends' Central School presents the mathematical award. Selection of the student receiving the award is based on the scores earned on the Annual American High School Mathematics Examination.

Robert Golan-Vilella '06. Adam Valen Levinson '06

#### SCIENCE

The faculty of the Science Department presents this award to senior students who have demonstrated excellence in scientific scholarship and achievement, and have shown breadth of study across the science disciplines.

Millan AbiNader '06, Jennifer Robbins '06, Mark Simon '06

#### THE POETS AND PLAYWRIGHTS PRIZE

This award, sponsored by the English department, recognizes the work of poets and dramatists in our student community.

Alexander Abelson '06

#### THE RAMSEY AWARD FOR PROSE

Given by Mary Ann Ramsey '41, a writer, editor, and public relations director, this award recognizes a writer for a piece of fiction or non-fiction prose.

Timothy Chawaga '06

#### BENJAMIN V. OGDEN AWARD

Given by Mrs. Andrew Joseph Newman, Jr., and the late Thomas B. Ogden '45 in memory of their father Benjamin V. Ogden, Director of Friends' Central Summer Day Camp for fifteen years and teacher of physical education in the Philadelphia Public School System. Mr. Ogden was concerned about developing future citizens who were aware of their spiritual, mental, and social responsibilities.

Millan AbiNader '06, Galen Guindon '06, Ryan Levan '06, Benjamin Schutzman '06

#### CALVIN RANKIN AWARD

Established for Calvin Rankin'43, whose fine and sensitive spirit displayed itself in a love of great music, in a gift for discriminating writing, and in a character which combined gentleness with integrity.

Alexander Abelson '06, Danielle Gershkoff '06, Benjamin Gilman '06, Noah Hecht '06

#### LEOLA ADELAIDE SMITH MEMORIAL AWARD

Established in memory of Leola Adelaide Smith '74 by her classmates and friends, this award is to be given annually to students who have an appreciation for cultural and intellectual pursuits and at the same time are sensitive to the beauty in nature as well as in people. Leola set an example for all of us-she possessed dignity, integrity, a desire to learn, a love of people, and a talent in music and art.

Selin Amado '06, Matthew Miller '06, Anna Pipes '06, Aleeza Wachs '06

#### Music Award

The music award is given in recognition of loyalty, service, and contributions to the Music Department. The recipients demonstrated excellence in composition, performance and academic achievement.

Danielle Gershkoff '06, Robert Golan-Vilella '06, Matthew Miller '06, Adam Valen Levinson '06

#### ART AWARD

The Art Award is occasionally given to students who, throughout the course of their high school careers have demonstrated vision, intelligence, skill, and a love of image-making. They will have integrated their eyes, their minds, their hands, and their hearts.

Rebecca Harmer '06

#### SUSAN DURNFORD SNIPES MEMORIAL AWARD

Given by the Upper School Faculty, in memory of Susan Durnford Snipes, in recognition of outstanding contributions to community service in the school.

Millan AbiNader '06, Elizabeth Baron '06, Lauren Engelmyer '06, Karen Lavi '06, Mikayla Lytton '06, Ivana Milić-Štrkalj '06, Rachel Reed '06, Dana Robinson '06, Morgan Robinson '06, Amy Thomas '06, Aleeza Wachs '06

#### JOHN H. McCollum MEMORIAL AWARD

The Home & School Association recognizes graduating young women and young men representatives of the spirit John McCollum brought to the community of Friends' Central School.

Dwight Dunston '06, Amber Lee '06, Julia Pearlman'06, Jennifer Robbins '06

#### FLORENCE JACKSON AWARD

For twenty-two years, Florence Jackson was the predominant figure in the area of girls' athletics at Friends' Central School. The Florence Jackson Award is given to that girl who, through her dedication to and love of sports, has shown the coaches the outstanding qualities of leadership, sportsmanship, and spirit, which Mrs. Jackson has sought to instill.

Karen Lavi '06

#### DAVID KIRK MEMORIAL AWARD

David Kirk was an instrumental figure in the area of athletics at Friends' Central. This award is given to a boy who, through his dedication to and love of sports, has shown his coaches the outstanding qualities of leadership, sportsmanship, and spirit which David Kirk has sought to instill.

Dwight Dunston '06, Andrew Richardson '06

#### **OUTSTANDING SENIOR** ATHLETE AWARD

The Outstanding Senior Athlete Award is presented to members of the graduating class, who have demonstrated outstanding skills in athletic competition as members of at least two Friends' Central Varsity teams during their senior year. The criteria for the award include athletic achievement, leadership ability, and sportsmanship throughout their high school careers.

Julia Pearlman '06, Galen Guindon '06

#### EXECUTIVE AWARD

Awarded to a boy and girl in the Upper School who, by vote of students and faculty, represent the highest qualifications of school citizenship.

Karen Lavi '06, Dwight Dunston '06

## Spring 2006 Athletics Awards

SPORT	MOST VALUABLE	MOST IMPROVED	CAPTAINS
Baseball	Phillip Rosenblum	Andrew Roth	Andrew Roth Max Bransburg
Softball	Sarah Bach	Cayla Huppert	Karen Lavi Jen Robbins Sarah Bach
Boys' Tennis	Brendan Kaminsky	Henry Friedman	Elias Friedman
Girls' Lacrosse	Margaret Lile	Phoebe Harris	Julia Pearlman Morgan Robinson
Boys' Lacrosse	Thomas Vail	Ryan Levan	Ryan Levan Andy Richardson Jared Smalley Bob Grasberger Marco Massaro
Girls' Track	Jordane Blum	Erica Bash Megan Wilson	LaShae Jacobs Millan AbiNadar Jordane Blum Katie Bash
Boys' Track	Zachary Malet Benjamin Schutzman	lvo Milić-Štrkalj Matthew Elser	Zachary Malet Dwight Dunston Justin Plummer
Golf	Robert Golan-Vilella	Benjamin Bersoff	Adam Grietzer

#### FRIENDS SCHOOLS LEAGUE **TEAM CHAMPIONS**

Boys' Tennis

#### Friends Schools League Individual Champion/Place Finishers

Boys' Track: 1st Team 400, 1600-Zach Malet; 800, 3200-Rob Ricketts; Shot Put-Justin Plummer, Javelin-Matthew Miller; Pole Vault-Bryan Farrar; 4 x 400 Relay-Dwight Dunston, Zach Malet, Rob Ricketts, Ben Schutzman

Girls' Track: 1st Team 100m, 200m-Megan Wilson; 4 x 400-Jordane Blum, Megan Wilson, Tracy Weldon, Michelle Smith; Long Jump-LaShae Jacobs

#### ALL FRIENDS SCHOOLS LEAGUE

Boys' Track: 1st Team-Justin Plummer, Matt Miller, Rob Ricketts, Zach Malet, Ben Schutzman, Bryan Farrar

Girls' Track: 1st Team-Katie Bash, Jordane Blum, LaShae Jacobs, Amber Lee, Michelle Smith, Megan Wilson

Baseball: 1st Team-Phillip Rosenblum, Honorable Mention-Ricky Moses, Andrew Roth

Boys' Lacrosse: 1st Team-Tom Vail, Marco Massaro, Andrew Richardson; Honorable Mention-Noor Beckwith

Girls' Lacrosse: 1st Team-Natalie Kitroeff, Maggie Lile, Julia Pearlman: Honorable Mention-Sarah Friedman

Golf: 1st Team-Rob Golan-Vilella. Adam Grietzer

Softball: 1st Team-Sarah Bach, Honorable Mention-Taylor Lee

Tennis: 1st Team-Basil Coutifaris, Josh Abel, Elias Friedman, Dan Fedder, Brendan Kaminsky

#### State Independent School Track Champions/Place Finishers

1st Shotput-Justin Plummer

1st 800-Zach Malet

1st 4 x 400-Ben Schutzman, Rob Ricketts. Dwight Dunston, Zach Malet

2nd Pole Vault-Bryan Farrar

2nd Discus-Matt Miller

3rd Javelin-Matt Miller

1st Dicus-Amber Lee

1st 100, 200-Megan Wilson

3rd 300 hurdles-Jordane Blum

1st 4 x 100-Michelle Smith, Jordane Blum, Tracy Weldon, Megan Wilson

2nd 4 x 400-Jordane Blum, Katie Bash, Emily Olson, Michelle Smith

#### All Northeast Lacrosse League Team

1st team: Marco Massaro, Tom Vail

2nd team: Ryan Levan, Bob Grasberger,

Noor Beckwith

Honorable Mention: Andy Richardson, Jared Smalley, Andrew Fusselbaugh

Coach of The Year: JB Bowie

#### Girls' Lacrosse Academic All Americans

Natalie Kitroeff, Erica Kivitz, Julia Pearlman

#### Boys' Lacrosse Academic All Americans

Ryan Levan

#### **MAIN LINE TIMES** ALL MAIN LINE

Baseball: 1st Team-Phillip Rosenblum; Honorable Mention-Ricky Moses

Boys' Track: 1st Team-Zach Malet, Rob Ricketts, Ben Schutzman 2nd Team-Justin Plummer, Bryan Farrar, Patrick DeSabato; Honorable Mention-Lance Jones, Ivo Milić-Strkali, Isiah Hammond

Boys' Tennis:1st Team-Josh Abel, Basil Coutifaris, Brendan Kaminsky 2nd Team-Noah Bachow, Henry Friedman, Dan Fedder; Honorable Mention-Elias Friedman, Eric Nisenbaum

Boys' Lacrosse: 1st Team-Tom Vail, Marco Massaro, Andy Richardson 2nd Team-Noor Beckwith Honorable Mention-Andrew Fussellbaugh, Jared Smalley

Softball: 1st Team-Sarah Bach, Taylor Lee 2nd Team-Katie Ivory

Golf: 1st Team-Rob Golan-Vilella, Adam Greitzer

Girls' Track: 1st Team-Megan Wilson, LaShae Jacobs, Amber Lee; 2nd Team-Katie Bash, Tracy Weldon, Jordane Blum Honorable Mention-Michelle Smith

Girls' Lacrosse: 1st Team-Maggie Lile 2nd Team-Natalie Kitroeff, Julia Pearlman Honorable Mention-Sarah Friedman

Main Line Times Athlete of the Week

Main Line Life Athlete of the Week

Andrew Richardson

## Fall 2006 Athletics Awards



SPORT	MOST VALUABLE	MOST IMPROVED	CAPTAINS
Boys' Cross Country	Patrick DeSabato	Michael Carpenter	Patrick DeSabato Eric Nisenbaum
Girls' Cross Country	Jillian Glen	Maddie Friel	NA
Girls' Tennis	Natalie Kitroeff	Emily Rosenblum	Natalie Kitroeff
Girls' Soccer	Sarah Friedman Emily Olson	Jaime Clough	Emily Olson Jordane Blum
Boys' Soccer	Joshua Aichenbaum Samuel Feldbaum	Samuel Propper	Samuel Feldbaum Joshua Aichenbaum
Water Polo	Jacob Fogel	Samuel Green	Michael Weiss
Field Hockey	Aurora Wardlaw	Simone Partridge	Aurora Wardlaw Kate Fox Hope Spector

#### FRIENDS SCHOOLS LEAGUE **TEAM CHAMPIONS**

Girls' Tennis

#### Friends Schools League Individual Champion/Place Finishers

Cross Country: Patrick DeSabato-4th in FSL championship

Tennis: 1st Singles-Ariel Several; 2nd singles-Emily Rosenblum; 1st Doubles-Natalie Kitroeff, Julia Ellis-Kahana

#### ALL FRIENDS SCHOOLS LEAGUE

Boys' Soccer: 1st Team-Sam Feldbaum, Joshua Aichenbaum, Dan Fedder: Honorable Mention-Mathew Bernstein

Field Hockey: 1st Team-Nicole Deutschman

Girls' Soccer: 1st Team-Sarah Friedman, Emily Olson; Honorable Mention-Sarah Bradburd

Girls' Cross Country: Honorable Mention-Jillian Glen

Girls' Tennis: 1st Team-Ariel Several, Emily Rosenblum, Natalie Kitroeff, Julia Ellis-Kahana; Honorable Mention-Sarah Weingarten

Boys' Cross Country: 1st Team-Patrick DeSabato

#### All State Cross Country

2nd team-Patrick DeSabato: finished 4th in Division 3, 11 overall

#### All Southeast PA Boys' Soccer

Sam Feldbaum

#### MAIN LINE TIMES ALL MAIN LINE

Girls' Soccer: 1st Team-Emily Olson, Sarah Friedman; 2nd Team-Sarah Bradburd, Magaret Lile, Cayla Huppert, Jessica Goldstein; Honorable Mention-Erica Bash

Girls' Tennis: 1st Team-Ariel Several, Emily Rosenblum, Natalie Kitroeff; 2nd Team-Julia Ellis Kahana, Sarah Weingarten; Honorable Mention-Allie Gibson, Hallie Greitzer



Boys' Soccer: 1st Team-Sam Feldbaum, Joshua Aichenbaum; 2nd Team-Dan Fedder, Matt Bernstein; Honorable Mention-Ivo Milić-Štrkalj

Boys' Cross Country: 1st Team-Patrick DeSabato

Field Hockey: 1st Team-Aurora Wardlaw; 2nd Team-Nicole Deutschman

#### Main Line Times Athlete of the Week

Sarah Friedman, Sam Feldbaum, Patrick DeSabato

## The New Friends' Central School Philosophy

Every ten years, independent schools undergo a very thorough review by the Pennsylvania Association of Independent Schools (PAIS). These reviews offer schools the opportunity to look inward and reflect on their goals, methods, and philosophy. In anticipation of our review, Friends' Central examined and revised the School's 1994 philosophy last spring. While no substantive changes were made, the new philosophy better captures Friends' Central's quiding principles and aspirations.



ince its establishment in 1845 by the Religious Society of Friends, Friends' Central School, a coeducational, college preparatory day school for prekindergarten through twelth grades, has been guided by Quaker testimonies of simplicity, peace, integrity, community, and equality. Underlying all facets of School life

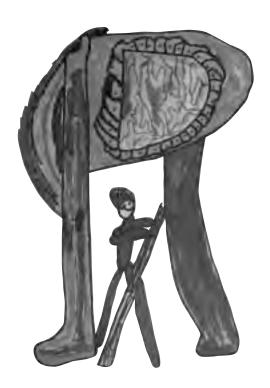
is the belief that "there is that of God in everyone." Meeting for Worship is central, providing time for connections among members of the community and between individuals and their spiritual sources. Peaceful resolution of conflicts, seeking truth, and collaborative process are key aspects of a Friends' Central education.

Friends' Central offers rigorous and varied educational experiences in academics, the arts, and athletics, helping our students realize their potentials and achieve on the highest levels possible. We encourage trial and error, critical thinking and questioning, and intellectual courage in all areas of our curriculum. We strive to balance competence in using sophisticated technology with the richness of a humanistic education. Students' individual interests are encouraged and supported while essential skills are carefully honed.

We intentionally seek a wide spectrum of diversity in our School community. We respect unreservedly that diversity and strive to enhance and support it. Diversity influences how we teach, learn, and communicate. It enriches the community and furthers the understanding that each human life is intrinsically valuable and interrelated, one with another.

We realize that our students have instant access to world events, and we help them generate a social conscience in their actions within the community as well as in the wider world. We want them to develop compassion for fellow human beings across national boundaries and to value the environment. Accordingly, there are many opportunities for service, where experiential learning provides us with the awareness that we, to whom much has been given, can make a difference both locally and globally.

We believe that a friendly, nurturing, and kind school environment fosters true scholarship and helps students develop strong ethical values. In a well-ordered community, adults model behavior for students and encourage inner discipline. In such an environment, it is our strong belief that students will grow into contributing, optimistic members of society who will have a positive impact on human life.



## Friends' Central Welcomes New Faculty and Staff



Front Row (left to right): Peggy Preston (accounting); Emily Pryor (Middle School Spanish and language arts); Candice Craig (Lower School music); Tanya Johnson '02 (kindergarten); Diana Bleakley '01 (permanent substitute); READ DeSabato '02 (pre-kindergarten). Back Row (left to right): Ken Reynolds (network administrator); Mary Lynne Jeschke (college counseling secretary); Sonja Srama-Souder (Middle School French & Prima Lingua); Kate Schogol (Middle School Spanish & Prima Lingua); Robyn Richmond (Quaker coordinator); Cheryl Davis (2nd grade); Melissa Rabena (Middle School social studies); Jason Polykoff '02 (Sports Information & Middle School math); Josh Wasserman '02 (Development Office assistant); Nick Pulos '02 (Middle School math); Mark Dawson (Upper School history).

Not Pictured: Rebecca Anderson (Director of Communications) and Jason Kramer (Assistant Director of Admissions). Also, Melinda Yin (Biology) and Laurie Schmitt (Upper School world history and international relations) returned to Friends' Central, while Julie Cowitz Gordon '81 moved from the Admission Office to Middle School drama.

#### Selected New Faculty Profiles

Laurie Schmitt is returning to Friends' Central, where she taught history for seven years in the 1990s. During that time she also served as a grade dean and co-department chair. Laurie went on to teach history in Beirut and Sao Paolo and earn an international master's degree in peace and development. Laurie will be teaching world history (ninth grade) and international relations (eleventh and twelth grades). Her daughter, Maggie, graduated from Friends' Central in '94.

Mark Dawson joins us to teach world history (ninth and tenth grades). Mark is a native of New Zealand where he taught for eight years, the last seven of them at Rutherford College (the equivalent of an American high school) in Auckland.

Cheryl Davis is returning to Friends' Central as a second grade teacher after six years teaching at Germantown Friends' School. She is a graduate of Tufts University and completed her master's degree in education at the University of Pennsylvania when she was an intern teacher here.

READ DeSabato is an assistant teacher in the pre-kindergarten and also teaches computer to the kindergarten classes, where the kids know him as Mr. READ. He graduated from Friends' Central in 2002 and from Cabrini College in 2006. He has been a counselor in the Trailblazer Camp and has taught and coached for Friends' Central Agautics.

Jason Polykoff '02 returns to his alma mater as a Middle School teacher of mathematics, a soccer/basketball/baseball coach, and Sports Information Director. He attended, earned a B.A. in psychology with a minor in educational studies from Haverford College where he also played four years of varsity basketball and participated in various community service projects.

Melissa Rabena is teaching fifth grade social studies at Friends' Central School. She has been teaching middle school children for the past few years at Annunciation B. V. M. School in Philadelphia, where she also coached and served as Athletic Director. Melissa earned her B.A. in education, her M.A. in educational leadership, and her teaching certification in social studies at Neumann College, where she graduated summa cum laude.

### Into the Woods





Second grade visits the Morris Arboretum

The trees were alive this fall at Friends' Central's Lower School, and the halls were filled with Robin Hood's Merry Men, whispering pitch pines, talking rubber trees, and even a Lorax or two. Brightly colored vines curled around and illuminated the letters of the alphabet, painted clay birds and evergreen branches perched in the windowsills, and when you peeked into the classrooms, you just might have thought you'd lost your way and stumbled into Pooh's Hundred Acre Woods, the Adirondacks, or Tolkien's enchanted Middle Earth. But the magic was all happening right here in Wynnewood. You were in the midst of Friends' Central's very innovative and original Fall Project.

Each year Friends' Central's Lower School follows an allschool, interactive, thematic curriculum that each teacher develops differently, using it as a starting point to work on the more traditional curriculum concerns of spelling, math, and history. This year's theme was "Into the Woods," and the topics teachers chose for their classrooms included: the Hobbit's Mirkwood Forest, the Indonesian Rain Forest, the Pine Barrens, Little House in the Big Woods, the Guatemalan Jungle, and the forest in folktales. Science teachers identified the trees of Pennsylvania; art teachers covered the hallway walls with leaf rubbings and pictures of imaginary trees; the music teachers brought in different wood instruments; and the physical education teachers built a maypole.

In September, the faculty marks the kick-off of the Fall Project with an original play that showcases each classroom's focus, lots of laughs, and even a flying whipped cream pie! After that, the activities and field-trips reflect the creativity and originality of our FCS faculty. Third grade teacher Jack Briggs used Sherwood Forest as the starting point for a social studies discussion of medieval life and culture. He worked on language arts skills by reading to his students from Howard Pyle's classic, The Merry Adventures of Robin Hood and having them write their own ballads and tales about outlaws. The children spent time roleplaying and developing skits, having fun with the 40-pound coat of mail Briggs has standing in the corner, the bow, the bugle horn, and Maid Marian's cape. They also talked about Sherwood Forest as an actual place, subject to the same environmental and social threats as any other tract of undeveloped land. For Science, these same third graders went outdoors and adopted trees, drawing and writing about them, and cataloguing the leaves they collect. In the words of one student, "just being able to sit and get to know a tree" made this fall special.

Pre-kindergarten teachers Sue Andrews and Jason Warley, on the other hand, studied the South American rainforest. The children in their classroom built a "Rainforest Café" from which



Pre-K B standing in their Rainforest Cafe



The Enchanted Friendship Tree

they took turns serving various tropical fruits. They learned a song to help them remember the layers in a rainforest, and they filled their room with vines and hanging monkeys. Next door, the pre-kindergarten children in Kristi Kallam's and READ DeSabato's class studed Winnie the Pooh. They built Pooh's tree house, had a tea party to celebrate Pooh's 100th birthday, and made balloon sand bees to toss around with their project buddies in third grade.

Second graders went to Pennsylvania Hospital to learn about medicinal herbs; other classes visited the Morris Arboretum and the Arboretum on the Upper School campus; there were plays and performances; and all of the classrooms sent each other "leaf notes"—messages written on leaf-shaped paper and secretly delivered baskets outside each classroom. These notes are just one example of how the Fall Project encourages the children to connect with each other across grades and classrooms.

The Fall Projects began in the mid-1970s when the faculty set out to enliven the months they spent reviewing material. They also wanted to find a way to unify the School and generate opportunities for shared activities. In 1977 the program caught fire when the faculty designed TERRA, an imaginary planet, and each classroom became a different nation, with its own language, literature, and culture. Since then the themes have included such diverse topics as Flight, Islands, Latin America, and Literary Places.

Assistant Principal Lou DelSoldo explains that for children this young, "the thematic course of study is particularly valuable because the limited focus it provides helps them build the cognitive structure and skills they need to retain a wider range of information." It also teaches them to look for connections across disciplines and helps develop their sense of belonging to a larger community of learning. Teachers enjoy collaborating on



lesson plans and all-school assemblies, while students consciously follow what is happening across the hall or upstairs.

At the end of each fall, the entire Lower School gathers for a culminating event that features everyone's special focus. This year they created a giant, "enchanted friendship tree." Each classroom made something to represent their studies and fill the branches—butterflies, bees, hobbits, acorn dolls, red ants, characters from Robin Hood. The tree covers one whole wall in the meeting room and will stand all year as a colorful, vibrant testament to the enduring power of the Fall Projects. More than anything else, the children at Friends' Central's Lower School are learning that school can stimulate their imaginations, test their creativity, and form the basis for a community of friends.



Lower School faculty play

## "Introduciendo Español"

This fall, Lower School introduced Spanish as a regular part of the curriculum. For the past three years, pre-kindergarten and kindergarten have had instruction in Spanish twice a week, and for awhile, a Spanish Club met after school for the older children. But now, Señorita Stephanie Storm pushes her cart full of books, picture placards, and puppets throughout the Lower School, visiting each classroom two to three times a week.

Many parents had asked for language instruction to begin in Lower School. When second grade teacher, Stephanie Storm came along, the program came together. Storm was born in Spain and lived in Colombia, Mexico, and Brazil as a child until she came to the United States for college. She speaks Spanish fluently and taught for ten years before coming to Friends' Central in 2003. Perhaps most importantly, she is animated and energetic, and she loves children.

Storm believes very strongly in the value of instruction in foreign language because learning a foreign language is a natural way to expand horizons and help children develop appreciation for other cultures. Furthermore, "once a child is exposed to a second language," Storm explains, "reading and writing in their own language come much more easily." As for the School's choice to teach Spanish, Storm points out that according to a recent article in the New York Times Magazine, fifteen percent of Americans are Hispanic. Friends' Central students have the chance to study French and Latin in the Middle and Upper Schools, but as a general introduction, Spanish is a logical choice.

Storm's approach to teaching is as lively as she is herself. In the pre-kindergarten classes, Storm plays lots of games, she sings songs, and she acts out stories with puppets. She even has a game in which each child is given a fly swatter and they race to "swat" the pictures that correspond to vocabulary words.

Storm does not abandon the games when she moves into an older grade, but she does spend more time working with concrete skills and building vocabulary. A recent fourth grade class began with counting. But instead of pointing to numbers on a chart, Storm threw out a purple rubber ball for the children to toss around and count out loud their catches. "My goal," she says, "is to have fun. Whatever the kids can learn in the process is great, but this first year, the emphasis is on fun and getting past the sense that Spanish is foreign."

So far, so good. Storm's students call her "Fantástica Señorita," and the other teachers are very complimentary of her contagious enthusiasm. For all concerned, the new Spanish curriculum is "excelente!"



Señorita Storm



These poems were written by fifth grader, Emma Dahle '14, when she was in Ginger Fifer's fourth grade class. This summer they were published in The Philadelphia Inquirer.

"Silence" earned first place in last year's Gladwyne Library's Junior Authors Contest, and "Imagine" was featured at a concert performed at the Ethical Society on November 4th and 5th.

#### Imagine

Imagining, Your head filling with ideas, Creating your own world, Thinking about whatever you want, All thoughts being molded into one, So much crammed inside one space

### Looking Through a Window

Looking through a window, At a world that needs more peace, Looking at the mirror, At a person who can make a difference, Looking through a telescope, At kids who need help, Looking through glasses, At a world that has just changed



#### Silence

Silence. Deafening silence, Communicating inside your head. Not speaking, somehow sharing Something with the whole world. Thoughts, like a train moving through Your head. One thought passing and yet another Slowly approaching. Finally the train has left and The silence, The deafening silence ends. Like a crowd in awe after a show, And then they start to Scream and clap. That precious silence has gone And you can talk. But you will never forget That deafening silence.





## Swimming Underwater in Room 15

Doug Ross's Middle School science room has always been full of life and activity. This summer it gained even more color thanks to an exquisite mural by Friends' Central's own Frank Zhao '09. Zhao is a talented young artist whose work has appeared around Friends' Central several times already: in 2004 his pastel drawings graced the covers of the Middle School Yearbook, and in 2005 Doug Ross chose one of his landscapes for the cover of the Friends' Environmental Education Network Conference's publication, Sustainable Schools: A Look at Environmental Problems in Schools. This past summer, Frank's art jumped off the page and into the classroom when he painted a mural around the carrel of Ross's desk.

The project began when Frank called Ross to ask if he had any service projects going on in the summer. Zhao was looking to volunteer with Stream Watch or at the Tinicum Wildlife Preserve, both places he'd gone to with Ross before. But Ross immediately thought of the carrel around his desk, a plain white surface that stuck out into the room. "How about a mural," he asked, and Zhao agreed. Zhao took his cues for a subject from the rest of Ross's room where water, life, and turtles are the very evident, related themes. Ross has four species of turtles (seven total) as well as two Russian Tortoises that live in room 15, and his students spend much of the year studying water supplieswhat makes them sustainable or not, and how their health affects animal, plant, and human life. So Zhao found a picture of turtles that he could adapt, and he set to work.

The mural ended up taking Zhao all summer to complete. First he pencil sketched outlines of the turtles' bodies so that it would be easier to lay down color without hesitation. Normally, the second step when painting is to completely cover the canvas with a base of color; the final composition of a painting is built up from this first layer of paint, with fine shades blended along the way. But because of the size of Ross's desk and the complex coloring of the turtles, Zhao needed to make sure that the base coat was precise. So he spent a lot of time mixing his paint in

#### CAMPUS LOG – MIDDLE SCHOOL

order to create the right tones. Once the first layer of paint dried, Zhao began detailing the picture, adding colored scales, eyes, and a couple of fish.

Although Zhao and Ross are thrilled with the final result, the project ended up taking a

lot more time than either of them had expected. It is by far the largest painting Zhao has ever done, and the most complicated without the guidance of a teacher. During most of the summer, there were day campers in the room who watched with fascination as the painting came together. Occasionally there were technical glitches—one Saturday, alone on campus, Zhao stepped out to use the restroom and inadvertently locked the door behind him. Just as he was about to give up, Mark Fifer appeared and gladly reopened Room 15. Toward the end, as the project stretched on into August, Frank's parents worried that it would interfere with their family vacation plans, but Frank was determined to get every stroke right.

When Ross and the rest of the school returned in September, they were amazed. The energy and beauty of Zhao's painting fills room 15. Enormous turtles seem to swim right out from Ross's desk and pull the students into their underwater world. The mural is electric and original, and it lends an unusual perspective to the Middle School science classroom.



Frank Zhao '09 and his turtle mural



A landscape by Frank Zhao '09

### A.C.E.—At Your Service

As of this fall, Friends' Central Middle School students have an extra resource at their disposal the Academic Center for Excellence, or A.C.E. as it is more commonly known. The idea for A.C.E. and its corresponding website grew out of Deb (Peltz) Fedder's '79 desire to reach more students than her work as a language skills teacher allowed. Since 1993, Fedder has taught a language skills class to the approximately thirty seventh and eighth grade students who choose the course rather than begin a foreign language. But unfortunately, because of its focus on skills, the course has been viewed as remedial, even though no one, Fedder explains, ever grows beyond the need for attention to skills.

Fedder, who holds a master's degree in administration and social planning from Harvard Graduate School of Education, has always been interested in how kids learn, and she is thrilled about the way our society has developed a comprehensive and compassionate understanding of the variety of learning styles. One thing, however, has become increasingly clear to her-no matter what type of learner you are, basic skills such as time management, note-taking, organized research, or test-taking, just to name a few, profoundly influence academic success. Different learners may acquire and deploy these skills in different ways, but everybody needs them. What's more, everybody needs to review them, again and again.

An important moment in the creation of A.C.E. came when Fedder came across a site sponsored by Dartmouth College called the Academic Skills Center that offered exactly the type of reinforcement and support that she was offering through language skills to a student body that seemingly had already achieved a high level of academic success. Fedder visited Dartmouth last year and met with the Director of the Academic Skills Center. This visit corroborated her own sense that learning and teaching are a team effort and that kids of all levels and all competencies, even Ivy League students, can never get enough of this type of skill-based support and reinforcement.



Deb Fedder '79 working with Munir Abdus Shakur '12 in A.C.E.

"In no small part," Fedder explains, "academic success depends on how resourceful students can be about doing what they are responsible for doing." But most courses are content driven. Teachers everywhere design syllabi around texts and the ideas or concepts they want to tackle, and there isn't always enough time to identify and then teach all of the skills the students need in order to master that curriculum. Enter A.C.E .- a multi-purpose room for students and teachers alike that sets out to erase the stigma attached to working on skills.

The A.C.E. classroom has four computers for website access and research. Fedder is creating a skills reference library full of books and games, and a library of texts and literature. Here students can find information on strategies for test preparation, improving grammar skills, tips on researching and writing papers, time management, note-taking, reading, and more. She is also building a library of all the texts and novels used in Middle School classes. Most importantly, her classroom is not geared to any one type of learner. There are audio recordings of books, games for spelling, and even a grab and go carousel of skills handouts by the door for students on the run.

The website Fedder has developed is as kid-friendly and accessible as her room. All Middle School students have a tab for A.C.E. at the top of their homepages, which they can access from

home. The site is explicit and full of resources. For example, there are blank monthly pages to fill in as students plan out a research paper; the website is linked to the School library and all the predetermined links it provides; there is even an audio assistant.

The center is accessible to all Middle School students before and after school, and during recess, extra help, and lunch. Increasingly classes are held in conjunction with Middle School teachers for the purpose of teaching skills that directly apply to their curriculum.

Through A.C.E. Fedder hopes to provide students with the strategies, fresh perspectives, or personal systems for acquiring the school skills they all need to succeed and to provide teachers with the reinforcement and freedom they need to teach. In her view, A.C.E. benefits everyone. "When we recognize that the role of a resource provider is for all teachers and all learners," Fedder explains, "we will have reduced the gap between our desire to honor uniqueness and our ability to teach necessary skills."

Still Fedder feels that she struggles against the perception that having such a program implies that our kids need help. A lot of the issue is with the kids

themselves: no one wants to be seen as wanting, let alone needing, support. So Fedder has enlisted the help of the Upper School students who benefited from her language skills class when they were in seventh and eighth grade. The older students visit the Middle School classrooms during extra help periods and work with the younger students on the variety of school issues that arise. These mentors share their own Middle School experiences and help students to understand the lasting importance of building skills sets of their own.

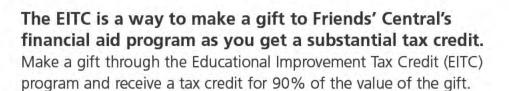
"Kids depend on us to give them the keys to be as successful as they want to be," Fedder says. "My goal is to help our students develop and master skills that support their learning. Hopefully, that knowledge also instills a good measure of necessary confidence." \*



Candice Hardie '08 and Sam Spector '11

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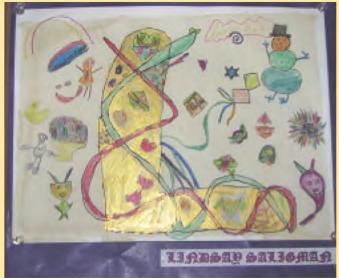
### Illuminated Letters

Friends' Central third and fifth graders had a wonderful overlap of imagination this fall. Both grades created fanciful, colorful illuminated letters as a part of two very different projects. For the Lower School Fall Project, Into The Woods, Jack Briggs' and Sue Clough's third graders studied Robin Hood and Sherwood Forest. The illuminated letters that hung outside the two classrooms were part of an early journey back to medieval time. The fifth grade illuminated letters, hung in Shallcross Hall, were part of a "Getting to Know You" assignment. Students had to incorporate their initial and at least five interests into the composition. They stained their "parchments" with coffee and illuminated them with metallic paint.















Last year, Friends' Central School announced its decision to stop offering Advanced Placement courses. Although our students may still choose to take Advanced Placement tests (as a means of self-evaluation and as a measure to share with the college and universities to which they are applying), teachers are no longer obliged to follow the curricula mandated by the Advanced Placement program. The faculty's response to this decision was overwhelmingly positive. As Beth Johnson, Dean of Students, and Bill Kennedy, Dean of Faculty, explained in a letter that went home to the community, "the Advanced Placement curriculum often emphasizes breadth over depth and rote learning over true understanding. With our highly trained faculty and very able students, we can be more productive with our time when not harnessed to a prescribed one-size-fits-all curriculum." Below is a student account of how the decision has directly affected their experience in the classroom.

## FCS Chemistry II Advanced Moves Beyond Advanced Placement

by the students of Phyllis Gallagher's Chemistry II Advanced

This fall, Dr. Phyllis Gallagher's Chemistry II Advanced class undertook a unique interdisciplinary research project. In addition to following the recognized chemistry curriculum that prepares Friends' Central students to succeed in first year college chemistry courses, we embarked on a research-based experiment that furthered our conceptual understanding of how chemistry operates in the "real world" while simultaneously developing the skills we need to perform valid scientific research. The project has evolved to include many other disciplines, including statistics, biology, botany, environmental sciences, international studies, and experimental design, and the cooperation of other classes and faculty throughout the Upper School. We are excited about this experiment in experimentation, one that would not have been possible without the freedom awarded by the removal of the AP course designation. And we believe that we are ushering in a new age of interdisciplinary cooperation at Friends' Central School and look forward to this exciting research process.

The journey began when we were introduced to a little known plant called 'duckweed.' Most of us were hesitant. How, we wondered, could a little known plant be of enough interest and complexity to function as a vehicle to understand chemistry and scientific research in general? As we learned more, our hesitancy disappeared and our curiosity grew.

Duckweed is a small, floating aquatic plant that is grown in third world countries as a feed additive and valued for its high leaf protein content, often greater by weight than soy. Duckweed is also a hyperaccumulator plant used in phytoremediation applications. Hyperaccumulator plants can concentrate metal contaminants in their leaf and root structures. In fact, these plants are often used to "mine" contaminated



Ashley Beard '07 working in the Haverford College library



Oliver Backes '08, Chris Hall '08, Noredy Neal '08, and Megan Lundy '08 at Haverford College

environments of the heavy metal pollutants and thus potentially remediate an environment. But overlap duckweed as an animal food source and duckweed as a hyperaccumulator and you get the potential for human food contamination. When we discussed this problem, we recognized that in the global regions where duckweed is used for livestock food, there is a higher than average likelihood that the plant would, in fact, be grown in contaminated water.

Questions accumulated as we continued to learn more about duckweed, and the purpose of our research project began to take shape around the general question of whether or not there was some additive available to the farmer that would minimize heavy metal uptake without compromising the essential protein composition of the plant.

It was exciting to see how the chemical concepts we learned in the classroom could apply to real world problems. Our next task was to narrow and further define our pool of questions. In order to do so, we needed access to higher-level scientific literature. So we planned a field trip to the Haverford College Science Library to learn more about basic scientific research methods and to help us further define and develop a viable experiment.

Dora Wong, the Science Librarian, talked to us about performing a literature review and how to use the sophisticated on-line sources and search engines available through Haverford College to access the information we needed. She even provided us with a customized link, exclusive to Friends' Central, that allowed us to use the College's online search engines (http://trilogy.brynmawr.edu/guides/Che-mistry/306).

After the lecture, we each took several hours to independently research predetermined aspects of our evolving project. Some of us tried to determine the variation on heavy metal composition of contaminated water, others sought a method to quantify plant protein, still others researched any additives known to minimize metal uptake by plants. The day allowed each student to devel-



Scott Kunz '08 and Tracy Weldon '08 at Haverford College



Chemistry II Advanced: Ashley Beard '07, Megan Lundy '08, Tracy Weldon '08, Noredy Neal '08, Scott Kunz '08, Oliver Backes '08, Chris Hall '08, Matthew Elser '07

op a sense of ownership over one crucial aspect of the total experimental design. It also helped us to appreciate the vastness of any scientific endeavor, the way questions create more questions, and just how difficult it can be to sift through all the knowledge available in order to extract what is really necessary.

When we returned to Friends' Central, we began the tasks of formally designing our experimental method and of procedure writing. We settled on a specific question, established variables and controls, and identified the relevant and measurable responses that will support

our hypothesis. Now we are focusing on writing the detailed procedure, deciding what supplies need to be purchased, and thinking about how to physically perform the experiment this winter. Melinda Yin's biology class will help us analyze the protein of duckweed, and our data will be statistically evaluated by John Ricci's senior statistics class. We hope our conclusions will be compelling enough to allow us to present the results at the Intel International Science and Engineering Fair in March. Look for an update in the next issue of Directions!

## Roles, Rules, and Revolutions: Thinking About Gender



Anna Rosenblatt '08 and Rachel Erulkar '08, Terry Guerin

Do you remember Men Are From Mars, Women Are From Venus? Even if you never read the book, the phrase probably has the familiarity of an echo. After all, it's no secret that men aren't comfortable with tears and women hate to channel surf, or that men don't ask for directions and women take forever to get dressed. But just a minute: are the differences between the genders really that simple?

This fall, Friends' Central Upper School students spent an entire day probing the role and validity of common assumptions about gender differences. The program, entitled "Roles, Rules, and Revolution: An Examination of Gender at Friends' Central and in the World" was designed by Upper School English teacher, Al Vernacchio, and featured a school-wide survey, student-led discussion groups, faculty-organized workshops (on topics such as the legacy of Title IX, biochemical differences between male and female brains, and the effect of gender on friendship), two ten-minute plays, and a talk by Friends' Central alumna, Maggie Schmitt '94, on her work with international social movements. There were arguments, reflection, laughter, and a chance for everyone to ask him or herself: "What is it I think about gender and my own place in the world?"

Schmitt, who is living in Madrid and pursuing a PhD, encapsulated the impulse behind the program when she stated, "We all have and live in gender. It makes us who we are. But adolescence is all about wrestling and negotiating with the way rules and roles are imposed, the need to find your way between them, to rebel against them even as you are being shaped by them."

Schmitt has made a career out of such wrestlings and negotiations, both

studying and supporting social movements because, as she explains, they represent individuals reaching bravely beyond themselves to imagine change of all sorts both personal and social. Her message to



Maggie Schmitt '94

the students was to use "gender day" as a chance to think about their bodies as a place where politics happen. "Take your own experiences seriously," she urged her audience. "Dare to ask what works for me? What do I wish was different? And have the courage to hear what your peers have to say about their own, perhaps very different, experiences."

Vernacchio, who teaches a course on sexuality and society, has been thinking about gender and Friends' Central for several years. When he learned that Terry Guerin had chosen *The Women* as the fall



Al Vernacchio

play and he heard the early grumblings about the cross-gender casting, he knew he had found a great starting point for the discussion.

Together with some of his students, he developed a survey that explored prevalent attitudes about gender differences. The survey was sent to all Upper School students and faculty, and while the 250 responses did not reveal any startling results, they became the basis for honest, unthreatening discussions in the small, student-led groups. In one discussion, the students bantered about the amount of time they each spent getting dressed in the morning. In another, a statement on the survey that boys take up more physical space than girls prompted a lively exchange. One boy quickly disagreed with the pejorative tone of the statement, but a girl laughingly pointed out that he himself was sprawled out in his chair with his legs spread wide on either side of the desk.

When Terry Guerin introduced the two ten-minute skits, "Babe" and "Beauty," she emphasized the importance of a sense of humor. "You can and will laugh," she said. "But I want you to ask yourselves-what assumptions and impulses make us laugh? What is the kernel of truth buried in our laughter?" This is not an easy question for anyone, let alone teenagers, to ask. But "Roles, Rules, and Revolutions" provided Friends' Central students with a safe place to talk about gender-based differences (and similarities), self and public image, and the way so much of our lives are determined by socially ingrained assumptions.

## A Certain Kind of Stance:

## Friends' Central's Enduring Passion for Teaching



ood teachers change lives. They excite curiosity, stimulate creativity, and instill a passion for questions, conversation, and discovery. They champion adventure and spur growth. They open doors, unfurl maps, and encourage their students to stretch their sense of what is possible out until it reaches to the horizon of their dreams. They laugh, they applaud, they offer comfort, assurance, and a necessary measure of confidence. Their interests and

experiences shape the character of a school, affecting even those they never actually teach, and their attitude and comportment serve as ethical, moral, and behavioral touchstones. But just what makes a good teacher? Are there specific personality traits, necessary experiences, or typical habits of mind?

At Friends' Central exceptional teaching is one of our enduring legacies. Sixty percent of our faculty hold advanced degrees and could teach at the college or university level, and scores of our graduates have gone on to pursue their own successful and diverse careers in education. They've become experts in their fields, experimenters, and

authorities. But the singular strength of our teachers, those who are members of our faculty as well as those we proudly claim as alums, cannot be described in terms of degrees or professional achievements. Nor can it be reduced to a set of fundamental similarities. It is something less concrete and decidedly more human, something that educator Laurent Daloz described when he wrote: "Good teaching rests neither in accumulating a shelf-full of knowledge nor in developing a repertoire of skills. In the end, good teaching lies in a willingness to attend and care for what happens in our students, ourselves, and the space between us. Good teaching is a certain kind of stance, I think. It is a stance of receptivity, of attunement, of listening."

Those of us connected to FCS are very fortunate—the stance of receptivity, of attunement, of listening is an integral part of our daily lives, both here on campus and when we move out into the wider world. Meeting for Worship and the academic, service, arts, and athletic programs that define the School all encourage an exceptional responsiveness that Friends' Central graduates take with them in any number of directions. As you read about the students, former and current faculty members, and alums featured here, think about all the good teachers in your life, for I am sure there are many. And think, too, about the space between us. For more than anything else, what these profiles illustrate is that good teaching begins with an interest in reaching out across this space to shake a hand and forge a connection.

-Rebecca H. Anderson

Many former Friends' Central faculty members left lasting impressions on the students they taught here. Floss Jackson and Harvey Zendt are just two whose names still figure in conversations among alums. Floss reigned over Girls' Athletics at Friends' Central from 1959 until 1981, and as Connie Lanzl's '68 tribute indicates, she profoundly influenced the lives of many of Friends' Central's female athletes and students. Harvey Zendt spent a fair amount of time in the athletic building as well, down in the wrestling room, or "the Bump" as it was more affectionately known. But he also taught science, social studies, language arts, and surfing during the boisterous period of 1973 to 1988. His energy and enthusiasm for teaching helped shape the character of the Middle School program. Harvey currently serves as Head of School at St. Anne's Episcopal School in Deleware.

## A Tribute to Floss Jackson

by Connie Lanzl '68



n September, 1959, in most of the nation, team sports for young women were few and far between. Title IX was still twenty-three years away from impacting the boundaries and budgets of every college, university, and high school in the country. The expectations for girls in terms of higher education and career advancement were far less than for boys. And except for anomalies like Wilma Rudolph and before her Babe

Didrickson, girls were not only not expected to excel in athletics, but often discouraged from doing so. The rationale might have been, of course, that sports were unladylike, but more to the point, why bother? There were no rewards, no recognition, and no remuneration.

But Friends' Central in 1959—and long before—held a different attitude. Team sports for girls were encouraged-even mandated-because the school believed strongly in the lessons that could be gained from participating as a member of a team, regardless of gender: cooperation, discipline, acceptance of criticism, leadership skills, strength of character, self-esteem, grace in victory and defeat, compassion, competition, enduring friendships, and memories that last a lifetime. It is possible to gain these experiences in other ways, but team sports contain them all. And in 1959, Friends' Central clearly believed they could and should be learned by everyone from a young age, regardless of innate athletic ability.

September of 1959 was the first month of Floss Jackson's twenty-two year career at Friends' Central. That time also coincided with my introduction to field hockey as a fourth grader. Because I had to wait every day for my father's football practice or drama rehearsal to end



Terry Cooper and Floss Jackson, 1963

before I could go home, I filled those after school hours watching the girls' teams practice. Our first interscholastic competition in hockey started in fifth grade with one contest against Westtown. By seventh grade we could join the "Midgets" and play a full schedule of games. I couldn't wait until I was old enough to play on the varsity and have "Mrs. J" as my coach.

Before that day, though, I had already come to know her. She lived fairly near us and sometimes drove me home with her three daughters. It was clear to me even then that she loved coaching, she loved teaching, and she was passionate about the value of sports for women. I learned that she had been a terrific athlete in many sports before an accident to her leg ended the kind of vigorous participation that she so enjoyed. Fortunately, that did not deter her from passing along her love of athletics to the rest of us.

I don't know which sport she would claim was her favorite. On the inevitable day in late September or October when the air suddenly had a nip in it, she would joyously pronounce, "It's a beautiful day for hockey!" The extra spring in her step would

encourage all of us to be more enthusiastic and responsive. And then when the women's basketball rules changed slightly in 1963 to allow two players to cross the middle line, Floss seemed to have a wonderful time applying new strategies to a game that had not formerly demanded as much athleticism. During the spring season she coached both softball and lacrosse at various levels, having to learn the latter which she had never played. This ability to continue learning as an adult, and her pleasure in doing so, has continued until this day: since retiring she has worked on her golf game to become very accomplished and developed her artistic ability to an extraordinary level.

Floss certainly enjoyed coaching and guiding those of us who loved competitive sports. She saw a need for additional learning opportunities

and established with Dot Chalikian a summer hockey camp at Friends' Central that attracted middle and high school players from all over the area. She made sure anyone who wanted to attend could do so, and I was one of many to be able to receive a scholarship. She delighted in following the athletic careers of her players who continued to play in college, and I welcomed her advice and encouragement at the many hockey and lacrosse games and tournaments she made a special effort to attend.

But as satisfying as it was to coach those whose passion for athletics matched her own, I believe she may have gotten the greatest pleasure from empowering girls who, in a less supportive environment, might not have considered themselves athletes, to be important and contributing members of the team. Long before the world figured out that many of the nation's best

female CEOs and politicians and leaders of non-profits had backgrounds that included team sports, Floss taught us to assert ourselves as individuals, to compete proudly, to work together as a team, to establish a disciplined work ethic, and to experience what can happen when a committed group of women works together to achieve a common goal.

During practices and games, Floss's emotions were usually pretty close to the surface. We had little doubt when she was pleased with us and when she wasn't. I remember very clearly one basketball game my senior year when we were playing Shipley in their miniscule gym where the walls were the sidelines. The refs were calling the game ridiculously tightly and I quickly picked up several fouls. Although I tried to be careful, I wound up fouling out in the first quarter before either of us quite knew what happened. Floss was so mad at the refs that she decided the safest way for her to let off steam was to exit the gym altogether. She returned shortly thereafter, calmer but still clearly fueled by a competitive spirit. However, the soft side of Floss was also not far from the surface, and her quick response to help those in need touched many of our lives. When in my ninth grade year my father was hospitalized for a brain tumor



Floss Jackson's Birthday Homecoming 1995: Dorothy Linnehan, Barbara Linnehan Ellis '64, Stuart Peltz, Daniel Fedder '08, Michael Fedder '08, Debby Fedder holding Matt Fedder '11, Floss Jackson, Janet Jackson '72, Julia Fineman, Linda Waxman Wasserman '75, and Joanne Jackson Foss '70

and unexpectedly required surgery, Floss was one the teachers to whom I turned for support. She talked to me about the strength my dad would expect me to show, but she also let me voice my fear, anger, sadness, and confusion in the comforting confines of her office.

So when I picture Floss, what image comes to mind? At games, an animated and emotional coach on the sidelines. At practices, an organized, knowledgeable coach who pushes her players all the time. At the athletic banquets, a woman with a freshly coiffed "do," a beautiful corsage, and sparkling blue eyes. And whenever I have seen her since my long ago graduation, there's the hug, the genuine interest in our lives now, and the familiar, proprietary feeling that, no matter how old either of us gets, she will always think of me as one of her girls.

## On Surfing, the Middle East, and Teaching at Friends' Central

by Harvey Zendt



t's 7:55 on Monday morning, and the peace and serenity of my empty classroom is transformed quickly into a burst of adolescent energy. There are a dozen different conversations going on simultaneously, ranging in subject matter from weekend plans to world issues to the many events of the school week. There are always at least a few that involve me-questions, advice, a go at the latest joke.

And then it's 3:15 on Friday afternoon. The door of the classroom closes behind the last student to leave. My heart rate diminishes a few beats, as I begin to reflect on the week and what I need to do to prepare for Monday.

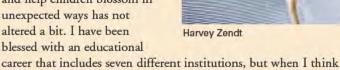
What happened in between these two moments can be described with many adjectives-rewarding, exhausting, fun, enriching just to name a few. For fifteen years that rushing space of time was my life. Whether it was teaching fifth grade, Lower School science, Middle School social studies and language arts, coaching soccer and wrestling, or chaperoning trips to Quebec, the beach or French Creek State Park, my life was a fuller, more enjoyable one because of my interactions with the students, teachers, and parents between Monday and Friday at Friends'

My interest in teaching began while I was still in high school and, as a counselor at camp, first felt the joy of helping a child grow. After college, I taught for a year in the parochial school system in Philadelphia, but quickly felt the need to work in an

environment that had a philosophy more similar to mine. Much to my great fortune, former headmaster Tom Wood called me in August, just weeks before the start of school, with a last minute opening, and Friends' Central became home!

People often ask how the field of education has changed in the last thirty years. Certainly technology has brought many differences, as have new pedagogical trends and the more complicated nature of society in general. The vast capital improvements in schools make the entire process of education easier-just ask any Friends' Central wrestler of the '70s or '80s who experienced life in the "Bump." The essence of teaching, however, the chance for a teacher to unlock doors

and help children blossom in unexpected ways has not altered a bit. I have been blessed with an educational



Harvey Zendt

What made my experience at Friends' Central so special? I would begin with the Quaker ethos of the school, one of acceptance and appreciation of the diversity of experiences and perspectives represented in the community. I remember a series of particularly intense debates in an eighth grade world cultures class about the crisis in the Middle East. It was a tense time and a tense subject, but in my classroom, supported by the ethos of the School, Christian, Jewish, and Islamic students were able to share their thoughts reasonably as well as passionately. There are few places in the world where this volatile issue could be discussed with such sensitivity.

about my pedagogical roots and my true joy for teaching,

Friends' Central is the first image that comes to mind.

Next I think of the trust the School gives to its teachers to do what they think is right academically and socially for the children. For many of us this means incorporating who we are as people into our curriculum. I have a passion for surfing and was able to share that love with many students within the context of the mission of the school by teaching the physics of the wave. I know that in many schools today such an activity would be considered "fluff," but creative elaborations and personal connections such as this are part of the substance of the Friends' Central experience.



Finally, I think of the appreciation the community expressed for the work all of us do with children. Whether it was a thanks from a wrestler at the end of the season, a comment in Meeting for Worship, or a note from a parent at the end of the year, I always felt encouraged and validated for all of my efforts. This appreciation continues, in fact. Just last year I received a book about coaching from a wrestler, with whom I had worked in the mid '80s but hadn't seen since. Gestures such as this, the willingness to connect with each other, have given me the impetus to become not only the best teacher I can, but also, I hope, the best



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## Brilliant Guides: A Friends' Central Legacy

Some individuals are born knowing they want to be teachers; others segue into education after time in other professions; and still others have sudden, sometimes dramatic "wake up" experiences. The alumni/ae featured in this issue, a sampling of the many talented teachers who have graduated from Friends' Central, came to teaching in a variety of ways. They share, however, a clear passion for their work and a deep appreciation of the quality of teaching they themselves received here at FCS.

## Mary Louise Alexander Cole-Wood'52



Il of her life, Mary Louise Alexander Cole-Wood '52 has wanted to reach out to people and help them lead better lives. She was an only child in a family that lost everything during the Depression, and her parents worked hard in the real estate business in order to regain their

footing. But their necessary preoccupation with their own work and welfare left no room for altruism, and so it wasn't until she enrolled at Friends' Central in 7th grade (1945) that Mary Louise first experienced the satisfaction of giving to others, especially those whose circumstances were less fortunate than her own. Now as the founder and director of Bay Point School Inc., an alternative boarding school that provides educational, vocational, and therapeutic services to moderate-risk adolescent boys, service to others has become her life.

After Friends' Central, Mary Louise went to Penn. She married, lived in South America for a while, and had three children. When her third child was ready to start school, Mary Louise went back to school as well, initially as a first grade teacher and then as a PhD student in Childhood Development at the University of Miami. Mary Louise still recalls the ten years she spent in first grade as some of her best. "In those days," she says, "children came to first grade not knowing anything. Each one of them was a tabula rosa. When they left, they could read and write. Math was one of my favorite lessons. First we established a toy company and sold stock to the children in the other grades for 50 cents a share. With that money, we took all of the children to a toy job fair, and the children each selected one toy to sell. Then we set up a little market in the cafeteria, and they had to keep track of their sales. At the end, we were able to pay our "stockholders' \$1.00 a share for their stock. It was an enormously creative time."

Mary Louise has continued to employ such creativity throughout her career, but her work is also defined by her strong commitment to helping her students lead better lives. Shortly after earning her doctorate, Mary Louise founded a charity that took up the care of abused and neglected children called the Children's Home Society. Many of these children had been taken out of abusive homes against their will by police officers. Mary Louise was concerned about the emotional repercussions of the trauma, and so she had police officers come into the school for several hours every week just to play with the children. "It is so important for these children to know that cops are nice people that they can trust or turn to.



Mary Louise Alexander Cole-Wood '52

In 1992, when Hurricane Andrew barreled across Florida, Mary Louise was asked to help coordinate the church volunteers that poured in from all over the country. She borrowed a 45-acre piece of property and working with Franklin Graham, the Reverend Billy Graham's son, built a camp for the visiting volunteers and the Interfaith Coalition for the Andrew Recovery Effort (I.C.A.R.E.) was formally established. The work was rewarding and immediate, but after a year and half, Mary Louise knew she wanted to get back to working with children. What happened next is an example of the way the various strands of interests we spin can sometimes, with a lot of work and a good dose of good fortune, be woven together.

Mary Louise was enormously concerned about the number of teenagers being sent to adult courts without a chance for rehabilitation. The problem was twofold—there was no place else for these troubled young people to go except jail and the predominant view was that juvenile delinquents needed punishment not treatment. So she convinced friends with a large family foundation to purchase the 45-acre property on which she and Graham had already built several buildings, and came up with the idea for the Bay Point Schools, Inc., a boarding school for troubled teenage boys "dedicated to building a safer community through

positive peer pressure and education, one youth at a time." Then, one of the original police officers who had volunteered at the Children's Home Society became Florida's first Secretary of Juvenile Justice. Mary Louise explained to him what she wanted to do and that she had land and cabins that could be used as classrooms and dormitories. He gave her an initial contract for thirty-six boys. Now she has two hundred and twenty-eight boys, three campuses for boarding and schooling, and a fourth campus devoted to helping the boys live independently. Many of the boys come to Bay Point through the Department of Juvenile Justice; others are private students. What is most important for Mary Louise is that she doesn't have to wait for a child to be arrested in order to offer help.

Many of the boys who come to Bay Point are from families with little to no high school experience. As Mary Louise explains, "They are boys from a part of society with little hope. It has never occurred to most of them that they could do anything other than end up like their dads and brothers. Educating them is about transforming how they understand what their lives can look like." Part of how Mary Louise accomplishes this transformation is to emphasize education, behavior modification, and

moral development rather than the more traditional focus on punishment. The boys take a traditional course load, are taught in small classes, and are required to participate in interscholastic activities such as debate team and sports. For Mary Louise, requiring them to interact with and compete against students from other Florida private schools teaches them to beat their reputation through self-discipline and gentlemanly behavior. Recently, the Bay Point debate team handily beat a team from the University of Miami and Mary Louise's students faced another challenge-how to handle the flurry of positive media attention.

Even down in the far reaches of Florida, Mary Louise draws on her time at Friends' Central. All of her Bay Point boys must participate in community service. "We all grow when we help others. The chance to experience this type of growth is especially important for these boys who have spent most of their young lives taking from others. It

gives them a sense of self-worth, strength, and connection to the world." Mary Louise has developed a strong tutoring and peer mentoring program, and the Bay Point Boys work with handicapped children at a nearby horse ranch and at-risk students at a neighboring elementary school.

The fourth campus at Bay Point School is devoted to independent living. It has always been important to Mary Louise that the programs she establishes are not transient communities, a chance at a better life that can be dipped into and passed up. For

the young men she works with at Bay Point the issue of moving on is central. Mary Louise's intention is to prepare all of the boys she enrolls for college and technical school, and most of them do eventually earn a college degree. But for many, the immediate need is to find their way into the job market. Whether they are applying to college or looking for a job, Mary Louise wants her Bay Point boys to have the opportunity to change their lifestyle without being swallowed up by old habits and relationships. After all, for a large number of her students, the family business is selling dope. So she allows everyone to choose to stay at Bay Point for one year after graduating, to work and save enough money to move on.

Mary Louise is quite open about the fact that her own life changed dramatically as a result of being part of a value-based school environment. "The Quaker belief that God is a father and that all of us have a direct line to our father was very important to me. The boys I work with now need to know someone is listening. They need to know that they are not our there alone. They need to be encouraged to feel their own inner spirit. So I try to speak and interact with them a lot, and I encourage my staff to do so as well. We are all God's children and we all deserve



Mary Louise with some Bay Point students

respect." In fact, Mary Louise trains her staff to forget why the boys are at Bay Point. Their goal is to praise all of them as much as possible, to help them know that there is something in each of them worth saving. Based on the number of boys she has seen enroll in college, hold down steady jobs, or just learn to smile and enjoy interacting with their peers, Mary Louise's efforts have been enormously successful. By her own admission, Mary Louise knows she has her Quaker education to thank for much of this.

## Sidney Bridges'79



hen Sidney Bridges '79 returns to Friends' Central, the floors of the Wood building make him smile. Each creaking step connects him to the nine years he spent here as a student, a time in which important seeds were sown and nurtured, seeds that still unfold in unexpected, gratifying ways. As the head of the English department at Brooklyn Friends School,

Sidney says he draws regularly on the resources he acquired and the values he internalized at Friends' Central. In particular, he thinks a lot about the legacy created by schools and the teachers that shape them. "It is impossible to overestimate the power of real teaching," Sidney says. "Real teaching extends beyond the classroom, beyond the texts and tests. Real teaching is a way to fight for the values of the human heart."

Sidney is passionate about teaching, and he readily admits that since he has become a teacher, he can't remember a time he's ever dreaded going into work. Unlike Mary Louise Cole-Wood, however, he did not go into education by design. After graduating from Friends' Central and then Williams College, Sidney spent several years in the corporate world, first as an underwriter for Chubb & Son and then as a consultant for The Richardson Group. But he could feel himself drifting, and he knew that he wanted more intellectual stimulation. Around the same time, he had a conversation with former FCS head of school, Tom Wood, about his restlessness, and Tom asked if Sidney had ever considered teaching. The idea caught him off-guard. He'd been raised by an inveterate teacher, enjoyed a few summers as a tennis counselor at FCS summer camp, and always felt uniquely at home when he returned to the FCS campus, but he had never thought of himself as a teacher. Tom encouraged him to explore the possibilities, and a little while later, a job offer from Friends' Academy in Locust Valley, New York seemed especially fortuitous—Sidney had a good friend in college who'd gone to Friends' Academy and Tom Wood had worked there before coming to FCS.

As Sidney describes them, his first moments in front of a classroom were terrifying, though in retrospect "miraculous." Although he had an instinct about how to lead a class, he did not know all of the things a teacher attends to in one class period. What he did have were the examples set by his teachers Clayton Farraday, Paule Pierre-Louise, Chris Dorrance, Jeff Bowker,



Sidney Bridges '79

Michi Tashjian, at FCS. He clearly remembered the way teachers and coaches such as Bill Bower, Ted Yarnell, and Juan Jewell had managed to be caring, non-judgmental, and demanding all at the same time, and how with their encouragement and understanding, he had learned to be himself-no small feat for a teenage boy. So Sidney set himself a similar challenge: when he stood before a class, he would remember who he was at age 14, 15, or 16 even as he thought about the text at hand and the lessons

planned. To this day, Sidney tries to stay connected to his students and to best understand the connection his students form with the literature he shares by keeping himself in these two places at once. "We are all students; I am a student, too," he says.

In a curious way, what Sidney teaches mirrors how he teaches. "Literature," Sidney explains, "is about problems of the human heart. In literature, we confront life's ambiguities, all the contradictions and conflicts people encounter. We admire or pity characters, for instance, based on decisions they make. As a result, when we react to a story, or when we ourselves write, we discover what we think and believe." But our reactions are based on our own experiences, hopes, and world view. And so Sidney often asks his students to consider other perspectives, whether of a character, or a writer from an earlier time period, or even of the classmate sitting right next to them.

"One of my goals as a teacher is to get my students into the habit of looking for their own connection to a text, which is to say their connection to the world." He likes the fact that writers are people who are very attentive to life and its details, and he tries to model that attentiveness and encourage it in his students. He'll ask them to "Find a line, any line that you connect to, and tell me why it speaks to you." But the next step is to listen just as closely to what someone else has to say.

Such attentiveness is not always easy or natural. "I am very concerned about the world we live in," Sidney admits. "We are bombarded by stimuli and rushing from one appointment to the next. It is getting harder and harder to slow ourselves down enough to look, listen, and appreciate. But I try to do that in my classes." Most of Sidney's classes begin with a moment of silence. Typically he follows that moment by posing a question. He'll ask his class something about the story they've just read or about a character, and then he'll sit back, without rushing in to goad a response or direct the discussion. By deliberately slowing down in this way, Sidney hopes to achieve what he views as a third goal of education, namely to act as a "counteracting force to the tyranny of the schedule."

In a recent Senior Dinner address that Sidney delivered, he started with the statement: "Anything that brings the world together is a blessing: Moments of silence, Nature, Music, Art, Literature, Honesty, Education, Technology (when used sensibly), Leadership, a humble, well-placed comma, You, the class of 2006." For him, teaching has been a way to bring the world together, to share his own enthusiasms and beliefs with his students, to appreciate theirs, to forge connections, and to encourage a deliberate attentiveness. One of his greatest rewards has been the continuity that he now finds all around in moments like those when Bob Hallett and Tim Golding, the later a teacher who had failed him for his use of fragments in seventh grade, sat in on a class and watched him teach syntax, or in sounds like the familiar creak of an old wood floor welcoming you home.



## by Matthew Baird '80



#### became interested in teaching when I decided to switch careers.

After graduating from Haverford College, I went to Penn for a degree in Government Administration. For about four years after earning my Masters degree, I worked as a management consultant for a couple of firms who specialized in public transportation. Then one day, in the middle of a typically grey Philadelphia March, I took an afternoon off from work and had a transformative experience.

For some reason I decided to go to Friends' Central that afternoon, even though I had not visited the School in some time. It was just after dismissal, and I saw kids playing outside in the oval waiting to be picked up by their parents. At first, I chuckled at the contrast—the kids were happy to be outside running around in the chilly weather, while my co-workers, stuffed into their cubicles in an office park, most likely were grumbling about the awful day. But then I stopped smiling because I realized that the students, at least at this school, were participating in a life that was much saner than the one I was living. It struck me next that such exuberance might not be typical of students at all schools. So I thought some more, this time about all of the students who don't have access to a school like FCS or Haverford College and who don't get to work with the types of teachers and mentors that had influenced my life. In that moment I decided to become a teacher.

My first step was to go back to Penn and enroll in the Graduate School of Education. While in graduate school, I served as a student teacher at Overbrook High School where I was exposed to a mirror image of the privileged education that was occurring less than a mile away at FCS. In one sense, the process of schooling at Overbrook worked. Classes met, teachers taught, and students learned. Apart from the classrooms of a few teachers, however, most of what happened there paled in comparison to the instruction in good independent schools. I wasn't used to this mechanical way of educating, and during my free periods, instead of hiding out in the teachers' lounge, I gravitated to the few rooms where there was actually something happening.

One of the things I learned by working at Overbrook High School was that a key component of my education can only be described as soulfulness. At Friends' Central, it was accepted that academic learning was only one component in an individual's journey, and that there was much more to learning beyond the accumulation of facts or a portfolio of skills. Ideally academic learning was tempered by wisdom and human kindness. This balance was not taught at FCS in a course called "Values"; it was simply exhibited by teachers who cared deeply about the core principles of fairness and tolerance. Without being conscious of it, my studies in virtue (as the Greeks might call it) began as a four year old with Charlotte Haskell and extended over the next fourteen years with teachers who are too numerous to list.

There are three educators at Friends' Central who were critical to my later career as a teacher: Bettina Moore, Frank Groff, and Clayton Farraday. My teacher in Pre-First, Mrs. Moore, was a gifted educator who was especially kind and accepting. I cannot recall very much of the year I spent with her, but I know now, deep in my bones, that my life as a Quaker teacher is partially a reflection of Mrs. Moore's influence on me.

Mr. Groff was my PE teacher for several years. I adored him, because he taught us that athletic accomplishment must take a back seat to a rigorous code of sportsmanship and principled behavior. Trying your best was much more important than winning, and an acceptance of everyone's participation, no matter what their ability, came before everything else. We could sure use a few more Frank Groffs in the world today.



Finally, when I first decided to become a teacher, I had an important conversation with Clayton Farraday. We were walking from the Upper School to the newly completed library, and he told me to teach the "Truth." I didn't know what he meant at the time, but I think now I do. The "Truth," as it is found in Quaker education, is a place where inquiry, fact, humanity, and moral autonomy all meet. Our jobs as teachers should be to make ourselves increasingly obsolete; not just because students should be able to work on their own, but because they ideally should be further moved along their own individual path. In short, our job is to give students the capacity to seek "Truth" for themselves.

After fifteen years as a teacher in Quaker schools (Moorestown Friends, Monte Verde Friends in Costa Rica,

Brooklyn Friends, and Abington Friends), I am now back in the School District of Philadelphia. Since last March I have played a role in creating a brand new high school in Center City called the Science Leadership Academy. We are a small, progressive, magnet school that embraces technology and seeks to incorporate the value of student driven inquiry into all of our classes. Somehow about ten teachers who feel similarly about education, arrived at the same place I did to form the founding faculty. Who knows? With a little bit of luck perhaps a few more kids in the School District of Philadelphia might get the education they deserve. One thing I do know, when they are in my classroom, they will be directly influenced by the faculty that first led me to seek the truth at Friends' Central 25 to 40 years ago.

## Anne Ross'94



nne Ross '94 grew up as a faculty child at Friends' Central, and

despite the occasional conflicts between her age-appropriate rebelliousness and her father's constant presence, she fondly recalls that "my education was my extended family, and the campus felt like home." Although she

says that even from a young age, she always wanted to be a teacher, it is hard not to think that this overlap played a role in how she chose to realize her ambition.

After Friends' Central, Anne went to Penn State, where she earned a B.A. in African American Studies and fulfilled the coursework for a minor in sociology. At that time, African American Studies was a new major and there were not many white students in the department. But Anne delved into the material, relishing the way her studies complemented the interest in advocating social justice that she inherited from her parents and Friends' Central. During the second half of her junior year, she went to Ghana, where she encountered a degree of poverty and injustice beyond anything she could have understood from her studies or life in the United States. She found the experience so provoking that she quickly completed the coursework for graduation, wanting to find a way to make a real difference as quickly as possible.

Through another Friends' Central alum and fellow faculty child, Mark Tashjian '80, Anne heard about the East Harlem School at Exodus House in New York, a small independent school whose mission was to provide educational opportunities to underprivileged inner city children in fifth through eighth grades. When Anne moved to New York to volunteer, the unique educational project astounded her, and she has been there ever since, working to advance the school's mission of helping children from low-income families "develop academic excellence, moral integrity, courtesy, and an unshakeable commitment to their future and the fate of their community."

The East Harlem School grew out of the work of the Reverend Dr. Lynn Hageman and his wife, Leola. In 1963, the Hageman's founded a drug rehabilitation center called Exodus House, in East Harlem in an attempt to combat the destructive effects of heroin addiction on the community. They ran the center for twenty-one years, until in 1984 they decided to shift their focus from adult addicts to forgotten children and converted the facility to an after-school and summer program. During this entire time they lived at the center and raised their own three children as a part of the East Harlem community with one significant exception-all of them were sent to independent schools in New York City. Two of the children, Hans and Ivan Hageman, who both went to Collegiate and then on to Harvard and Yale, returned in 1993 to advance their parents' efforts by providing the children of Harlem and East Harlem with the same rigorous education they had experienced, which they hoped would lead to the opportunity to be seen and acknowledged in the wider world.

Fourteen years later, Ivan runs the first independent school in Harlem to be built entirely with money from the private sector. A recent \$15 million capital campaign has resulted in a new school structure; the student body has more than doubled; and there are plans to continue increasing the size of each grade. Anne Ross joined the EHS faculty at the beginning of this period of growth, and she has participated in all of the transformations. She is proud of the school and excited about her work, even though she no longer teaches as much as she had hoped. When she first started at EHS, she taught math and science for four years, but then took some time off to earn a master's degree in Administrative Policy and Social Planning from the Harvard School of Education. As a graduate student she explored how teaching fit into a larger educational landscape. In particular, she considered the question, how can education be used to improve individual lives and the life of underprivileged communities? Over and over again, as she visited public schools in and around Boston and saw the same scene repeated in all types of communities-large classes filled with disengaged kids and teachers who either could not or would not see and respond to what the kids needed-her commitment to the mission and work of EHS grew.

When she returned to EHS, she found herself drawn into conversations about architecture, campaigns, and grant writing, and now serves as Dean of Faculty and Staff. This unplanned transition into an administrative role has been easier than she expected because of EHS's philosophical and practical dedication to improving the lives of its students by engaging the whole child, mind, body, and spirit. "I love direct contact with kids. That's why I wanted to teach, so that I could get in there with a kid and make a difference. At EHS, everyone understands that children succeed when they are motivated, and that nothing motivates a child as much as direct, responsive relationships with people who care." The school's emphasis on contact and connection begins in the admission process. Unlike more traditional independent schools, EHS is not tuition driven and admission is not based on test scores. Anne explains that the admission process is really about finding those kids with a spark—a true thirst for more knowledge, more opportunity, and more experience. "Prospective students have to say, 'I really want to go to this school', because it is a big commitment. We are taking kids

out of their immediate environment and asking them to rethink almost every aspect of how they've learned to live their lives. Take for example our meal plan. We are a vegetarian school. This decision was made for two reasons. On the one hand, many of our students come from families in which a healthy diet is neither a focus nor an economic possibility. Greens and complex grains just aren't part of a lot of their dinners. So we have assumed a responsibility for improving our students' diets as well as their minds. But the decision is also an ethical one. We hope that if the students are required to eat different foods, they will develop an openness to the world in general."

The school's holistic approach is one of the things that impresses Anne most about the program, and she firmly supports its sense that it is admitting the whole family, not just the individual student. After all, she explains, "We are not saving kids from their situation. We are empowering families to support their children in their attempts to improve their lives and opportunities." In order for it to accomplish this goal, the school has to encourage the traditions

and strengths of its students' neighborhoods and families, even as it pushes them to seek broader opportunities and experiences. This delicate dance is most apparent when the students reach eighth grade and graduate. One third to one half of them go on to independent schools in the city or boarding schools. While boarding schools have more funding and a more level playing field, they also take the kids further away from their communities and disrupt family life. Day schools, on the other hand, keep kids at home, but also force them to confront dramatic socio-economic and social differences on a daily basis. Whatever path they follow after EHS, Anne believes that her students' chances of having a better life depends on their connection to their families and homes. As she says, "It is all about coming back and improving the community not just sending the individual off to participate in a different, better life." She may have been born a teacher, but the way she sees education as a family affair certainly has its roots in her early experience at Friends' Central.



## Now & Then

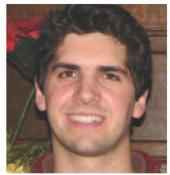
At Friends' Central, we are delighted to have so many alumni/ae who have returned to join our faculty and staff. Can you properly match the now & then photos of those featured here?



Software Specialist



READ DeSabato '02,



Josh Wasserman '02, Development Office Assistant





Prekindergarten Teacher



Alexa Dunnington '98, Middle School Teacher

Jason Polykoff '02, Middle School Teacher/Sports Information Director School Teacher

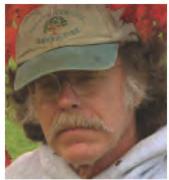
Deb (Peltz) Fedder '79, Middle

Julie (Cowitz) Gordon '81









Ross Trachtenberg '98, Assistant **Director of Admissions** 

Robert Folwell '80, Physical **Education Teacher and Coach** 

Linda Waxman Wasserman '75, Director of Alumni/ae Affairs

Doug Linton '68, FCS Arborist







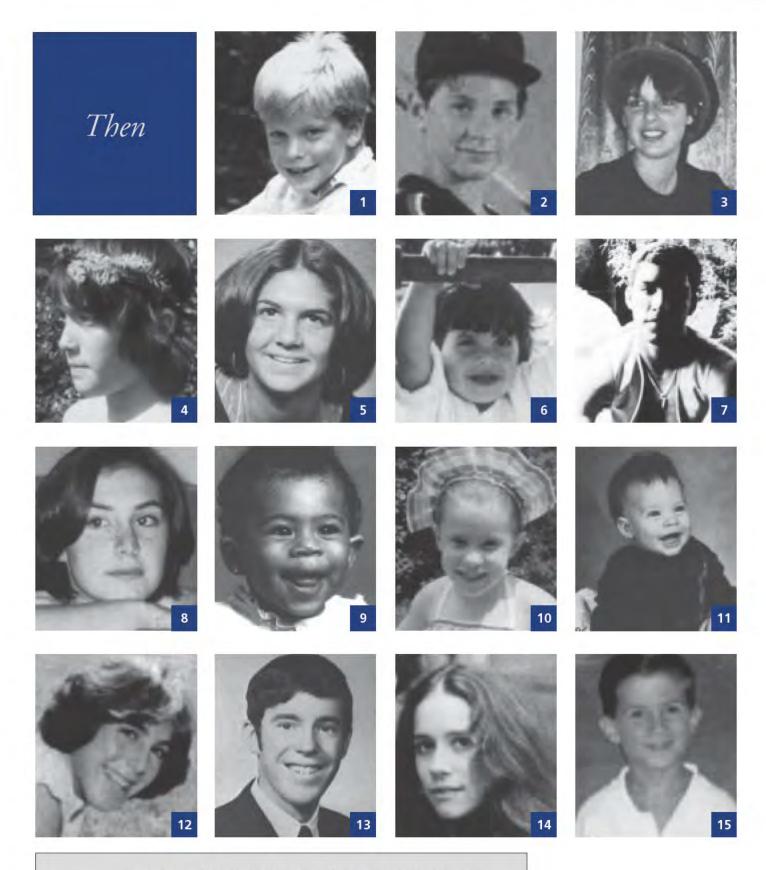


Tanya Johnson Muse '02, Kindergarten Teacher

Diana Bleakley '01, Permanent Substitute

Margaret (Somerville) Roberts '83, Middle School Teacher

Todd Swimmer '81, Photography Teacher



1. Jason Polykoff '02 2. RossTrachten berg '98 3. Margaret (Somerville) Ro berts '83 4. Todd Swimmer '81 5. Linda Waxman Wasserman '75 6. Josh Wasserman '02 7. Robert Folwell '80 8. Alexa Dunnington '98 9. Tanya Johnson Muse '02 10. Diana Bleakley '01 11. Matt Murphy '97 12. Deb (Peltz) Fedder '79 13. Doug Linton '88 14. Julie (Cowitz) Gordon '81 15. READ DeSabato '02

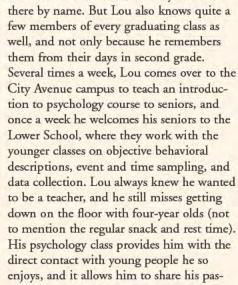
## Exceptional Teaching at Home

The current faculty at Friends' Central is a group of teachers without parallel, and a list of their accomplishments and credentials would fill the next few pages. But what really sets them apart is their remarkable ability to demonstrate how much they care about their students' moral and intellectual development as well as their mastery of the course material. So while much of their time is spent on the mechanics of teaching—tying shoelaces, filling paint jars, devising syllabi, leading and monitoring discussions, and grading tests or quizzes—they are also always seeking ways to encourage questions and emphasize the connections between their lessons and the world at large. They are attentive, encouraging, creative, and very original. For this issue, we've selected one teacher from each division to highlight, but the work and dedication of all our teachers deserves a resounding round of applause.



ou DelSoldo is one of the few teachers at Friends' Central whose influence reaches from the youngest child to the oldest. Right now he is the Assistant Principal at Lower School, a role he assumed after first teaching pre-kindergarten and kindergarten

here for nine years and then serving as Director of Early Childhood Education. His office is at the Lower School, he works closely with Cynthia Harris, Assistant Director of Admission for the Lower School, and he knows every student





Lou DelSoldo

sion for teaching. This year, he has had the unprecedented chance to see two of his former psych students return to FCS and practice some of what he taught them in their new roles of assistant kindergarten and pre-kindergarten teachers.

When asked about the challenges and rewards of teaching, Lou is quick to say that for him, there is no greater reward than a class well-taught. He is equally quick to acknowledge that the flip side of that statement is also true-there is no greater disappointment than a class gone awry. The real challenge for all teachers is to find their own style. "I don't believe one style of teaching works for every person-teacher or student," Lou says. "Here at Friends' Central, there is not a lot of regimentation about how to teach. We are all given the freedom to become the teachers we are. I have found that I like to flirt with chaos. I like to raise ideas that are provocative. I like to trigger a buzz in the

classroom as my students get excited about a topic or question. But I also want to be able to pull their attention into focus and keep the conversation centered."

As for the unusual range of ages with which he interacts, Lou loves it! "Teaching is the greatest professsion," he says. "You are being paid to learn, plus being around kids all day keeps you young, alive, and growing. I have the best of both worlds. In Lower School, I get an awful lot of hugs, and with my seniors, I get to share the energy and vitality of the next generation."



lexa Dunnington '98 went in to teaching after working in the National Trust for Historic Preservation in Washington, D.C. "I worked in a cubicle, and then one day I realized I needed to be working with people." Teaching was the first thing she thought of since she had tutored all through college and always enjoyed young people. She returned to

Philadelphia and worked as the permanent substitute at FCS for one year. During that time, she also took a graduate course at Arcadia College with Leif Gustavson, her eighth grade Language Arts teacher, called "Writing to Improve Literacy." The course convinced her that she wanted to become a Language Arts teacher, and serendipitously, the very next year, Friends' Central had just such an opening.

Today, Alexa teaches seventh grade Language Arts. She has named her course, "The Writing and Reading Workshop" because of her expectation that her students will work together to become better readers and better writers. She also coaches varsity field hockey and Middle School girls' lacrosse. As a teacher, Alexa has two main goals: to teach her students to appreciate the power of language and the ways we communicate, and to disprove the

notion that you lose your imagination when you get to be a certain age. "The students I teach are developmentally at an age when learning how to communicate well is essential," she says. "But they are also struggling with





what this means. Even in seventh grade, high school looms large. I need to prepare them for all of the expository writing they will have to do, and most of them think that essay writing is boring and can't be creative. I try to teach them that it is always creative because it is your individual interpretation. Any essay you write is about how you imagine the text."

Alexa has a Virginia Woolf quote along the top of her classroom wall that captures the interpretive stance she hopes to encourage in her students. "Literature is no one's private ground, literature is common ground; let us trespass freely and fearlessly and find our own ways for ourselves." But she also emphasizes the strong influence her own Quaker education has had on the way she views the world and the way she teaches. "Lots of kids feel that literature is beyond them. I want my students to feel that everyone has access to literature. All you need is to trust the power of your imagination and trust your ability to communicate well."

Alexa's Quaker education also influences the emphasis she places on using language to reach beyond the classroom. As they practice essay writing and literary analysis, Alexa requires her students to think about how they can use language and their ability to communicate well to be active members of their communities. At the beginning of every year, she talks about how important the concept of free speech is in our society, and she tries to draw a connection between the political or social exercise of free speech and each student's ability, or right, to interpret the texts on her syllabus. Last year, she devised a mock trial as a way to emphasize this overlap of the literary and the social or political, and to point out all that is at stake in literature. Her students had to craft arguments for and against the banning of a couple of children's books from an imaginary community. The exercise tested their command of persuasive language and required them to consider what type of effect a book can have in society. She also regularly brings in newspaper and journal articles and asks her students to write letters of response to send to the newspaper's editors. "Writing and literature," she explains, "have to be about more than just what happens to the characters in a book. Whether we are reading a play by William Shakespeare or responding to an article in the Philadelphia Inquirer, I want my students to consider how we can use our ability to communicate to be engaged citizens."



im Davis has taught music and led the choral groups at Friends' Central for thirty-five years. He has always known he wanted to be a teacher, mostly because of the teachers he had as a child. "In Junior High I used to say to myself: 'They look like they are having a lot of fun,' and I could tell that they were people who loved what they were doing. I also admired their commit-

ment to their subjects and the way they related to us. I recognize that I was a difficult eighth grader, but somehow my teachers were able to reach past all of that and make me feel connected to them. I admired that then, and I admire it even more now."

Jim earned both his Bachelor's and Master's degrees in Music from West Chester University. After graduating, he took a job at Wayne Elementary School. As fate would have it, the string teacher at Wayne played in a chamber music group with a music instructor from Friends' Central, and when a job opened up here, Jim's co-worker encouraged him to pursue it. Without this encouragement, Jim probably would never have looked into teaching at an independent school, but he believes that being here has enabled him to fulfill his vision of good teaching. "Here I am surrounded by a faculty committed to making themselves available to kids, and I work in a school committed to supporting music as part of the curriculum."

One of the things Jim is most pleased about is the way the music program has expanded during his time here. When he started, there was one chorus, one orchestra, and the option for private lessons. Now Friends' Central has Upper School, Middle School, and fifth grade choruses, six singing groups, two orches-

tras, two jazz bands, and opportunities to play chamber music. There are also course offerings in music and still the chance for private lessons. "Music has a place in the cultural life of the School," Jim says, "and this is important, because music gives kids access to a unique emotional language. Music stirs them. After a concert, there are always kids weeping, because we've created a world in which we've shared our emotions. It is a very power-



Jim Davis

ful connection to share a breath and express emotions for which we otherwise might not have words."

Jim believes that participation in the music program also complements the individualism the school supports. "Friends' Central does a fantastic job at encouraging individual thought and expression, but there is also a significant value to all of us learning how we fit together. Music, like sports, helps us figure this out." The fact that Jim would compare chorus to soccer, for instance, is not without a certain amount of irony. The athletic teams and the music groups have to share the limited time students have after school, and the relationship is not always easy. But Jim is clear that just like playing on a team, singing in a chorus or playing in the orchestra requires that a person subvert his or her individuality for the good of the group. "It is an important bonding experience and an important lesson in how to build strong communities."

One of Jim's greatest rewards has been the chance to welcome former students back to campus. "I wanted to be my high school music teacher," he says, "and so just the other year, I made sure I wrote to him and let him know where I had ended up. As a teacher, I have learned how important this is. You never know what connections you are making, and I, for one, am always wondering if everything I teach is just dissipating. So the best feeling for me is when one of my students goes out and makes a career in music, and then wants to come back and share it. Then I really feel the bliss of teaching."

## Teaching Each Other in Book Buddies

As Friends' Central students benefit from an abundance of good teaching, they are also encouraged to become good teachers themselves. Programs such as the Writing Lab, peer mentoring, and even many of the clubs offer students a chance to learn from and teach each other. One of the longest running of these programs is "Book Buddies."





Caroline Satalof '11 and Melina Daniilidis '20

Imagine twenty first graders in a classroom with their math books open to the page above. Hmmm, let's see, "Measure the length of the bookcase in fathoms. Measure the length of the cubby room in paces and the length of your work table in hand spans." Don't forget about the cubits and digits! Now picture their two teachers trying to explain these instructions to the roomful of six and seven year olds, help the children measure, maintain some order, and verify (within reason) the 160 results produced, all within a thirty minute period. The solution? Save this math page to do with...Book Buddies. (There should be a blare of trumpets here!)

Although no one seems to know for sure when Book Buddies started at Friends' Central School, the consensus is that it began sometime in the early 1970s and may have been the brainstorm of Jane McGee, a first-grade teacher, who was seeking more opportunities for her students to read one-on-one with a good reader. As a corollary, some say the program began as an opportunity for the older children, regardless of their relative skills, to realize what competent readers they had become and provide a safe way for them to practice, demonstrate, and take pride in the skills they had acquired. All agree that the program was and is a

way to have children of different ages work on language arts and other skills in a friendly environment laced with the excitement of mingling with "unknown" people from the FCS community.

Regardless of its origins, Book Buddies has thrived and metamorphosed into a tradition in which older children now regularly help to teach, and learn from, younger ones. In many ways the term is now used as a catchword for groups of students of different ages working together on projects ranging from reading, to math, to psychology, to building projects, to arts and crafts, to service. Today, the entire fifth grade serves as Book Buddies to the first grade, meeting once a week from early in the school year until Winter Break. For the rest of the year, the opportunity to be a first-grade Book Buddy is available as a service project choice to all Middle School students.

Fourth graders also serve as weekly Book Buddies to kindergarten students, where last year, in one classroom, they helped to fasten the support ropes for a 15-foot replica of the Brooklyn Bridge, as well as make milk-carton cars to cross it. The annual highlight of this program, however, is probably a semiautobiographical book about the younger child written and illustrated by the older one. I still remember my daughter, who never shared

tales of her school life, bumping into her Book Buddy on the street, only to hug her, grab her, drag her over, and gleefully explain to me, "She's the girl who wrote the book about me."

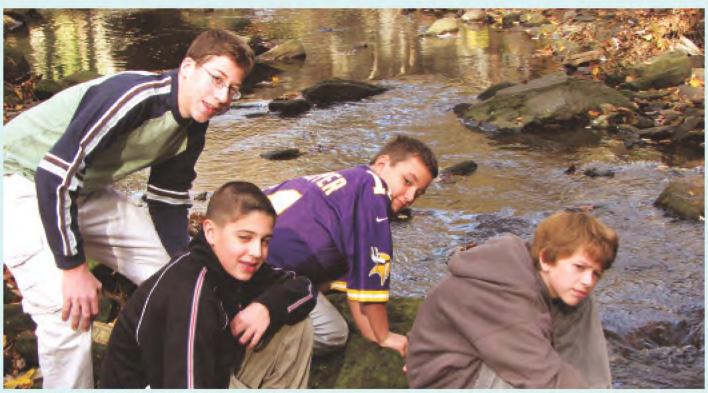
Eighth-grade science students are now teaching sixth graders about water monitoring, as well as meeting with pre-kindergarten and kindergarten students every five to six weeks. They assist the younger children with some of their projects but also use them to examine Piaget's theories of cognitive development, sending a copy of their science reports to the children's teachers, as well as their own teacher, at the conclusion. Twelfth-grade psychology students also meet with pre-kindergarten and kindergarten students to observe and record their behavior. They use this time together for everything from verifying (or disproving) the hypothesis that girls talk more than boys at a given age (using time-sampling observation), to determining inter-rater reliability, to Piagetian conservation studies. Additionally, individual Upper School students regularly come to the Lower School both for Service Days and for up to five weeks for Senior Projects.

So in its larger catchword sense, Book Buddies is: a way to show children the rewards of teaching; a half-hour solution to projects that would take a teacher an afternoon; many sets of extra hands and loving arms for Halloween parades; an incentive for a younger child to work really hard for a big Book Buddy; an incentive for the older child to live up to the expectations of a heroworshipper; a cure for the grade-level pecking order that exists at so many schools; a bridge between the campuses; and a powerful and effective way to emphasize community and service.



Alex Sheltzer '11, Alexander Portnoy '20, and Alex Smith '20

Perhaps most importantly, Book Buddies builds friendships that would not otherwise exist within our community. Consider the first grader who was only having five friends for a special birthday treat and requested that his fifth-grade Book Buddy be one of them. When the older child accepted and came, the mother repeatedly thanked him and told him how kind he was to come, until he replied, "I wanted to be here." And guess what he brought for a present? A good book.



Lee Gratz '11, Drew Kopicki '11, Mac Melman '13, and Harper Estey '13

# Important news for Alumni/ae and friends who are at least 70 % years old!

New legislation allows IRA owners to share the wealth of their retirement savings now by giving directly to charity—without first counting it as income and paying income tax. This provision is only effective for tax years 2006 and 2007. If you are interested in learning more about this wonderful opportunity, call Friends' Central's development office without delay.

To join members of the Blackburn Society, please contact Lydia Martin at 610-645-5034 or lmartin@friendscentral.org.

#### **Blackburn Society**

#### Alumni/ae

Anonymous '58 Priscilla Okie Alexander '41 Helen Starling Burke '51 Diana Stambul Burgwyn '54 Ellen Burr '46 Diane Bierman Carson '67 Prudence Sprogell Churchill '59 Ellen M. Cohen '88 Alice Hess Crowell '46 Charlotte Pugh Ellithorp '42 Alexander L. Fetter '54 J.P. Guggenheim '76 Elizabeth S. Harper '51 Margaret H. Harper '36 Gardner Hendrie '50 Patricia Hibbs '60 Cinda Buswell Hill '59\*\*\* Alma Meyer Kennedy-Crocker '38 Stephanie Helen Koenig '70 Henry W. Lavine '53 Jean Campbell Lumpkin '39 Patricia Spotts MacLachlan '47 Pamela J. Melcher '61 Margaret G. Mitchell '35 Gladys Baker Monier '32\*\*\* Deborah Hazzard Nash '51 Dana Lynne Iverson Neefe '61 Andrew Newcomb '87 Albert Carter Pottash '66 William D. Ravdin '46\*\* Lisa Korostoff Rooney '73 L. Paul Saxer '38\*\*\* Joanna Haab Schoff '51 Nicholas Scull '60 Joan Lallou Smith '52 Arnold E. Smolens '38 Benjamin Statzell '37 Lucy Christman Statzell '37 Margot Newman Stickley '48

Andrew T. C. Stifler '57

Leonard Sylk '59 Winifred Jess Tierney '53 Rich Ulmer '60 Patricia Myers Westine '57 David Wetterholt '62 Marjorie Harris Wolf '34 Ann Hort Wolfe '63 Bruce Woodruff '60 Eleanor Jenkins Zendt '25\*\*

#### **Trustees and Former Trustees**

Peter Arfaa
Prudence Sprogell Churchill '59
Barbara M. Cohen
Deborah Hull
Gregg Jackson
Emma Lapsansky-Warner
Jean Campbell Lumpkin '39
Hillard Madway
Bernard Newman
George L. Pew
William D. Ravdin '46\*\*
Ann V. Satterthwaite
Joanna Haab Schoff '51
Koji Shimada
Eleanor Jenkins Zendt '25\*\*

## Current Parents and Parents of Alumni/ae

Anne and Peter Arfaa
Molly Love and Adrian Castelli
Stanley Cherim
Barbara M. and Sarle Cohen
Alice Hess Crowell '46
Colette and Michel Guggenheim
Deborah and T. Reagan Hull
Gregg Jackson
Carolyn Klock and George McCook
Emma Lapsansky-Werner
Janet and Hillard Madway
Sara L. Matthews and Raymond Fabius
Judith and Bernard Newman
Sally and George L. Pew

William D. Ravdin '46\*\*
Lisa Korostoff Rooney '73 and
John Rooney
Ann V. Satterthwaite
Lynne and Donald V. Selkow
Lucy Christman Statzell '37 and
Benjamin L. Statzell '37
Leonard Sylk '59
Barbara A. Willis
Vera and Murray Wilson
Eleanor Jenkins Zendt '25\*\*

#### Friends

Marla Hamilton Peele Kim Shimada Ruth Tanur Beverly Ulmer Peter Westine

#### **Faculty and Former Faculty**

Beatrice Barclay Trust
William W. Bower
Grant Calder
Stanley Cherim
Prudence Sprogell Churchill '59
David M. Felsen
Julia Beyer Houpt
Stephanie Helen Koenig '70
Sara Matthews
Ann V. Satterthwaite
Andrew T. C. Stifler '57
Maria Williams
Thomas A. Wood
Eleanor Jenkins Zendt '25\*\*

- Deceased
- \*\* Pooled Income Fund Participants
- \*\*\* Charitable Gift Annuitants

#### IN SUPPORT



## From the Co-Chairs of the 2006–2007 **Annual Giving Campaign**

Friends' Central offers children the richest of experiences. Just think about what we provide for them. First and foremost is academic excellence, an unparalleled education fueled by a dedicated, caring, and innovative faculty. We have state-of-the-art tools to facilitate the learning process. This includes seven computer labs, tablet PCs, Wi-Fi wireless network access, personalized websites for faculty and students, and a cutting edge Intranet that allows our students to keep track of homework, collaborate on coursework, conduct research, and communicate with faculty with a click of a button. Our Upper School science laboratories are without equal in our region; the new state-ofthe-art track will complete our athletic facilities; and the opportunities for service and travel abound. Finally, we are committed to enrolling talented students with financial need.

Of course, all of this comes at a cost; a cost that is not borne by tuition alone. We are dependent on the generosity and support of our community of parents, faculty, and friends to continue providing our kids with the finest of educational experiences. The opportunities to give are many, and the needs are great. Whether it's to give financial aid, buy technology, pay salaries, fund student services, or simply to turn on the lights, we are indebted to your kindness and belief in Friends' Central. Please accept our sincere gratitude.

Lawrence S. Reichlin

Co-Chairs of the 2006-2007 Annual Giving Campaign

Robert Gassel '69



Lawrence S. Reichlin



Robert Gassel '69

## Headmaster's Reception

The Headmaster's Reception celebrates leadership giving to the Annual Giving Campaign.





















- Margie and Bryan Weingarten and hosts Mary and Marshall Bassett
- Adrian Castelli and Philip and Karen Ivory
- Bill Weiner '76 and Jean Weiner
- Mike and Cindy Silver, Carol and Brad Bradbeer
- Jim Bergen and Ann Satterthwaite, Clerk of the Board of Trustees
- Hosts Marshall and Mary Bassett and Headmaster David Felsen
- Matthew Levitties '85 and Anja Levitties '86 and Lauren Rubin '83 and Jonathan Rubin '83
- Wendy Kane, Judy and Ed Grinspan, Jeffrey Margolies, and Raymond Reed
- Jonathan Fiebach '82 and Cathy Fiebach and Sharon Weiss and David Arnold
- Joanna McMorris, Headmaster David Felsen, and Art McMorris

## The 2006 Golf Classic

The 17th Annual Friends' Central Golf Classic took place at the ACE Golf Club in Lafayette Hills this past June. The money raised supports the financial aid program at Friends' Central. This year, over \$36,000 will go to help Friends' Central open its doors to children with limited financial means.



















- Andrew Stifler '57, Pete Drayer '57, Josh Klein '80, and Tom Biron
- 2 The Committee: Josh Klein '80, headmaster David Felsen, Frank Correll, Frank Lundy, Linda McConnell, David Niles '82, and Linda Waxman Wasserman '75
- Dan Dolsky '96, Richard Dolsky, Jordan Rubin '98, Larry Rubin
- Brad Bradbeer and Jon Harris
- Paul Driscoll, Charles Champion, and Paul Clough '82
- 6 Jesse Soslow '02 and Myron Soslow
- Josh Wasserman '02, Kyle Beatty, Linda McConnell, and Ryan Pesin '96
- Linda Waxman Wasserman '75, Rob Dubin, and friend
- Start Your Engines!

#### **HOME & SCHOOL**

## **PSOC Picnic**



The PSOC (Parents of Students of Color) committee hosts a picnic each September at the start of the school year. The PSOC committee supports efforts to develop greater sensitivity and open communication within the School community.









- Ballard Shelton, Terry Jones, Briana Folwell '13, Sierra Jones
- 2 Olivia Gillison '10, Doug Ross, Charlotte James '10, Alexa Dunnington '98, and **Emily Pryor**
- 3 Jesse Washington, David Felsen, Don and Jin Liu
- 4 Kate Schogol, Rob McCord, and Leigh Jackson

## Tennis Night

The Home & School Association hosted its 10th Annual Tennis Night Out on March 18th at The Gulph Mills Racquet Club. Tennis players and spectators enjoyed a buffet dinner, wine tasting, silent auction, and massage therapy. They also received lessons from a tennis pro and played a lively series of singles and doubles matches.









- Molly Love and Annie Weiss
- 2 A good return

3 Picking up some tips

Kim Tarquinio, Pat Lord '90, Beryl Lord, and Dominic Tarquinio

## Grandparents and Special Friends Day

In the spring of each year, fourth grade and Middle School students invite grandparents and special friends to school for a day. The visitors get a glimpse into life at FCS as they meet teachers, tour the campuses, and attend class with the children.















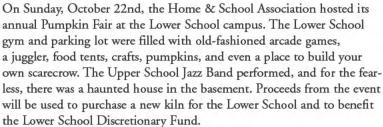






- Taylor Allen '14 and special friend
- Nicholas Kirschner '13 and his aunt
- Jeremy Crimm '12 in class with visiting grandparents
- Andrew DeMichele '14 with his grandparents and classmate Rohan Alur '14
- Benita Dowdell '10 and her cousin
- Bryan Rubin and his grandfather
- Brianna '13 Seid with Rebecca Sloane '13 and her grandparents
- Jessica Hoffman '13 and her grandparents
- Chiara Neilson '14 and her grandmother
- Becca LeBow '14 and her grandmother

## Pumpkin Fair























- Mica Moultrie-Bullock '15 (right) models a balloon hat.
- Getting ready for the fun!
- Sam Moya '16 spins the wheel of fortune while Andrew Broaddus '18 cheers.
- Aubrey Schall '18 tries for a troll
- Upper School Jazz Band
- Caroline Blackman '20 painting a pumpkin
- Who doesn't love cotton candy?
- 8 Ryan Cassidy '13
- Kim Parris (Lower School art) and Julie Plunkett (Upper School math) paint faces
- John and Willem McGee '17

## Plant Sale, Fair, and Peace Concert

Friends in the Garden is a group of parents, faculty, and friends who use their green thumbs to help maintain and improve the School's gardens and arboreta. Each spring, they host a plant sale and fair at the Lower School. A "Concert for Peace" held the same day features Lower and Middle School students performing on the piano, flute, and violin.













- Grace Kauffman-Rosengarten '16, Annie Kennedy '16, Julian Shorter and big brother Austin '16 at a craft table
- 2 Beah Jacobson '13 plays for peace
- Theresa Kirschner helping Sarah
- Dawn Witzel and Karen Ivory pick out the perfect potted planters
- 5 Perusing the perennials
- Lower School science teacher, Peter Grove, staking his garden

#### ALUMNI/AE NEWS



## From the President of the Alumni/ae Association

As the incoming President of the Alumni/ae Association, I am proud to serve both Friends' Central and my fellow alumni/ae. This position provides me with a great opportunity to assist with the growth of the School and the cultivation of one of its strongest assets, our many graduates. I also extend my sincere thanks to Matthew Levitties '86, our immediate past President, for his leadership and commitment over the past two years.

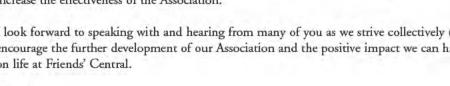
The Association already provides numerous ways for alumni/ae to give back to Friends' Central, whether through participation in special events, volunteer work, or financial contributions. I would like to further strengthen the relationship between Friends' Central and our alumni/ae base by providinge additional means for our graduates to increase their involvement with the School. Therefore, I will be working closely with our Alumni/ae Board as well as the School to introduce several new programs which we believe will have a significant impact on how our alumni/ae can both give and receive.

One area where we can have an immediate impact is to increase the overall percentage of alumni that contribute to Annual Giving. Funds collected during Annual Giving are invaluable to the School as a foundation for current and future growth. For those most recent alumni, a most attainable goal is simply to begin the process of giving. It is not only easy to start, but also contagious. Why so habit forming? Because the results are as visible and gratifying as any contribution you will make. Come visit the School and you will see for yourself.

We are also pursuing the development of alumni/ae career networking and mentoring programs that would connect alumni with current students as well as other alumni/ae. Please stay tuned as we introduce these ideas over the coming months. I think that many who have contemplated a stronger relationship with the School will find an avenue for such connections through these programs. As always, please feel free to contact me or other members of the Board through the Alumni/ae Office with any ideas you may have to increase the effectiveness of the Association.

I look forward to speaking with and hearing from many of you as we strive collectively to encourage the further development of our Association and the positive impact we can have on life at Friends' Central.

Sincerely,





Andy Newcomb '87

# HI

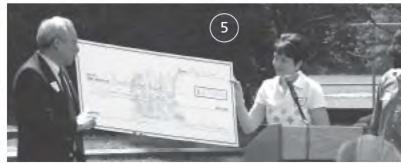
# Reunion 2006











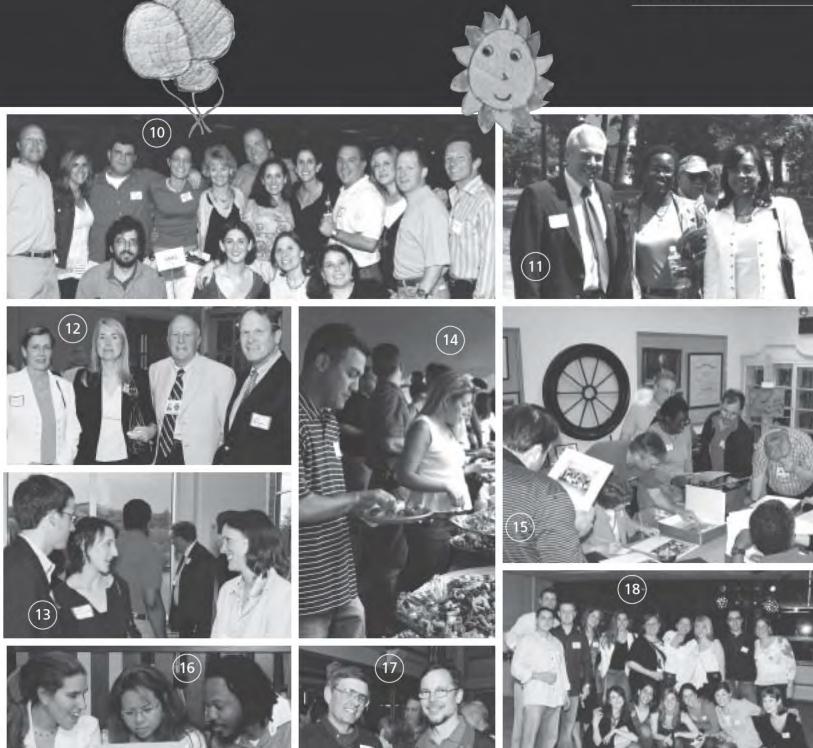








- Dorothy Schwab Weitthoff '46, Doug Greenfield '46, and Alice Greenfield
- 2 Steve Yarnall '76 and his girls
- 3 Meredith Bobroff Murphy '96 and Todd Swimmer '81
- 4 Michelle Crepeau, Jordan Bernstein '86, and Benjamin Kell '86
- 5 Deana Kelly Czaban '86 presents a check from the Reunion classes to Joe Ludwig '69
- 6 Karen Kramer '86, Anja Jefferis Levitties '86, David Albert '86, and Andrea Cohen '86
- 7 Melissa Shuman Zarin '86, Erica Taxin Bleznak '86, Jennifer Strauss Richmond '86, and Anja Jefferis Levitties '86
- Neil MacGaffey '76, Sarah Frank Connor '76, Eve Ellis '76, and Claudine Steisel Jones '76
- 9 Jennifer Gershon '86, Laura Meloney Dugan '86, Todd Weyman, Andy Backover '86, Matthew Levitties '85



- 10 Having Fun at the Class Party
- 11 Associate Headmaster, Joe Ludwig '69, Arlette Smith '76, and Carole Ward-Rone '76
- 12 Anne Satterthwaite, Elaine and William Cave '56, and Jim Bergen
- 13 Dean Griffith '91 and Michelle Artz, and Director of Development, Lydia Martin
- 14 Eat up!
- 15 Alums enjoying the Friends' Central Archives
- 16 Clio Mallin '96, Ruba Habtemicael '96, and Mallory Floyd '96
- 17 Bob Emory and Conrad Turner '76
- 18 The Class of 1996 Gathers for the Class Party

Class Photos













#### Class of 1936

(L-R): Margaret Harper, Eleanor Stoer Davis

(L-R): Mary Hoenigmann, Margaret Schaff Broadley, Fielding Howe, Dickson Werner, William Carson

Back, (L-R): Jack Katsanos, Norman Hoffer, Alice Hess Crowell, Don Greenfield, Blaine Scott, Doug Greenfield

Front, (L-R): Mary Philson Carroll, Bitten Jensen Krentel, Dorothy Schwab Weitthoff, Frederica Jacobs Lofquist, Ellen Burr

#### Class of 1951

Fay Wise Smith and David Ellis with David's grandson Matthew

Back, (L-R): Stephen Collins, Joseph Garfield, Barton DePalma, Linda Esslinger, Alan Wolf, Patricia Pugh Dugan

Front, (L-R): Marjorie Miller Hallowell, David Patterson, Carol Perloff Capper, Linda Topping Badgley, Susan Kaufmann, Judith Moulton Greene, Jodi Guthrey Fraser, Barbara Gross Wood

#### Class of 1961

(L-R): Rich Allman, Julie Pontz Curson, Ray Battey



#### Class of 1966

Back,(L-R): Clarence Wolf, David Sherson, Albert Carter Pottash, Ginny Gilbert Gray

Front, (L-R): Barbara Luff Gross, Laurie Clement, Jean Duthie Broderick Class of 1971

(L-R): Melissa Richter Marchand, James Taylor, Frances Lindquist Rosenberg

#### Class of 1976

Back, (L-R): Michael Lane, Stephen Yarnall, Matt Erulkar, Dan Weiser, Neil MacGaffey, Conrad Turner, Drew Vaden

Front, (L-R): Robin Rosenfeld Gordon, Hannah George McCarthy, Carole Ward-Rone, Arlette Smith, Lisa Dephtereos Elfner, Claudine Steisel Jones, Eve Ellis

#### Class of 1981

Front, (L-R): Claudia Zeldin, Julia Fineman Sauter with daughter Lainie, Julie Cowitz Gordon, Donna Mirocco

Back, (L-R): Lauren Benjamin, Todd Swimmer, Tom Picarelli, Ellen Weinberg Cohen, Christine Adams Trafford, Laura Leeper

#### Class of 1986

Back, (L-R): Jordan Bernstein with Madison, Zachary, Tess and Devin, Jennifer Strauss Richmond, David Albert, Andrew Katz, Andrew Backover, Philip Auerbach, Michael Silver, Joel Perloff with Lucie and Violet

Front, (L-R): Melissa Shuman Zarin with Miranda and Sam, Deborah Scher Schur with Sydney and Sophia, Karen Kramer with Max and Zoe, Jennifer Gershon, Laura Dugan with Emmet and Ehren, Deana Kelly Czaban, Ira Apfel with Sophie and Isabel

## **Class Photos**









#### Class of 1991

(L-R): Alexander Miller, Sebastian Goldstein, Max Kaufman, Joy Clairmont with Leo, Laura Forman, Lauren Slawe Hirsch

#### Class of 1996

(L-R): Ruba Habtemicael, Meredith Bobroff Murphy, Jonathan Poole, Steven Shim, Patrick Kelly, Clio Mallin, Mallory Floyd

#### Class of 2001

(L-R): Sher Kung, Josh Pasek, Evan Grove, Philip Dreyfuss

## Distinguished Alums

DISTINGUISHED ALUMNUS CITATION

#### WILLIAM CARSON

Friends' Central School-Class of 1941

Bill, we are deeply gratified to have you here with us today. Your life is a model of professional achievement combined with dedication to your community and to your alma mater. Your scientific research, loyalty to the School, volunteerism in your community, and devotion to family embody the values we cherish as an institution. Bill, we are honored that you represent Friends' Central School and it is with sincere pleasure that we confer upon you the Friends' Central School Distinguished Alumnus Award.

May 13, 2006

DISTINGUISHED ALUMNA CITATION

## Marjorie Miller Hallowell

Friends' Central School-Class of 1956

Marjorie, it is with deep pride that we claim you as an alumna. Your commitment to the field of medicine is inspirational. You excel at helping those in the medical profession improve and perfect their care for others.

Dedicated and loyal graduate, we are proud that your passion for your chosen field, your loyalty to the School and to your family, and your courage as a businesswoman were encouraged at Friends' Central School. It is with highest regard and great pleasure that we confer upon you the Friends' Central Distinguished Alumna Award.



May 13, 2006

## 2006 Career Day Participants

Dan Biddle '71 National Editor, The Philadelphia Inquirer

David B. Brind '96
Documentary Producer,
Brindstar Productions

Joshua Broker '86 Chief Investment Officer, WP Realty

Carol Perloff Capper '56 Therapist, Mid-Valley Housing Plus

Sarah Frank Connor '76 Senior Design Manager of the Custom Division, The Echo Design Group

David M. Ellis '51 Child and Adolescent Psychiatrist

Eve Ellis '76 Financial Advisor, Merrill Lynch

Megan E. Fifer '96 Teacher, Moses Brown School

Mallory S. E. Floyd '96 Aerospace Engineer, Boeing Company Joseph M. Garfield '56 Assistant Professor of Anesthesia, Harvard Medical School

Frances Berger Garfield '60 Research Coordinator, Department of Anesthesia, Beth Israel Deaconess Medical Center

Marjorie Miller Hallowell '56 Consulting Principal, HealthPower Associates, Inc.

Raymond P. Jefferis, III '56 Professor of Engineering, Widener University

Juan Jewell '68 Director of Studies, Paideia School

Kate Meyers Kasmer '86 Art Teacher, Oakmont Elementary School

Max Kaufman '91 Assistant District Attorney, Philadelphia District Attorney's Office Meredith Bobroff Murphy '96 Acupuncturist, The Healing Point Acupuncture Center

Elizabeth Phillips '76 Singer/Teacher

Aimee Taxin Rubin '91 5th Grade Teacher, Wallingford Swarthmore School District

Deborah Scher Schur '86 Social Worker, Wills Eye Hospital/Thomas Jefferson University Hospital

Arlette T. Smith '76 Social Worker Child Welfare, San Francisco Human Services Agency

Matthew I. Swaye '96 Playwright

William L. Weiner '76 Attorney, Fox, Rothschild, O'Brien and Frankel

Daniel A. Weiser '76 News Director, Hearst-Argyle Television— KCRA/KQCA TV











- David Brind '96, Matt Swaye '96, Dan Biddle '71
- 2 Francis Garfield '60, Marjorie Miller Hallowell '56, Meredith Bobroff Murphy '96, David Ellis '51, Joseph Garfield '56
- 3 Sarah Frank Connor '76
- 4 Carol Perloff Capper '56, Arlette Smith '76, Deborah Scher Schur '86, Matt Murphy (moderator)
- 5 Aimee Taxin Rubin '91, Juan Jewell '68, Mallory Floyd '96

## Young Alumni/ae Open House

On Wednesday, November 22nd, members from the classes of 2003-2006 returned to Friends' Central for the annual Young Alumni/ae Open House. Over sixty graduates gathered in the OPA Room to catch up with friends and to reminisce about their alma mater. What made the day a complete success was the number of faculty that greeted their former students. One teacher commented, "This really and truly is my favorite day of the whole year."























- Morgan Robinson '06, Amber Lee '06, Jaleesa Scott '06, and Matt Miller '06
- Leah Pearlman-Storch '03, Jamie Boschan '05, and Al Vernacchio
- Betsey Margolies '06, Lauren Engelmyer '06, Lizzie Lundy '06, Sarah Drew '06, Julia Pearlman '06
- Welcome Back!
- C.E.Elser '04
- Dwight Dunston '06, Carrie Brodsky, Rob Ricketts '06
- Ryan Bash '06 and Elizabeth Simins '06
- Nate Sandals '05 and Josh Wasserman '02
- Hanna Muenke '02 and friend
- Bridget Campbell '03 and Chris Campbell '04
- Sam Eisner '05 and Nate Sandals '05

## Baby Day



This fall, Friends' Central enjoyed catching up with graduates of all ages—and perhaps even a few future students! On October 22nd, the Alumni/ae Office hosted its annual Baby Day. The brunch was held in the Lower School library and offered alumni/ae and their young children a chance to greet old and new friends. Many of the graduates who returned spent their early years on the City Avenue campus, and they enjoyed seeing the "new" Lower School.











- 1 Jessica Coplon '87 with her son Slader Wilson, Emily Kaplan Dodge '87 with her mother, Barbara Kaplan and son Oliver Dodge
- Melanie McCarthy Frick '94 with her son Michael Frick and mother R. Sandra McCarthy '59
- 3 Sophie Meyers and Sydney Meyers, daughters of Kate Kasmer Meyers '86
- 4 Debbie Miller and Alex Miller '91 and their son Sam, Joy Clairmont '91 and Max Kaufman '91 with their son, Leo
- 5 Adrianne Levin Cantor '92 and her son, Dylan, with Eric Rubin and Aimee Taxin Rubin '92 and their children, Andrew and Will

## Racers' Day

The Racers' Day luncheon on October 25th, honored graduates from the classes of 1956 or earlier. This event, too, offered some loyal members of the Friends' Central community a chance to see old friends, meet some new ones, and connect with the School. Many of the alums marveled at the physical changes the campus has undergone. They were greeted by current Friends' Central School students and entertained by the Upper School choral groups. Peter Seidel, Upper School art teacher, discussed the work of Hobson Pittman, former Upper School art teacher, and renowned oil painter. Everyone who attended these events enjoyed the strong sense of community they exemplified.

















- Sally Hooper Farrington '37 and Linda McConnell (Director of Girls' Athletics)
- Lily Arditi (former faculty) and Ike Arditi
- Nancy Fitts Donaldson '43, Dickson Werner '41, Bill Carson '41, and William Thomas '43
- Doris Yocum Markley '39 and Jackie Fehling '39
- Susan Kelsay '59 and Carol Weinrott Leebron '50
- Dan White and Hoy Jones White '45
- Jim Davis (Art Department Chair) and Martha Shmidheiser DuBarry '44
- Jane Compton Mory '37 and Paul Mory '37

# Join Us for a Parfect Day

Friends' Central School

18th Annual Golf Classic

Tuesday, June 19, 2007

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#### NOTES FROM FRIENDS



#### Former Faculty

Bob Emory writes: "So far so good! Best to

Casper J. Knight, III sent along the following note: "I am retiring this month after thirty-three years of teaching in private and public schools. My experience at FCS planted seeds in my professional development that aided my growth throughout my career-a wonderful experience!"

#### Alumni/ae

#### 1930s

Margaret Baker Walker '35 has moved to a senior living residence in Davis, California, to be near her daughter and granddaughter in Berkeley.

#### 1940s

Joan Oberly Haviland '42 is now living in Florida permanently.

Bitten Jensen Krentel '46 is president of The Wallace Trust, a nonprofit organization that assists local landowners in obtaining conversion easements and serves as a sounding board for local open-space planning. She was featured in an article by the Reverend Elizabeth Eisenstadt-Evans in The Philadelphia Inquirer on May 16th,

James C. Pooley '46 writes that he is well and enjoying life. He is still selling real estate in Washington state and has been married for four years to Bonnie.

Virginia Keim Cole '48 writes: "We are in our forty-second year living in the Fairfax County area of Virginia. Prior to settling here, my husband and five children and I were with the U.S. Marine Corps."

Gayle Waldhauser Martin '42 writes: "There's a new baby at our house! Her name is Mini and she's bright blue with white racing stripes on her bonnet. Her full name is Mini Cooper and they say she can do 150 mph, but I'm not about to test it out! She's fun to drive even though stick shift takes a bit of getting used to after years of automatic. And Mini is all mine! Our son, Todd, back from Australia and daughter, Robin, from California, joined us for Thanksgiving."

#### 1950s

Carol Weinrott Leebron '50 reports that her son, David W. Leebron, is the seventh President of Rice University in Houston,

Fay Wise Smith '51 writes: "Our adopted son, Eric, died suddenly and unexpectedly on October 29th, 2005 at age forty-two from a liver disease he had been battling for years. Life without him is unbelievably sad. Our daughter, Karen, is in environmental science in Corpus Christi, and is going for her master's degree."

Jacqueline Watkins Slifka '52 is president of the Association of Residential Boards in New York City and has two grandchildren Grace, 11, and Josh, 8. She writes: "There is not any doubt that my most carefree days were spent at FCS."

Philippa C. Wehle '53 retired in September 2005 from thirty years as Professor of Drama Studies and French Language and Culture at Purchase College, SUNY. She enjoys writing, translating, and traveling to France.

Virginia Lundgren Bortin '54 writes: "I was saddened to hear of Berenice Woerner's death. As teacher and friend, she was one of the most important intellectual influences in my years at Friends' Central. I will remember her with fondness always."

Edward V. Clisby '55 had a mini-reunion in Venice, Florida with Middy Minster Larson '55, Dan Egan '55, and Allan Maclean '58 for the vaudville show of Joey

Susan L. Kaufmann '56 writes that she had a wonderful weekend at the 50th Class Reunion. "Friends' Central is a continuing gift to my life. Thanks for everything!"

Margot A. McKee '56 writes: "I am living in Westtown in the house in which I grew up and where we had my graduation party. I am an associate broker with Weichert Realtors, West Chester office. I have recently seen Peg Roatch Nagy '55 and John Nagy '56 and Ann Whitcraft."

Ann Dothard Walters '58 writes: "Visiting us this past week and every year for many years was Frank (Mickey) Milhous, Jr '60. and his wife, Clare. They were down here in Naples to attend the ACE Group Classic Champions Tour golf tournament."

Carolyn Duthie Houghton '59 writes: "I am moving forward in life as a divorced woman. Independence is wonderful! So are family and close friends."

Tim Patterson '59 and Betsy Markland Schwartz '59 recently saw each other in Guatemala. Tim was there with his church and Betsy was visiting her granddaughter, again. Hard to stay away from those grandkids! Although their destinations were four hours apart, they were able to coordinate their travel plans to say hello.

Elizabeth Mackey Smith '59 writes: "My husband, George, is in his fourth year of living with ALS (Lou Gehrig's disease). We hear Philadelphia is a great area for awareness and funding. Pass it on...we need to find the cause and cure!"

#### 1960s

C. Ladd Thomas '60 writes: "Waiting for Robert Levin '60 to publish his book."

Noel Sharpless Wittenberg '61 is sorry that she was unable to join the Class of 1961 for their 45th reunion, but she was in Hawaii. She sends her best to everyone. Her youngest, Krista, was married on March 31st.

Sara Clark Linder '62 is sad to announce the passing of her mother Esther Wilson Clark '30 on March 27th, 2006. "I am very blessed to live the best of lives in the Florida Keys and the Finger Lakes with Chuck, two children, and six grandchildren."

Hans J. Moosauer '63 has retired from a German air transport company. He now flies a Challenger-604 for an air executive with most of the flights worldwide out of Moscow.

Charles A. Hunter, Jr. '64 has returned to the Philadelphia area. He is in the commercial real estate department of a regional bank.

Writers' Journal Books/Val-Tech Media has published "Win! Poetry Contests" by Esther Leiper Estabrooks '65.

Katherine Tucker, daughter of Judith Seltzer Tucker '65, is a junior at Georgetown and spent the spring semester in Paris.

#### 1970s

Charles W. Gregory '70 wrote through the website: "I'm starting a new publishing company called CWG Press. I hope to have ten books in print by the end of 2007. The first, The American Dream, by Mike Palecek, will be released in February. My e-mail address is available on the FCS site and I'd love to hear from any of you."

Lisa Reischer Payton '72 is Director of Client Services for William Berenson Brand Architects, an international branding and communications firm. She lives in Miami with her husband and twin daughters. Lisa maintains her friendship with Mindy Felinton '72 and Nina Mishkin Rothstein '72.

Kirk J. Paul '75 writes: "I have become engaged to my date at our 30th reunion, Linda Huff. We have not set a date yet. Also, in September, I will be performing in a production of Shakespeare's The Winter's Tale for Exclamation Theater in Philadelphia, and in February/March 2007, I will be directing a production of Never Too Late, by Sumner Long at Footlighters Theater in Berwyn, PA."

Susan Myers Hinrichs '76 writes: "Couldn't make reunion, live in California and my boys had a swim meet! Life is great. I still love sports...but my boys are faster than me in everything."

Laura Bolt Heuer '78 is currently staying busy as the mom of Max (five) and Sam (three). She would love to hear from friends at labh@zoomtown.com.

Karen D. Palcho '78 writes: "My business, Karen's Botanicals, is doing very well. The move from being an educator to being an entrepreneur has been a thrill! I have just returned from Israel and Slovakia on a work related trip as I continue to learn and grow through travel."

Rebecca Moberg Roter '78 writes: "Moving to Bucks County last year made it possible for my daughter Rachel to finally attend a Quaker school. She is getting ready to finish her first year at Abington Friends as an eighth grade graduate."

In the spring, Stacey Goldsborough Snider '78 was named CEO and Co-Chairman of Dreamworks SKG.

Jeannette McCabe Harris '79 writes: "I've been in San Francisco for twenty-three years and love it. Married to a Californian, we

have two girls: Gigi who is ten and Jacqueline who is two. My career as a senior VP and portfolio manager for Morgan Stanley is looming on ten years!"

Sarah, youngest daughter of Michael Rothman '79, became a Bat Mitzvah.

#### 1980s

Amy Birenbaum Fosco '82 lives in Broomall, PA with her husband Ed and daughters Nichole, four, and Renee, two. Before the girls were born, Amy was a probation officer in the Philadelphia Court System.

Laura Meloney Dugan '86 writes: "The 20th reunion provided us a great opportunity to renew our enthusiasm for old friendships. EVERYONE looked fantastic, if not better, after all of these years. Thanks to everyone for coming back...your children are beautiful and y'all were wonderful to see!"

Stephen L. Kay '87 has been appointed president of The Security Traders Association of New York.

Mark G. Levy '87 has relocated to Washington, D.C. with his family, including his three children, Joshua, Skye, and Raite. He is regional vice president for Prologis, a real estate investment trust and is involved with several charitable and professional organizations: State of Israel Bonds, United Jewish Appeal, National Association of Real Estate Investment Trusts, and the National Association of Industrial and Office Properties.

Paul Paz y Mino '87 writes: "Chris Dick's '87 wedding to Kate Smuckler was beautiful! Even though it was November in Massachusetts. The weather was amazingly warm and the meeting and wedding took place outside. There was a mini-reunion of FCS people including: Stefan Treatman '87, Mo Lotman '87, Jon Dick '85, and John Stein '87. Personally, I am headed to Hawaii sometime in the next few weeks to get married on the beach to Susan Chiang, an environmental health advocate originally from Connecticut. Also, my sister, Andrea Carty '88, just had her third child, Alex Carty."

Dawn Skwersky Schakett '87 writes: "I had a baby on July 12th, 2006, Gabriella Brooke Schakett. She joins my stepdaughter, Sara, and husband David, and three

dogs. I work for ADP in Alpharetta, GA as an application developer. Also, visit www.myspace.com/-wordofhand to see videos I made of Gabriella.

"The City Reexamined" an exhibition of the art of Sonya Sklaroff '88 was on view at the David Findlay gallery in New York this past May.



Michael Bagalman, Sonya Sklaroff '88, Lisa Kay Solomon '89, and Glenn Solomon

Jessica Kurtz Erlbaum '89 writes: "I live in Merion with my husband Jon and our three sons-Akiva (five), Dov (three), and Yoncun (three). We run a Jewish Young Professionals organization."

Jeremy Treatman '83 is a sportscaster for CN8 and runs sportscasting camps for children in eight cities. His Scholastic Playby-Play Network produces and promotes high school basketball tournaments nationwide, many appearing on television.

Elizabeth Toborowsky Pollard '87 writes: "Mark and I are enjoying living in Marlton, NJ after being away from the Philadelphia area for nearly ten years! Matthew will be three in March and Ryan is almost six months old! I'm looking forward to seeing all of our classmates at our 20th reunion!

#### 1990s

Douglas C. Smith '90 was home from Mongolia, where he is with the Peace Corps, at Christmas. He writes: "The trip back to America was just the push I needed to start fresh again. I continue to remain very busy at work, in my social life, and in my travels." He posts pictures at: www.geocities.com/dougsmithmongolia/contact.html.

Amy Feldman Chmar '91 and her husband Michael welcomed a baby boy, Gabriel Henry, on April 28th, 2006. Proud big sister is Deborah (Evie) Pearl.



Rachel M. Fertik '91

Rachel M. Fertik '91 sent a note from Mongolia specifically intended for Jack Briggs, her third grade teacher. "His lessons on China, and the Great Wall particularly, were incredibly memorable and vivid. So much so, that when I recently visited there for the first time, I thought back to those days (1982-1983!) and recounted the stories he told us to Jon, my boyfriend and travel partner, as we were hiking along the wall between Jinshanling and Simitai."

Mara Collins Callihan '92 writes: "My husband Ryan and I were blessed with our third child, Mary Katherine on April 9th, 2006. We are also blessed with Grace Flynn, our four year old, and Joseph Gabriel, our one year old."

Ruth First Goldstein '92 and Jeffrey welcomed Samuel Matthew on April 5th, 2005. "Sam is an absolute joy and can't stop talking....just like his mom. We look forward to showing him off at '92's 15th reunion."

Rachel Volkman Kishel '92 writes: "My husband Peter and I welcomed our first child on October 24th, 2005. Rebecca Emily Kishel arrived weighing 8 pounds, 2 ounces. We are moving to Fairfield, CT this summer with our dog Rocky. Best to

Wynn S. Sanders '92 is with the military in Germany and writes that he was in training for the Cologne marathon in October 2006.

Betty T. Lam '94 writes: "I graduated with an MBA from the University of Chicago Graduate School of Business with Honors in the concentrations of analytic finance and economics in June 2006. I am now an assistant vice president in the derivatives advisory practice at Kaufman Hall & Associates in Chicago. I love living in Chicago and am looking forward to another Chicago summer."

Beth Haviva Steinberg '94 writes: "I had the pleasure of attending the wedding of Lauren Bishop Campuzano '94 this past June. It's great when we can still be a part of each other's lives after all this time. Congrats, Lauren!"

Daniel Colon '96 writes that he has been awarded a Fulbright U.S. Student scholarship to Chile in Latin American and Brazilian Literature. "Also, I was not able to attend my tenth reunion this past spring



Daniel Colon '96

because I am happy to announce that my wife, Lilia, and I had our first baby: Gabriela Elena Colon, May 10th, 2006, 6 lbs., 10 ounces, 19.75 inches."

Heike Zulla '96 writes: "Thanks to Grant Calder, I was able to spend one year at FCS (94-95). During the American Literature class we read so many classics that it helped me later with my university studies. It was a challenging, but also a rewarding and fun year. Thank you to everyone who made it happen."

Philadelphia Magazine reports that Brad Messinger '97 has two coffee shops in the city (130 South 17th Street and 922 Walnut Street) noted for their gaufres or sugar waffles.

Patrick Dostal '98 writes: "I just finished my first year at Mount Sinai Medical School. Over the summer I will be learning Spanish in La Ceiba, Honduras, and Valladolid, Spain."

Robyn Polykoff '99 writes that she enjoys seeing former classmate, Brennan Hesser '99, on VH1 in "So Notorious" with Tori Spelling.

#### 2000s

E.J. Klock-McCook '00 received his B.S. (Cum Laude) in Mechanical Engineering from Villanova University (2004). He received an M.S. in Mechanical Engineering from the University of Washington in Seattle (2005). Currently he is working for Lockheed-Martin in Newtown, Bucks County, doing research on communications satellites. During the summer he races with the Human Zoom Bike racing club, and during the winter he skis, primarily in the Northwest United States and British Columbia. In March 2006, he spent three months skiing the U.S. and Canadian Rockies.

Frances Kreimer '01 is working in Cairo, Egypt for the refugee organization Africa and Middle East Refugee Assistance (www.amera-uk.org).

Martha Northcutt '01 graduated from Penn State in 2005 and is living in Los Angeles, CA where she is working as an executive team leader in the West Hollywood Target.

Ryan Tozer '01 has been named as an assistant coach for men's basketball at Holy Family University.

Jessica English '02 is working at Thomas Jefferson Hospital as a nurse in Labor and Delivery and loving it!

Sara Kankowski '02 graduated from Sarah Lawrence College in May, 2006. She is currently working as an assistant second grade teacher at Germantown Friends School and coaching for Friends' Central Aquatics (FCA).

Courtnee Lundy '02 graduated from the University of Pennsylvania with her B.A. in Health Policy. She vacationed in Thailand before moving to Manhattan, where she will be working as a consultant at Cambridge Consulting. Courtnee plans to attend graduate school in two years.

Steve Rubin '02 graduated from the University of Oregon in June and moved to Israel where he resides on Kibbutz Ein Harod Ihud. He began his Israeli Army commitment in November, 2006.

Sarah Brown '05 writes: "I am currently senior editor of Vassar's student newspaper, run varsity cross country, and am the vice president of the Vassar Animal Rights Club."

#### TRANSITIONS

#### **New Arrivals**



Alexander Carty

Allison Joy Whellan, January 22nd, 2005, to Elizabeth J. Cohen '83 and David Whellan. David and Morgan Miller, April 24th, 2006, to Fabiola and Andrew S. Miller '84.

Caroline Madsen, January 24th, 2006, to Rebecca Porter Madsen '86 and Steve Madsen.



Gabriela Elena Colon

Oliver Milman Dodge, July 17th, 2006, to Emily Kaplan Dodge '87 and Gregory Dodge.

Rasheed Bashir, March 2nd, 2006, to Laurie E. Dohmen '87 and Omar Bashir.



Gabriella Brooke Schakett

Cole Davis Klein, March 3rd, 2006, to Jodie and Daniel J. Klein '87.

Ryan Pollard, June 29th, 2006, to Elizabeth Toborowsky Pollard '87 and Mark Pollard.

Gabriella Brooke Schakett, July 12th, 2006 to Dawn Skwersky Schakett '87 and David Schakett.



Gabriel Henry Chmar

Alexander Carty, February 23rd, 2006, to Andrea Paz Y Mino Carty '88 and Shawn Carty.

Kate Beatrice Woodhall, April 6th, 2006, to Wendy Schwartz Woodhall '90 and Geoffrey Woodhall.

Gabriel Henry Chmar, April 28th, 2006, to Amy Feldman Chmar '91 and Michael Chmar.

#### Marriages

Sonya Sklaroff '88 to Michael Bagalman on October 15, 2006.

Julie Nathanson '91 to David Holcomb on May 28, 2006.

Jocelyn Trachtenberg '94 to Geoffrey Martin on August 7, 2004.

Maria Elisa Coimbra to Brett Dunn '97 on August 11, 2006.

Yumi Tamaki to Andy Kim '98 on September 2nd, 2006

Kathleen Heller '99 to Osman Akyuz on June 30, 2006.



Yumi Tamaki and Andy Kim '98



Kate Beatrice Woodhall



Kyle Mason Goldstein

Kyle Mason Goldstein, June 15th, 2006, to Katie and Sebastian Goldstein '91.

Elijah Shaw Borish, November 17th, 2005, to Perri Shaw Borish '92 and Cary Borish.

Mary Katherine Callihan, April 9th, 2006, to Mara Collins Callihan '92 and Ryan Callihan.

Samuel Matthew Goldstein, April 5th, 2005, to Ruth First Goldstein '92 and Jeffrey Goldstein.

Benjamin Korngold, August 22nd, 2006, to Elena Karp Korngold '92 and Ethan Korngold.

Rebecca Emily Kushel, October 24th, 2005, to Rachel Volkman Kishel '92 and Peter Kishel.

Gabriela Elena Colon, May 10th, 2006, to Lelia and Daniel E. Colon '96.



Maria Elisa Coimbra and Brett Dunn '97



Kathleen Heller '99 to Osman Akyuz

#### In Memoriam

Edith Aherne (Current Parent)

Anna Harvey Jones (Former Trustee and Former Parent)

W. Arthur McVickar (Former Faculty)

Ruth Ballard Eastwood '22

Esther Wilson Clark '30

George L. Fischer, Jr. '31

James M. Funke '31

Betty Buck Woodcock '32

Joseph Alessandroni '34

Laura Muller Rose '35

Albert F. W. Vick, Jr. '35

Richard A. Harris '36

William C. Abbe '37

Frederick Green, Jr. '37

Virginia Jackson Diffenbaugh '38

Kathryn Kohout '38

Donald T. Conover '40

Marguerite Atkinson Davis McCoy '40

William C. Nester '41

Edward H. Bram '46

Lorna Master Dlin '47

Frank B. Parks, III '47

Adam K. Riggs '48

Quintard A. B. Cornman, Jr. '49

Constance Gayl Pious '49

Lane A. Shorey '51

Eduardo Hermosillo '52

Dorothy Unkefer Compagno '53

John C. Nagy '56

Alexander H. Ralston, Jr. '58

#### LOOKING BACK



Bettina Moore, Lower School teacher from 1945-1969, as she leaves for Europe in 1955 to administer Friends' Central's affiliation with the Centra-Educativo Italo-Svizzero, an elementary school in Rimini, Italy. Moore spearheaded the affiliation between the two schools which still exists today. She holds "Rimi," a puppet she took with her on her travels to help bridge the gap between the American and Italian schoolchildren. "Rimi" is on display in Lower School principal Joe Ludwig's office.



Bettina Moore leaving for Europe. January 1955



at Friends' Central School

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