

# FOCUS

## How Does Quaker Work?

Volume XXXIX, Issue III

1101 City Avenue Wynnewood Pennsylvania 19096

November 2013

## What is Quaker Works?

by Austin Margulies '16

Focus recently had the opportunity to sit down with Lydia Martin, Director of Institutional Advancement in our Development Office, as well as a member of the team that established the message “Quaker Works.” We wanted to learn more about the process behind creating the message, and what it means to our school as a marketing term.

**Explain in your own words, the meaning of the slogan Quaker Works.**

First of all, Quaker Works is not a slogan. It's a message about the school. Quaker Works describes the intersection of great education and the way it is shaped by Quaker Values at Friends' Central School.

**How was “Quaker Works” created?**

In 2008, the school was operating in a very different way than it is now. We had an Admissions Office, a Development Office, and a general school community that all represented FCS in a different way. For people outside the school, it looked almost like three different schools from an operating standpoint. There was no unity of message or impression. We chose to take the opportunity to bring in the Mark Edwards Company from Boston to work with us in creating a very clear and intentional message that would represent the school.

Mark Edwards had worked with other schools in our area such as the Haverford

School, Agnes Irwin and Episcopal Academy. When they came to FCS, Edwards had his team do extensive research. Their largest recommendation was for the school to lead with a message. When the impression of [our] school is fuzzy, no one truly understands what Friends' Central is. Initially when the Mark Edwards company came in, they had a series of messages for us to look over. We discussed them, and tested them with various focus groups to see how they resonated with different people. Quaker Works was very clearly the winner.

The team assembled to work on [presenting Quaker Works to FCS] included then- Head of School David Felsen; all of the principals; the Director of Communications at the time, Rebecca Anderson; Director of Admissions Barbera Behar; Mark Edwards, and myself. We took the notion of Quaker Works to our Board of Trustees and to our full faculty who both approved it. After the message was officially decided on, we presented on the meaning to the faculty and staff, and had various launch events within each division.

**How do you think Quaker Works has worked itself into the community?**

One of my favorite moments was the Whose Line Is It Anyway assembly a few years ago. The goal was to come up with a Quaker pick up line, and Sean Bray, a graduate of the class of 2012, came up and said, “Oh baby, let me tell you how Quaker works!”

I thought that was perfect, because I could see the message making itself into the student ethos in a funny but useful way.

We have also hosted a writing contest for Quaker Works. Two years ago, we asked high school students to write an editorial for the newspaper on the subject of Quaker Works. Emilia Weinberg's was published in the Philadelphia Inquirer, and it was a fun and exciting way for the community to be educated on the subject.

**Do you believe there exists a clear understanding of Quaker Works among the student body?**

Interestingly, when we launched Quaker Works back in 2009, there seemed to be a pretty good understanding of the meaning. But in our enthusiasm over the new marketing strategy, we may not have focused hard enough on the future high school students. Most current high school students were then in the middle and lower schools, not aware of this new message and the meaning behind it. We should spend some more time educating current students of all ages about Quaker Works.

*Our intentions for this Focus issue are to examine the impact of Quaker principles on the Friends' Central experience. We are offering perspectives that both seek to celebrate and discuss Quakerism at FCS. To get the student body's input on current school issues, we sent out a survey in mid October. The results gathered were used to inspire a variety of articles and conversations among the Focus staff. We hope you enjoy this issue!*

— Peter and Emilia

**Do you think students in the high school now could answer correctly the question of “what is Quaker Works?”**

I think that most students would have a great answer, but they wouldn't all have the same answer.

**Quaker values and philosophies are sometimes left up for individual interpretation. Is Quaker Works meant to fit that mold?**

Mark Edwards told us that when we first launched it that it was important to be deliberate and have a tight construct as to the meaning of Quaker Works. But then as it took greater hold, and the community accepted the message, it became much more appropriate to have Quaker Works become a topic of conversation and variation. Once a unity of fundamental meaning has been grounded, you can then play around and debate seeing things from different viewpoints. ❖

## The Diversity Dilemma

by Keino Terrell, MS English Teacher  
and Assistant Administrator

Friends' Central, like many other independent schools, faces challenges hiring and retaining teachers of color. We have certainly been successful in acquiring other forms of diversity on our Faculty. There are teachers who come from different geographic areas, those that cross socio-economic lines, educators who have a primary language other than English and those identifying as Gay or Lesbian. These forms of diversity enhance our community, mirror the world beyond our campus and allow our students to see themselves in the individuals that stand before them daily.

But the obstacles that we have faced in securing more teachers of color have proven to be worthy adversaries. Be it insufficient pay, lack of interest from candidates, shortcoming in how and where we post positions or other unknown factors, our results have fallen short of our desires and needs.

The story of how I came to Friends' Central seems more relevant to me now as the school embarks upon new practices

designed to increase the diversity of both teachers and administrators. In my opinion, there are few initiatives more in line



with the school's Statement of Diversity and Inclusivity or with our Quaker beliefs.

I turned down the interview here at Friends' Central three times before finally accepting it. This only coming at the prodding of my professor at UPenn who was also a parent of a FCS student. Jane Hileman, mother of Graedan Zorzi, pulled me aside after class and told me that she had spoken with Ray DeSabato and that it would be worth it to visit what she described was a

jewel of a school. The trust that I had in Professor Hileman was what I needed to finally take the interview.

Truth be told, I had never heard of FCS. I was a product of The Philadelphia School District and Quaker school education was as foreign to me as that of being in a different country. If not for Mr. D's persistence, his willingness to take an extra step, his reaching out for help, I would have never made it to campus.

Addressing the issue of a more diverse faculty are new school practices targeting college and community outreach; a hiring protocol that specifically looks for diverse candidates and a Diversity Board committed to being current on the best strategies that have worked and that are working in other healthy communities. Perhaps most importantly, the school is prepared to examine any and all institutional barriers that may be working against our goal.

There is no guarantee that any of these ambitious initiatives will produce more faculty of color. What is guaranteed is that FCS will exhaust every possible resource available moving forward. ❖

## In this Issue:

- *The FOCUS Survey Results (3)*
- *Academic Pressure (3)*
- *Jim Goes to Southeast Asia (5)*
- *Mr. Seller's take on Quakerism at FCS (2)*



# Why I Love Friends’ Central

by Sam Veith ‘16

You’ve probably been told by someone at some time about how incredible FCS is. I’ve certainly been told multiple times. Instead of challenging them or completely agreeing without giving further thought, I asked myself, “What makes Friends’ Central awesome for me?” For me, FCS is made awesome by my experience here, through personalizing my own schedule and the relationships with my peers and teachers.

When I entered the ninth grade last year as a new student, science was already my first love. As my first year came to an end, I decided to take both Physics and Chemistry in my sophomore year to pursue my passion. While I had to drop history, I’m really thankful I have the opportunity to pursue any academic experience I can imagine. Further, clubs at Friends’ Central cover a wide variety of academic topics and extracurricular interests. You can enhance your own education on the Core Teams, celebrate your nerdy side, and even cook for your friends. This year, I joined Model UN to learn about political relations and history. We study about one country for a span of months, then present ourselves as diplomatic representatives in front of a mock United Nations council. I believe that clubs can be as cool as you make them and you can be as devoted as you wish. Clubs are a fun way to try new things and indulge yourself in different aspects here at FCS, not just something to put on your college application.

As a student, I find that I sometimes need help with a subject that I just can’t quite figure out. I personally enjoy visiting

my teachers because I know that they genuinely care about my success and will help guide me through a problem. I feel really fortunate to say that I love the teachers I have had at Friends’ Central. Whether it’s a casual encounter in the oval or a long meet-



Photo credit: friendscentral.org

ing in an office, there are teachers who never fail to inspire me and those who can always lift me up if I’m having a bad day. Teachers go beyond being teachers here; they are mentors and friends who can offer great advice when I need it. I also think that we as students create a strong network of academic support for each other. Last year as I struggled with a lit paper, I went to the Writing Lab, which is staffed by older students, to help structure my argument. As a tenth grader, I’ve been inspired to help as many as I can, through guiding 9th graders in the Foundations clinic and by helping others in my study hall with any range of subjects. I really love being able to collaborate together to make something profound.

At my past schools, I have not witnessed, let alone participated in, the community that we have present before us. I implore you to look at your own experiences here, because for me it’s these small, but significant, moments which make me proud to say: “I Love Friends’ Central.” ❖

# Honesty is the Best Policy

by Emma Xu ‘14

To be honest, before I came to the United States and became a student at Friends’ Central, academic integrity was never on my radar. Starting from 6th grade, school life for every student in China becomes increasingly difficult. We have to take a Middle School Entrance Exam and later, in 9th grade, the High School Entrance Exam in order to attend high school. Students invest large amounts of time inside and outside of school to prepare for these exams sufficiently.

Their motivating factor is that all of the results will be publicly displayed in front of the parents during Curriculum Night. Sadly, there is a desire in all students to defend their self-pride, which supersedes the mastery of knowledge and, therefore, integrity. Students develop sign languages to communicate about multiple choice answers, and hide formulas and notes in their sleeves. Some “brave” students even text each other answers.

When I arrived at Friends’ Central, I was blown away by the school’s emphasis

on anti-plagiarism and academic integrity. Even with endless resources online for writing papers, when my classmates and I are generating our ideas, no matter how challenging the assignment may be, copying from the Internet is not an option.

I have observed no cheating in the classes I have taken at FCS, not because we were lectured and scared into not doing so, but because academic curiosity and originality are embraced in our everyday learning. In assessments, we want to express our own ideas and communicate with our teachers how well we understand the material.

Compared to the learning environment in China, Friends’ Central is much more nurturing and positive. The effects of Quaker values are largely shown in how we learn. Though we are not always aware of the presence of academic integrity, it has become a habit in our learning patterns.

When we examine how Quakerism works in our daily lives, an appreciation for academic integrity definitely brings us together as a community. ❖

# Quake Me Up

by Jess Miller ‘15

Isn’t it exhilarating to walk into a Friends’ Central School event? Nothing beats bolting up the bleachers, cheering with the “Quake”, squeezing into the meeting benches to watch the latest FCS performances and showcases, and looking up at the posters and decorations displayed on the walls of our cafeteria. What is unique about FCS is our

ity or you are a spectator, you are welcomed into the community. Of course you might hang out with your best friends at school event, but the next moment find yourself playing and cheering with people you don’t have classes with or making friends with school-spirited adults.

For me, the school spirit at FCS has led me to step outside of my comfort zone

support system, family dynamic, and school spirit. We often find many members on campus with facepaint, sporting blues, whites, grays, and FCS apparel. (Or, less commonly, members of our swim team with blue crew cuts before big meets). Students and alumni, family and friends love to support FCS activities.

It is easy to benefit from our school’s spirit. The school spirit at FCS welcomes people into a new world of social opportunity. Whether you’re participating in an activ-

and challenge myself to try new activities. At Friends’ Central, I am motivated and encouraged by the positive energy I get from the community. Since I came to Friends’ Central, I have played four entirely new sports on teams, such as water polo and later swimming, performed in arts activities that I hadn’t before, such as choral concerts, and have joined interesting clubs. FCS pride is what holds our community together, excites us, and inspires us to heavily involve ourselves in the multitude of activities the school has to offer. ❖

# What Makes Friends’ Central Quaker

by Peter Dissinger ‘14

and Emilia Weinberg ‘14

In the past few years, Friends’ Central’s administration has begun to embrace the future: new buildings, Vision 2020, and now even the introduction of new technology. An innovator at heart, our headmaster, Craig Sellers, is at the forefront of this latter transition.

It’s not so often that we get to see pieces of Friends’ Central’s distant past, which made it all the more exciting when Mr. Sellers showed us a 1931 Student Council handbook he found when cleaning out his desk. In this small, worn book, he read to us three different FCS fight songs, which were certainly not as Quakerly as our cheers today. He shared these chants to emphasize that the beauty of Friends’ Central is its passion for “continuing revelation.” Our school is constantly changing, always asking new questions and seeking new answers. For instance, our curriculum is continually seeking to adapt to the modern world, discussing relevant issues and findings in all disciplines.

As our school prepares to integrate iPads into the classroom, students and teachers alike are questioning how this change will adhere to Quaker principles. According to Mr. Sellers, the iPads are “a

phase,” a first-step transition to a more technologically diverse and adept school. This theme of change is present throughout our lives at Friends’ Central. He points out, “In five years, it’s hard to know what the school will look like.”

But there is also something at our core that stays simple and true. As our meeting was coming to a close, Mr. Sellers showed us a passage from the handbook pertaining to Meeting for Worship. This excerpt explained that Meeting for Worship is a time for the community to come together, where all are welcome and encouraged to speak if they feel moved. Mr. Sellers pointed out that the 1931 explanation is hardly different from what we have today, which is why he believes that Meeting for Worship is central to the Quaker experience at Friends’ Central. Meeting for Worship is a time to “get to know the community through an entirely different lens” and “learn about yourself.” Mr. Sellers thinks that the time we take out of school every week for Meeting for Worship is what sets us apart.

When we come back to Friends’ Central years from now, there may be new buildings, new technology and even a new curriculum. But it is comforting and reassuring to know that Meeting for Worship will always be a familiar environment. ❖



# The Pressure Cooker

by Saiorse Hahn ‘15

There is no doubt that the Friends’ Central community thrives on our advanced academic curriculum and extremely intellectual environment, but is it too much for the students? A recent FOCUS survey asked kids how much academic pressure (over grades, tests, projects, etc.) they feel as students at FCS. A whopping 59% of students reported feeling a significant amount of academic pressure (every day) about grades, 30% reported feeling a decent amount (a couple times per week), and 11% reported feeling a little bit (a couple of times per month). Though Friends’ Central prides itself on a rigorous academic environment that pushes students to utilize their abilities to the fullest, does the faculty understand the pressure students are feeling? It’s true that Friends’ Central students take their education very seriously, but the question is not why there is so much pressure on stu-

dents, but from where does it derive? I honestly believe that the pressure students feel comes more from their social surroundings than from any authority figure. After getting tests back, it is common to be asked by your friends what you got. So, doesn’t always having to worry about reporting your score to your friends, or being afraid that you’re being judged if you choose not to say, put more pressure on students? As a junior, I am already starting to see SAT/ACT scores broadcasted during lunchtime conversation. The more that students are bombarded with having to face grades, especially outside of class, the more pressure they are going to feel. I truly think that it’s time for students to reevaluate their social behavior when it comes to talking about and comparing grades and try to recognize that peer pressure may have more to do with the academic pressures they’re feeling than they think. ❖

# To Be or Not To Be Advanced

by Stefan Sultan ‘15

At Friends’ Central there is a great disparity between the humanities courses and the math and science courses. Take advanced courses as an example. With the exception of two advanced history classes open only to Seniors, there are no advanced courses in the humanities; yet there is an advanced section for almost every math and science class. Advanced courses, and the lack thereof, are important for two main reasons. They allow students to really push themselves in class. They are also important to colleges because they show a high level of academic rigor and, more specifically, Advanced Placement courses can allow high school students to earn college credits before even stepping on campus. While our school does offer AP tests, it would be easier to take those tests if courses like American history and English lit could teach more towards those tests. By not having advanced courses in the humanities, there is an unfair advantage being given to those students who are better at math and science.

The variety of coursework is also a cause of this imbalance. In the science curriculum, there is a wide variety of academic paths that students can take. You can choose to take only certain foundational sciences, you can take second level sciences as an older student, and you can take Botany, offered as an elective in senior year. To a lesser extent, there is a certain amount of choice in the math department, where you can opt to take Calculus II or Statistics in your Senior year, and you can choose the level of academic rigor in your course load. In contrast, there is virtually no choice for English and history classes. Perhaps you might be interested in taking an Economics or Psychology course or you find the works of Murakami and Marquez much more interesting than those of Hawthorne or Twain. By giving stronger choices for humanities classes and having more advanced classes, I believe that Friends’ Central’s academics could be even stronger and provide a wider variety of educational opportunities to its students. ❖

# The Results Are In

by Julia Barr ‘15

In the past couple years, the phrase “Quaker Works” has been in the spotlight, and through its course has received a wide range of feedback. A recent poll of Friends’ Central Upper School students reported that only one third of the student body would feel comfortable explaining “Quaker Works” to a prospective family. Further, 74% of the students felt that the meaning behind the expression had not sufficiently been explained to them. Only a few of the comments regarding “Quaker Works” expressed frustration that the phrase has been overused to a point where it has lost its impact. More commonly, students feel a general lack of clarity about what the slogan really means and are open to trying to understand Quaker Works. Another interesting result of the survey was that many of the students polled did not see the Quaker principles, otherwise known as SPICES, as a dominant part of their education. Almost 25% of students felt that the

SPICES have almost no impact on our education. However, 61% of students felt that at least “sometimes” the SPICES are important at Friends’ Central, which is a positive result. Having myself been a student at Friends’ Central since pre-kindergarten, I can understand the sentiment behind many of these responses. I feel that it is easy to become so accustomed to the environment that these Quaker principles create that we take it for granted. Yet, I think it is clear from the results that the students are largely aware of the SPICES and that Friends’ Central does attempt to integrate them into our experience at school. Finally, almost all responders said that they would feel comfortable explaining Friends’ Central School as a whole to anyone interested, even if “Quaker Works” itself is still a little ambiguous to some. Though students aren’t always aware of the presence of SPICES, Quaker values fit into our academics and our community without question. ❖

# The Integration of iPads at FCS

by Elizabeth Raphaely ‘16

and Will Pearson ‘16

Next school year, Friends’ Central Upper School will be integrating iPads into the curriculum, creating a one to one system for learning. While the iPad won’t alter the curriculum, it is definitely going to redefine how we learn and organize information. The Academic Department of Friends’ Central believes that as technology progresses in the world around us it’s important that our school keeps up. However, we wanted to know how teachers think this switch will affect classroom environments at Friends’ Central. We interviewed Mr. Gruber, head of the Science Department and Ms. Ewen, head of the English department, to get their opinions on the new advancement.

Mr. Gruber cheerfully explained to us that he was very excited about the iPad’s arrival. He believes that the device will help students stay organized since everything is conveniently located in one place. Science classes will be able to do lab experiments and calculations through different applications on their iPads. With the world now at their fingertips, students will be able to explore many opportunities that were not easily accessible before. However, Mr. Gruber has some slight concerns. He believes that the iPad may distract students and disrupt the classroom because students will be able to access whatever apps they want. The iPads also have the potential to create a

more individualized rather than communal learning environment, which is an important component of Quaker values. Ms. Ewen believes that iPads will have an almost entirely positive effect on our school. The English Department at FCS has already begun experimenting with an app called *Subtext*, which allows you to highlight passages in the book you are reading, add notes and Google information on the text. Ms. Ewen hopes that this app will help the literature students better engage in “active reading.” She also plans to create digital handouts for her classes next year in an effort to reduce her classes’ carbon footprint. However, it doesn’t seem plausible to simply get rid of paper in an English class. Notes, tests and analytical papers are best done on paper. The iPad will be useful in some contexts of humanities classes, but it is hard to believe that students will be able to completely give up their notebooks. The one-to-one program seems to have its fair share of pros and cons. In accordance, the student body is torn over the issue: in a recent survey done by Focus, about two-thirds of the student body were not convinced that the iPad would have a positive impact on the school. Of that group, a large portion did not even know what “One to One” meant. Hopefully, as more information becomes available, teachers like Mr. Gruber and Ms. Ewen can begin to educate the entire student body on how the iPad will become a part of our community. ❖

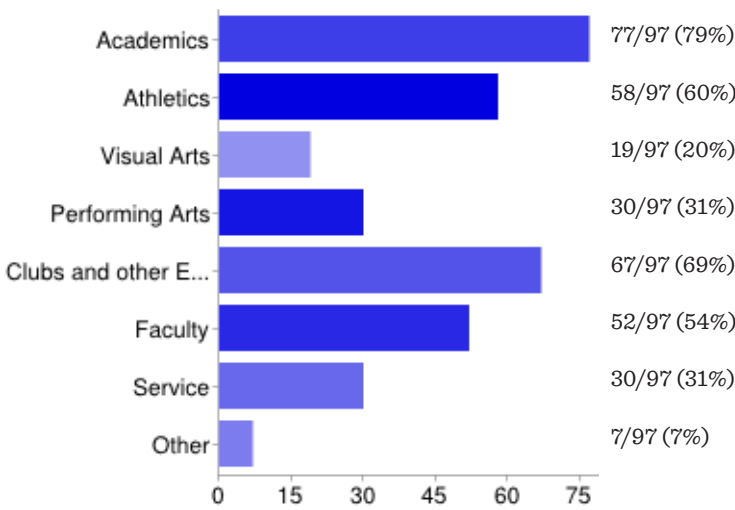
# A Fresh Perspective on Extracurriculars

by Grace Kaufmann-Rosengarten ‘16

One of the most polarizing subjects at Friends’ Central is the balance between arts and athletics in the school curriculum. It has been debated for many years now, but very little has been done to create change. As it stands currently, to graduate Friends’ Central you must have completed a minimum of approximately 216 hours of arts (9th and 10th grade rotation and 1 art credit) and approximately 440 hours of athletics (2 hours a day, five days a week, one trimester a year). If the goal is to have an equal balance between arts and athletics, our school is certainly not meeting that goal. It is definitely not an unattainable goal, though.

One solution is to transform the four athletic credit requirement into four extracurricular credits. This requirement would encompass stage crew, the plays, and any sport. PE would still be required if you are not in a sport. High schoolers should be allowed to select their own after-school activities and still be recognized for them. If the activity that fulfills you most is a sport, then by all means please keep playing. But if you dread the two hours after school where you have to run or swim, you could join stage crew or audition for the play. Friends’ Central students should not be given credit solely for their athletic prowess, but rather for the time they have spent being a part of our community and bonding with other students. ❖

We Asked Friends’ Central students: *What are your favorite parts of the Friends’ Central experience? (multiple answers allowed)*





# My Best Faculty Friend

by Rose Gendelman '15

I have a tough-love relationship with the infamous Dr. Patterson. Last year in my Literature class, he and I formed a friendship based entirely off of sassing one another. Although we joke around, I know if I ever needed anything, he would be there to help and support me. I have so much respect for him, and I appreciate everything he has done to help me grow as a student.

These student-teacher friendships strongly affect the dynamic and effectiveness of our school. Due to our small classroom environments, teachers are able to connect with each student individually and help them to succeed and grow academically. In Lit class last year, Dr. P introduced



Grant McCord '15 and Ms. Lukens, another student-teacher friendship.

us to writing personal essays. With his help, I found I was able to find my own voice as a writer and enjoy writing. He gave me the confidence I needed to decide to join Focus.

Learning at FCS is clearly an experience that is not limited to the classroom. Although that's the only place they're required to help you, many of the teachers form strong bonds with the students as friends and mentors. These friendships break down the stereotypical barriers between teachers and students, forming a more collaborative and respectful learning environment. Anywhere you turn there is a teacher willing to help you, whether it has to do with your paper or the latest drama. They love you, support you, care about you, and push you to the best of your ability. ❖

## SAC's Perspective on Quaker Works

by Kate Forrest '14

The Student Admissions Committee has always been one of the most popular clubs on campus. Whether you belong to it or not, everyone at Friends Central takes part in it. Every time you interact with a prospective student or parent, you are influencing their decision on whether or not to join the FCS community. Whether you flash them a smile or open a door or sulk around, you're helping every newcomer who walks our halls to make a decision.

Prospective parents and students are always looking to ask lots of questions. Traditionally, most questions are answered by SAC Board Members or permanent Admissions employees. But what if a prospective parent stopped you on your walk to the FCC and wanted to ask you a question? What if they had just seen a "Quaker Works" slogan in the cafeteria and wanted to know what it

meant? What would you say?

As a SAC Board Member, I generally respond by saying that Friends' Central is an academic institution that flourishes beneath the Quaker testimonies. Our slogan is meant to show that while not everyone at this school is personally affiliated with Quakerism, everyone can benefit from a Quaker education. It is knowing everyone in their grade's full name because of the intimate feel of the community. It's the extra day that your teacher happily gives you to study for a test because they understand the pressure you are under. I honestly believe that going to a Quaker school has changed me for the better. Every SAC Board Member, representative, and employee would answer this question differently. Some would give an answer similar to mine, others might disagree. But I think that Quaker does indeed work. Do you? ❖

## A Fresh Perspective on Sports

by Faria Rehman '17

As is the case with most private schools in our area, sports are a very important part of Friends' Central School. When I visited last March, I saw students tossing around softballs and baseballs on the Oval and a tennis team practicing on the courts. In fact, I noticed that the emphasis on sports was a way of promoting a healthy lifestyle and school spirit. This was a positive change from my old school, which just required students to take PE and didn't encourage students to play for the school teams. Friends' Central gave me a new outlook on school sports; I could see that the students were excited about sports events and supportive of their teams.

Although I do not personally play a school sport, I asked a number of Friends' Central athletes about their thoughts on sports intertwining with the Quaker idea of community. One of my favorite responses was from Nickie Lewis, a junior who plays on varsity soccer, "I think sports help friendships form within a team because

they have respect for each other and want to play well together. Those friendships carry on throughout the school year, which helps people to expand their friendship circle. Also...when there is a championship game or some other big event, the community comes together to watch it... It gives something for people that don't usually have something in common something to talk about."

What Nickie says rings true to me, although I don't have much experience from her perspective. On a daily basis, I see the effect that school sports has on the community. People who are on the same team are always very close-knit, and they try as hard as they can to get the FCS community involved in their games. As a Quaker school, Friends Central has created a very supportive environment. Students take a break from their afternoon rush to go support teams like Nickie's and many others on a weekly basis. Overall, Friends' Central provides a positive push for school sports that brings the community together in a way that is truly unique. ❖

## Faculty Spotlight: Ms. Jeschke

by Isabel Nardi '14

The stress of Junior and Senior year can be tenacious. Attempting to find the balance among extracurriculars, school, and the college process can seem impossible. However, despite these difficulties, there are many perks to being an older student. These include having free blocks instead of study hall and choosing to take electives and other cool classes only open to Juniors and Seniors.

One of the more unknown advantages, however, is the never-ending supply of Hershey's Kisses that sits on Ms. Jeschke's desk in the College Counseling office! As you reach into Ms. J's glass bowl to take one, she will cheerfully say, "Take 3, all good things come in threes." Though the chocolate is a nice plus, the real asset is Ms. J herself. I have yet to see a time when a smile is not gracing her face. Throughout the college process, she has been a constant voice of encouragement and comfort. Ms. J's positive attitude is contagious and, thankfully, her door is always open.

So, whether you are a Senior who is just stopping in to say hello, a Junior in need of a chocolate break, or a younger student wanting a sneak peek of what is to come, I strongly suggest you go visit Ms. Jeschke. On behalf

of the Senior class of 2014, thank you Ms. J, for keeping us sane and serene during this transition in our lives. We greatly appreciate all that you do for us. ❖



## An Interview with Jacob Fogel

by Anthony Candelori-Moraglia '16

After being a lifer at Friends Central, coaching the middle and upper school wrestling team since his first year after college, and subbing for Jim Rosengarten for the 2nd half of last year, Jacob Fogel has now joined the FCS community full time. He is currently teaching two different classes, 8th Grade Social Studies and 20th Century Global History and will continue to coach the Upper School wrestling team. Mr. Fogel—aka, Jake—has already adapted very well from being an FCS student to an FCS faculty member. Over the summer, he worked with Ms. Crowley to incorporate more contemporary history into the 8th grade Social Studies class. He says the best part of teach-

ing in two different departments is, "seeing where kids are developmentally, and in their process of education...[and] working with all levels of kids." One of the unique aspects of Mr. Fogel's teaching style is how he teaches students the same no matter their age. Of his teaching philosophy he explains, "I teach the same to 8th and 10th graders, as would make sense...The difference is how kids get different parts of what I'm saying." Mr. Fogel, I hope you enjoy the Middle School and Main buildings: You're going to be in them for a long time! ❖





# Jim Goes East

*by Natasha Guy '16*  
*and Hannah Vickery '16*

After working 14 years at Friends’ Central, Jim Rosengarten got the opportunity to go on sabbatical during the second half of last year. As a history teacher, Jim was especially “enamored with Asian Philosophy” and he also has family living in Malaysia, which helped him to decide where to spend those weeks. He and his family packed up and flew to explore Thailand, Malaysia, Cambodia, and Vietnam.

From riding in taxis to Tuk Tuks (glorified motorcycles), the Rosengarten family hit the ground running. In Thailand they visited an isolated island where a James Bond movie was filmed, which was almost like “Life of Pi.” An old FCS teacher living in Bangkok met up with the family and they were able to visit Bangkok Patana international school. They also went to an Elephant Sanctuary. These elephants were brought to the sanctuary because they had been injured, whether from a land mine or in abusive homes. Although they came from such terrible situations, the elephants gave kisses



to the Rosengartens and soon stole the family’s hearts. One female elephant had a four month old baby when the Rosengartens were there, but they didn’t get any closer than necessary as the ‘grandma’ elephant watched from afar saying “you better watch out” with its eyes.

In Cambodia, they explored the ancient ruins of Angkor Wat. Although Jim felt bad climbing through these historic places, he admits that it was a pretty cool experience. Next they went off to Malaysia, visiting

mosques and famous buildings. When they entered the National Mosque of Malaysia, built in 1965, it was mandatory for the girls to clothe their entire bodies. They also toured the Petronas towers which were ranked as the tallest buildings in the world from 1998 to 2004. They also got to visit the Boh Tea Plantation, the largest black tea producer in Malaysia!

While they traveled across Asia they really enjoyed tasting new, exotic food. Besides McDonalds, they got to experience

all different kinds of dishes including a fruit called Durian. Even though they looked like pineapples they smelled horrible! Beware! The family also met a monk on their journey. He told them about his longing to master the English language so that he can come to the USA to become a tour guide in New York City. Although he was a friendly and uplifting guy, he would not touch the girls while taking a picture, saying “women may not touch me,” showing just one of the vast cultural differences between Asia and the United States. On their travels everyone in the family got sick. Well, except for Mira since “she never gets sick.”

After the 8 weeks abroad, Rosengarten attended a nine day silent retreat at the Desert House of Prayers, and discovered “lots of interesting desert creatures.” It would be an understatement to say that he experienced many things on his sabbatical. He ended our interview with telling us the appreciation he has towards this unique program and how it has been as “real gift.” This trip was such a magnificent part of his life that in the end, he couldn’t help but saying, “I know I just got it, but can I go again?!” ❖

# Top Ten Main Line Food Spots

- by Chiara Neilson '14*
- 10. [Lovecchio’s Pizza \(Bryn Mawr\)](#) - Not only is the pizza delicious and enjoyable but the people who work there are also fun to be around. They treat you just like family and even sometimes give you an extra slice for free!
  - 9. [Zoe’s Kitchen \(Bryn Mawr\)](#) - A new Greek place in Bryn Mawr that has a special place in my heart. In the mood for pita and hummus? They have a variety of different kinds! Get hummus on their salads, sandwiches, or even as a side with tomato soup.
  - 8. [Crust Pizza \(Bryn Mawr\)](#) - I am not too crazy about the pizza here, but I do love their caprese panini! It contains the perfect blend of fresh pesto, juicy tomatoes, sweet peppers, and mozzarella cheese. Then they throw it in the large wood-fired oven to meld all of the delicious flavors together. You have to try it!
  - 7. [Kiwi Frozen Yogurt \(Haverford\)](#) - My all-time favorite froyo place. Ever. They have a variety of flavors that change with the seasons (pumpkin is insanely good). So grab a cup and fill it up with many different flavors and don’t forget to add tons of toppings! My personal favorites are the brownie bits

- and strawberries. But be careful when you go to pay...froyo can be a bit pricey!
- 6. [Sweet Green \(Ardmore\)](#) - Sometimes all I crave is a good fresh salad. I usually choose to create my own, but guacamole greens is also a personal favorite. You can’t go wrong with avocado, tortilla chips, and a lime dressing! A Main Line favorite, this restaurant is almost always jammed so be prepared to wait in a line.
  - 5. [Hope’s Cookies \(Rosemont\)](#) - I am always in the mood for their thick, sweet, wonderful milkshakes. Chocolate and mint chocolate chip will put you right into heaven. Maybe even pick up one of their many types of fresh baked cookies for later...they have seasonal flavors like pumpkin and peppermint now. Such a treat!
  - 4. [Nudy’s Cafe \(Paoli\)](#) - Delicious but a bit of a trek, this cafe has a few locations - in Paoli, Devon, and West Chester. It is worth the drive! Breakfast and lunch served all day, with a cute energetic cafe ambiance to go along with it. Whether you are in the mood for savory omelets and hash browns or sweet nutella pancakes - definitely try this cafe at some point. You won’t regret it!
  - 3. [Melodies Cafe \(Ardmore\)](#) - I am

- always on the hunt for cute coffee shops (and I am envious of those who live in the city where there is one on almost every block). Melodies, located where the old Milkboy used to be, is one one of my favorites around here. They make a mean cappuccino and I often use their free wifi to settle down to get some work done. I studied for every one of my Junior year finals there (being near massive amounts of caffeine was important).
- 2. [Wawa](#) - A classic that I’m going to miss so much when I go to college. You can’t beat the delicious hoagies and hot coffee. I also always manage to make friends with the friendly people who work there.
  - 1. [Minella’s Diner \(Wayne\)](#) - Can’t decide what to order? On a budget? Just want dessert? Minella’s has literally every type of food, pastry, cake, and drink you can imagine (for not a lot of cash). Their menu is huge and probably weighs about twenty pounds. The service is also incredible. I have never had to wait for longer than five minutes for a table and fifteen minutes for my food! So speedy! Oh, and did I mention that they are open 24/7? Yeah, just another reason why Minella’s has a special place in my heart. ❖

# Honor the Code

*by Josh Benjet '16*

Most people think that the honor statement is a set of rules about cheating but actually it addresses more than just academic integrity: it addresses our community.

The goal of the honor statement is to have a tool for students to think about their actions and to guide them in a direction that is beneficial towards our community. The honor statement is trying to help shape a better community, one that is more unified and committed to integrity and other Quaker values.

Not only does the honor statement challenge people on integrity but the honor statement also challenges people on ways to care for the FCS community. The honor statement is not a set of rules but a set of questions regarding not only integrity but also how we treat our community and how we should act.

For example the honor statement talks about stewardship by asking the question: Am I caring for our community’s shared space? This query challenges students -- and teachers -- on something in our community not related to academic integrity.

These questions are helping people to think before they act, therefore creating a community that is better because people are aware of their actions as they impact the community.

The honor statement is a way for individual students to challenge themselves, if unsure on the impact their actions.

So next time you are wearing headphones? Ask yourself, Am I fully in the moment? ❖

stop. If they don’t, however, and if you are at the end of the row, you can stand up and move to the back. Or, if you are sitting near teachers, you can let them know what’s going on. I know it’s hard to deal with, but I hope this helped!

Sincerely,  
Georgia Fox ❖

# Dear Georgia Fox

*by Hannah Kaminsky '15*  
*and Sophie MacFarlane '15*

Dear Georgia Fox,

I keep hearing all about this thing called “One to One” but I have no idea what it is! Is it about having equal proportions of food? Or is it about having one teacher for every student? I am a little confused and I feel like it is going to be very important change for the 2014-2015 school year! Do you know what it is?

Sincerely,  
Confused FCS Student

Dear Confused FCS Student,

No, “One to One” is not about food or teacher proportions; rather, it is about iPads. I’m sure you’ve heard all the LM or Harriton kids talk on and on about their Mac-

Books they love so much. Now we are going to be able to join in on the fun! Our very own Headmaster, Mr.Sellers, is going to require that each student has an iPad starting next fall. You may have noticed that teachers already have their own iPads; they were given the year to acclimate themselves to this electronic contraption! You are very right about this being an important change for the next school year - each class is being required to use the iPad in some shape or form. It’s something to be very excited about. This is going to change the way classrooms run, and advance them technologically.

Sincerely,  
Georgia Fox

Dear Georgia Fox,

For the past 2 Meeting for Worships, someone was banging on the back of my seat

the ENTIRE TIME. What do I do? I don’t want to be a drama queen and make a scene, but I can’t center myself with all that racket going on behind me. Help!

Sincerely,  
An Annoyed Student

Dear Annoyed Student,

This is a difficult predicament you’re in. We’ve all been in that place before when the person behind us just won’t be quiet, and we become agitated instead of calm like we should be. I think there are a few ways to approach this process. I think it’s always best to begin with a little nice-turn-around-eye-contact, just to let them know that you can hear their incessant noise making. If the noisemakers don’t respond to that, then maybe let them know quietly that it’s disturbing you. After you say that, they should



# Siblings in the Phast Lane: Carlos and Richard Price-Sanchez

by Zoe Ginsberg '17  
and Talia Rosenberg '17

Brothers Richard Price-Sanchez '16 and Carlos Price-Sanchez '14 are a special duo. Each has been contributing significantly to his respective sports teams this year. Richard is a star on the Friends' Central water polo team. This season at Friends' Central, the water polo team has done surprisingly well. It has won four games, beating the team's win total in the past two years combined.



Richard also plays for the Tiger Aquatics Water Polo Team in Princeton New Jersey and the North East Zone Olympic Development Team. He has helped the North East Zone team win two consecutive regional championships, one of his proudest accomplishments in the pool. For the past four years, Carlos Price-Sanchez '14 has been an important contributor to the Friends' Central running program. He competes every season and is incredibly passionate about his sport. On the thrill of running

cross country, Carlos says, "In showing up, in continuing despite whatever pain, whatever fear, whatever insecurity you may feel - you gain a real sense of agency. Running is putting your face right up against the teeth of every reason not to run and deciding to do it anyway." Currently, Carlos is a part of the fall cross country team, which has been solid even though they lost many good runners last year. Almost everyone has set some kind of personal record. Carlos himself is most proud of his mile time of 4 minutes

and 27 seconds. He describes the team as, "the best, goofiest, and most good-hearted group of guys and girls I could ask for." Carlos and Richard swap war stories about their sports at home. They attend each other's games and make sure to cheer for one another. Carlos says, "Plus, we can bond over the fact that both our sports outfits would not exactly meet the dress code. Speedos and short shorts. That's a lot of thigh!" ❖

# Siblings in the Phast Lane: Julia and Greg Lynn

by Max Ginsberg '14

Julia Lynn has played on the varsity girls tennis team for all four years of her high school career. These past two years, Julia has been the captain of the team and has played different positions on the team's ladder. This year, she helped lead Friends' Central to their first playoff appearance in two years. Dur-

benefit her team and has been a great role model for the younger students. Julia has had a great high school tennis career and we wish her the best in the future. Across campus, Julia's brother, senior Greg Lynn has been part of the boys soccer program for the past four years. Greg has spent most of his career playing on the JV level but this year on senior day against the Phelps School,



ing her senior season, Julia has played both number two singles and number one doubles with sophomore Madeleine Coss. Julia and Madeleine won the first doubles individual tournament this season. Julia's biggest strength is her ability to to be successful at any position on the ladder. She is constantly working to

Greg got the call up to the varsity team. This was Greg's first time playing with varsity and he made quite the impression. In his first start at right midfield Greg rocketed a shot into the bottom of the net for his first career varsity goal. As a player on the team, I can say it was one of the best moments I have had during my four years on the team. ❖

# Artist in the Spotlight: Hannah Vickery

by Taylor Williams '16

Hannah Vickery is truly a triple threat in the visual arts. You might have seen her in this year's production of Edges or maybe even last year in Almost Maine. Either way, Hannah Vickery is on the fast track to Broadway. Hannah has been acting since she was 7 and has appeared in two productions in Friends' Central Upper School and more to come. In addition to school productions, Hannah attends acting classes every weekend at The Actors Center in Olde City and has an upcoming role in a play called Towards The Sun. On top of her acting, Hannah is a member of both Chorus and Vocal groups, and she has a voice coach she works with often. Further, Hannah dances 6 hours a week at the Koresh School for Dancing. Whatever performance art she ends up in, I see a bright future for this rising star. ❖



## FOCUS

### Editors in Chief:

Emilia Weinberg '14  
Peter Dissinger '14

### Senior Layout Editors:

Max Luzuriaga '14  
Jordyn Karliner '14

### Senior Diversity Editor:

Emma Xu '14

### Senior News Editor:

Kate Forrest '14

### Senior Sports Editor:

Max Ginsberg '14

### Senior Arts and

### Entertainment Editor:

Chiara Neilson '14

### Photographer:

Noah Silvestry '15

### Staff Writers:

Anna Sorenson '15  
Caroline Bartholomew '15  
Grant McCord '15  
Hannah Kaminsky '15  
Hannah Wenczel '15  
Isabel Nardi '14  
Jessica Miller '15  
Julia Barr '15  
Julia Stern '15  
Marissa Gratz '15  
Maya Rosenberg '14  
Rose Gendelman '15  
Saoirse Hahn '15  
Sophie MacFarlane '15  
Stefan Sultan '15

### Faculty Advisors:

Steven Patterson

### Proofreader:

Laurie Novo